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COLLEGE OF EDUCATION

PRE-SERVICE TEACHERS PERCEPTION OF THEIR EDUCATIONAL PREPARATION

BY

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ABSTRACT

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Title: Pre-service Teachers' Perception of their Educational Preparation

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The present study aims at investigating pre-service teachers' perception of their educational preparation in three post-graduate diploma programs at Qatar University College of Education. A questionnaire consisting of six study domains was used. The study domains are planning and preparation for instruction, classroom environment, professional responsibility, teaching skills, time allotted for learning different subjects, and time allotted for learning certain skills. Pre-service teachers' demographic characteristics such as gender, age and study majors were investigated in relation to the six main domains.

Moreover, the study examined the extent to which the six study domains predict pre-service teachers' preparation. A total of 53 participants completed the questionnaire in a voluntary base. Findings of the study suggested that pre-service teachers have positive views about their educational preparation. The majority of the study participants responded they have been well prepared. There were statistically significant differences found between the study domains and pre-service teachers' age, gender and study majors.

DEDICATION

I dedicate the success of this journey to my daughter Zerina Temilola Kazeem!

I hope that I am as much of an inspiration to her as she is to me.

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The dream of completing a Masters degree in education was a personal and a professional goal for me. It was a path of challenges, intellectual inquiry and remarkable learning.

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TABLE OF CONTENTS

DEDICATION.....	iv
ACKNOWLEDGMENTS.....	v
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
Chapter 1: Introduction.....	1
Background.....	1
Statement of the Problem.....	5
Study Purpose.....	6
Research questions.....	6
Significance of the Study.....	6
Terms definition.....	7
Chapter 2: Contextual Background.....	8
Introduction.....	8
Geographical Background.....	8
Historical, Economical & Political Background of the State of Qatar.....	9
Education System in Qatar.....	10
Teachers in Qatar.....	13
Chapter 3: Literature Review.....	15
Introduction.....	15
Pre-service Teachers' Education Programs.....	15
Models for Pre-service Teachers' Education Programs.....	17

Pre-service Teachers' Education Programs in Qatar.....	21
Changes and Challenges in Pre-Service Teachers' Education.....	22
Research on Pre-Service Teachers' Education Programs.....	24
Chapter Summary.....	28
Chapter 4: Research Methodology.....	29
Introduction.....	29
Participants.....	29
Study Design.....	30
Data Collection Method.....	31
Instrument.....	32
Reliability.....	34
Content Validity.....	35
Construct Validity.....	36
Pearson correlation.....	36
Data Analysis.....	37
Ethical Consideration.....	38
Chapter Summary.....	39
Chapter 5: Results and Findings.....	40
Results According to Research Questions.....	40
Research Question 1.....	40
Research Question 2.....	45
Chapter Summary.....	49

Chapter 6: Discussion and Conclusion.....	51
Introduction.....	51
Research Question 1.....	51
Research Question 2.....	54
Limitations.....	56
Recommendations.....	56
Future Study.....	58
Chapter Summary.....	58
References.....	60
Appendix.....	69
Appendix A: Inform Consent.....	69
Appendix B: English Questionnaire.....	70
Appendix C: Arabic Questionnaire.....	74

LIST OF TABLES

Table 1. Descriptive statistics for demographic characteristics.....	30
Table 2. Study domains scores, means and standard deviations.....	34
Table 3. Cronbach alpha reliability of the study domains.....	35
Table 4. Bivariate correlations among the six study domains.....	37
Table 5. Means and standard deviations of planning and preparation of instruction...41	
Table 6. Means and standard deviations of teaching skills.....	42
Table 7. Means and standard deviations of classroom environment.....	43
Table 8. Means and standard deviations of professional responsibility.....	44
Table 9. Means and standard deviations of TALDS.....	44
Table 10. Means and standard deviations of TALCS.....	45
Table 11. <i>t</i> -test results of perception of the six study domains by gender.....	47
Table 12. ANOVA analysis of age and the six study domains	48
Table 13. ANOVA analysis of study majors and the six study domains.....	49

LIST OF FIGURES

Figure 1. Map of the State of Qatar.....	8
Figure 2 Danielson’s Model of Teaching.....	32

CHAPTER 1: INTRODUCTION

Background

A good schooling system is fundamental to every society educational development. Highly trained teachers are essential for students learning and success. Educational institutions have as objective to equip students with knowledge, skills, and characteristics that can make them contribute positively in society (Amankwah, Oti-agyen & Sam, 2017). Thus, a good education system is essential for the development of any successful nation and is a powerful tool that can be used by individuals to develop desirable habits, skills and attitudes for their adequate adjustment in society (Chauhan, 1994). As a result, a good schooling system is an essential factor that contributes in helping any nation achieves its desired aims. In addition, teachers must fulfill their roles in order for the desired educational objectives to be achieved (Amankwah, et al., 2017).

In many countries around the world, the public has picked an interest in the qualities of teachers and the education programs preparing them. As a result, education programs preparing teachers for their profession have been and continue to be highly scrutinized (Khalid, Dukmak & Ishtaiwa-Dweikat, 2017). Numerous studies have mentioned that quality teacher is the most important parameter that influence student learning. "Students lucky enough to have teachers who know their content and how to teach it well achieve substantially more and the effects of a very good (or very poor) teacher last beyond a single year, influencing their students' learning for years to come" (Darling-Hammond, 2007). A good knowledge and teaching skills are very essential for teachers and positively impact students learning (Darling-Hammond, 2006a). Teachers' main responsibilities include contributing to students learning and academic success (Darling-Hammond, 2006b). Teachers' expected qualities include

professional demeanor, orientation toward students success, motivating personality, classroom management skills, as well as characteristics such as being adaptable, flexible and knowledgeable (Cruickshank, Jenkins, & Metcalf, 2009). In addition, today world also requires a good teacher to be able to critically think, solve problem, be creative, effectively use technology, be globally and economically aware and be environmentally literate.

Considering this, the discussion around pre-service teacher education programs can begin. A degree from university is a very pivotal to any good/effective/qualified teacher (Glathorn, Jones & Bullock, 2006). Pre-service teachers pedagogical preparation makes them gain desirable teacher characteristics, knowledge and skills (Darling-Hammond, 2006b). Hence, models of teacher education programs/trainings to prepare pre-service teachers for their profession are many and different depending on your geographic location. Different countries use different preparation methods to train pre-service teachers. The debate is still ongoing around and it is hard to tell which kind of an education/training program produce quality teachers with skills, knowledge, attributes and abilities needed. According to Ibrahim & Ibrahim (2014) “the teaching profession should be for those who are intellectually competent, effective and efficient decision-makers, creators of warm classroom environment, seekers of alternative strategies, and possessors of professional interest and pride”.

In this context, in 2000, Qatar leadership recognized the value of educating its citizens and residents to ensure a future of economic, political and social success (Alkhateeb, 2013). The current educational system in place was not producing quality students and was outdated. In response, Qatar leadership approached Rand Corporation, a non-profit organization, and commissioned it to examine the K-12

school system and make a series of recommendations to enhance the quality of students' academic success (Brewer, Augustine, Zellman, Ryan, Goldman, Stasz, & Constant, 2007).

Examining of the current educational K-12 school system by Rand pointed out numerous problems such as the existing system being highly centralized with very limited ways of evaluating and monitoring policies and processes. A top-down decisions making policy was in place and a lack of shared visions and communications among the stakeholders. After completing its analysis, Rand Corporation came up with series of recommendations for the Qatari government. Qatar leadership opted for a Charter school model that encourages the development and opening of Independent Schools (Ellili-Cherif & Romanowski, 2013).

Thereafter, a systematic reform plan was designed by Rand Corporation to transform Qatar k-12 education system into an exceptional education system (Brewer, et al, 2007). In addition, government-funded schools called Independents Schools were established and an annual assessments policy was implemented to measure students learning and schools performance (Supreme Education Council, 2012). Thereafter, the supreme education council (SEC) was formed to help the reforms in place achieve its goals. However, years after this reform took place, stakeholders such as school principals, parents and teachers are unsatisfied with the outcomes. The stakeholders struggled with the requirements and implementations of the reform. Immense pressure was put on the teachers, school leaders and parents to fulfill the reform requirements which they are not ready to fulfill, or were unable to do (Romanowski, Ellili-Cherif, Al Ammari & Al Attiyah, 2013).

In the past few years, a high turnover of Qatari teachers in government schools was noted. Unfortunately, many Qatari teachers no longer embrace the teaching

profession few years after beginning their professional practice despite many efforts and resources put in place to reform and improve the educational system. This high turnover of Qatari teachers is due to the fact that many Qataris are attracted to other form of employment (Alkhateeb, 2013). In 2013, Qatari teachers in Independent Schools made 25% of the teacher population. Qatar aims to have 70% of its teachers and support staffs in Independents Schools in near future. Currently, most of the teachers in Qatar Independent School are Arab expatriates. These Arab expatriates have wide range of educational background and many believed to be unqualified to teach (Romanowski et al., 2013).

Nearly two decades after the biggest educational reform was implemented, the quality of the education system in Qatar is still a subject of concern to the government and public discussion and teacher education programs are under the lenses. Pre-service teachers readiness for the teaching profession is usually measured using assessment methods most tertiary educational institution use to assess their students, which include exam grades, practicum feedback and final evaluation (Straková, 2015). Examining pre-service teachers' perception about their educational preparation is pivotal to determine the extent to which teachers' preparation programs can affect their subsequent classrooms practice (Witcher, Onwuegbuzie, & Minor, 2001; Hassan, Khaled, & Al Kaabi, 2010 & Khalid, et al., 2017). Many universities and colleges around the world have a culture of evaluating their teachers' education preparation programs effectiveness by exploring their graduates' perception of their pedagogical preparation. In response, pre-service teachers would take the opportunity to provide feedback regarding their perception of their educational preparation. As a result, this can provide evidence of the quality of the pre-service teacher programs offered or identify areas of weaknesses to be amended (Hassan, et al., 2010;

Alkhateeb, 2013 & Khalid, et al., 2017).

Statement of the problem

Given the overview of the educational reform challenges faced by stakeholders such as teachers, high turnover of Qatari teachers in Qatar Government schools and the country dependency on foreign teachers expertise with diverse educational background to run the public schooling system are of concern.

After the "*education for a new era*" educational reform was implemented, many studies were conducted in Qatar to evaluate the reform outcomes. Some of the studies conducted in the past few years in Qatar around teachers and pre-service teachers include the following: Ellili-Cherif & Romanowski conducted a study in 2013 titled "Education for a new era: Stakeholders' perception of Qatari education reform" to explore principals, teachers, and parents perceptions about the educational reform "education for a new era". Romanowski, Ellili-Cherif, Al Ammari, & Al Attiyah conducted another study in 2013 titled "Qatar's educational reform: The experiences and perceptions of principals, teachers and parents". The study describes the implications of the massive Qatari educational reform from teachers, principals, and parents perspective. Nasser, (2017) conducted a literature review on Qatar education reform and discussed past and future challenges of teachers' development. Alkhateeb, (2013) studied the attitudes of education students in Qatar towards the teaching profession.

More studies need to be conducted around pre-service teachers education in Qatar and focus on investigating the effectiveness of the teachers education programs offered to prepare teachers for their profession. In addition, to see if teachers training programs offered meet the demand of the educational policies put in place.

Study purpose

The purpose of the study was to examine pre-service teachers' perception about their educational preparation. Pre-service teachers completing post-graduate diploma programs in primary education, secondary education and special education at Qatar University College of Education took part in this study.

This study provides new information about pre-service teachers perception about the quality of education they received at Qatar University College of Education. Many universities evaluate their students' perception about the quality of education received right after they graduate but limited research is conducted in this area in Qatar. This new information will help educational institutions preparing them gain evidence of the quality of the programs they offer or identify areas of weaknesses to be amended in the programs.

Research questions

The study research questions are the following:

1. To what extent do pre-service teachers' think that they have been prepared while completing a post-graduate diploma program (primary, secondary and special education) at Qatar University College of education?
2. Do pre-service teachers' perception about their preparation vary according to gender, age and study major (primary, secondary and special education)?

Significance of the study

Teachers are the backbone of every society education system development and success. For that reason, studying pre-service teachers education programs effectiveness would be useful for future implications in relation to the field of pre-service teachers education programs. Some research studies also signified the importance of evaluating education preparation programs effectiveness by exploring

students' and graduates perception of their pedagogical preparation (William & Alawiye, 2001; Richardson, 2005; Hassan, et al., 2010; Alkhateed, 2013 & Khalid, et al., 2017). This evaluation period gives students' and graduates an opportunity to reflect on challenges they faced during their training programs and their perception could provide meaningful feedback about the quality of education they received (Mehdinezhad, 2008).

Furthermore, there is a literature gap around pre-service teachers' views/perception about their educational preparation in Qatar. Based on searching through various electronic resources "Pre-service teachers' perception of their educational preparation" was the only study found in the United Arab Emirates conducted by Khalid, et al., 2017. This study will also contribute to the body of literature around pre-services teachers education programs.

Terms definition

Pre-service teachers: students completing a teaching training program, education course or program in order to become teachers (Raimi, 2015).

Perception: the way in which something is regarded, understood, or interpreted (Swarna, 2015).

Educational preparation/teachers education: teachers education involve preparing pre-service teachers for professional life within the school context by completing a pedagogical training and earning a degree in an academic subject such as English, biology, mathematics, etc. (Darling-Hammond & Lieberman, 2012).

CHAPTER 2: CONTEXTUAL BACKGROUND

Introduction

A better understanding of the geographical, historical, economical and political overview of the state of Qatar is needed to help understand key factors that have been fundamental in structuring Qatar educational system. This chapter will present a brief overview of Qatar geographical location, historical, political and economical background as well as the history of Qatar educational system and teachers in Qatar.

Geographical Background

Qatar covers an area of 11,521 square kilometers, a population of 2.5 millions noted in 2015 with only little over 300 thousand of the population are Qataris. Located in the Arabic peninsula, it is bordered with Saudi Arabia and United Arab Emirates in the southwest and southeast respectively. The largest city is its capital Doha (Goodman, 2015).



Figure 1. Map of the State of Qatar (Wikipedia, 2012).

Historical, Economical & Political Background

In the eighteenth centuries, Bedouins and Persians occupied the state of Qatar due to their nomadic lifestyles. The harsh and dry climate of the country lead to these habitants engage in working fields such as diving pearls in the oceans, fishing and trading. After the discovery of oil in 1913, the lives of the locals and residents drastically changed. The country's enormous resources from oil revenues have attracted and continue to attract many expatriates from all over the world to work both in public and private sectors. Qataris and white collars workers such as westerns dominate the oil industry sectors. There are other expat from Egypt, Palestine, Jordan, Sudan and Syria who are employed in the public sectors as well. Blue-collar workers such as laborers, and craftsmen are from Pakistan, India and Iran (Abu-Shawish, 2016).

The state of Qatar got it independence from the British in 1971. The country is part of the Arab league (al), the United Nations (UN), and the organization of the oil-exporting countries (OPEC). The country became a giant in the oil industry in 1977 (Ministry of Foreign Affairs, 2012). The oil revenues enable the country to provide a large number of benefits to its citizens such as free education, healthcare and various other allowances (Nasser, 2017). Education system, health care, agriculture, infrastructure and technology sectors have since developed and expended massively (Goodman, 2015).

The official language of the country is Arabic and Islam is the official religion. The legal system uses Islamic jurisprudences and the system of governance is democratic. Since its independence from the British in 1971, the Al-Thani family is ruling the family. A provisional amended constitution upholds the legislative, executive and judicial powers. The Emir of Qatar works closely with the advisory

council and councils of ministers in drafting regulations and laws (Abu-Shawish, 2016).

Education System in Qatar

Before 1950s, Qatar's education system was characterized as intrinsic-nationalistic and culture based, whereby traditional schooling focused on the ideas, perspectives, and cultural elements of the nation and religious reading of the Quran. "*Kuttab*", which in English means "traveling educators" were given the duty to teach the local communities (Nasser, 2017). The first school for boys opened in 1947 with a comprehensive form of education, close to 50 students from Qatar and its neighbouring countries enrolled in the first year. Teachers were recruited from Egypt, Iraq and Palestine; they taught subjects such as the holy Quran, the Arabic language, Arabic grammar, Islamic religious studies, geography and English language (Al-Obaidli, 2009).

The ministry of education (MOE) drafted the first educational regulation in mid-1950s. In 1956 the first school for girls opened and public schools became modernized. By the late 1970s, the gender ratio of students' participation in formal education in Qatar was nearly equal (Al-Obaidli, 2009). Primary and secondary educations are compulsory and free of charge for all school age children in Qatar in government-funded schools. The school system is completed in three stages 6 years in elementary, 3 years in preparatory and 3 years in secondary (Brewer, et. al., 2006). Independent schools are gender segregated for both teachers and students. Students' population includes Qatari nationals and the children of the large expatriates communities working in the public sectors. The language of instruction is Arabic for all subjects in Qatar government schools (Abu-Shawish, 2016)

In the early educational history of Qatar, a number of educational reforms took

place the 70s and 80s. Those reforms main goals were to eradicate illiteracy in the local communities and almost no attention was given to the quality of education provided to the students (Nasser, 2017). “*Education for a New Era*” is the most known educational reform that took place in Qatar in 2000.

In 2005, Rand Corporation was back to Qatar to examine the implementation of educational reform "*education for a new era*". The schools were examined through classroom observations, interviews with teachers and school leaders, and focus groups with teachers, students, and parents. The findings of the examinations indicated that a student-centered learning approach was used in the classrooms and students critical thinking skills were enhanced through the use of standards based curriculum. In addition, the Supreme Council of Education (SCE) has put in place a number of new policies in the schools which unable stakeholders autonomy. Over the years, the supreme council of education gradually took over the decision making process in the schools. As a result, the privilege of autonomy given to the stakeholders such as teachers and school leaders no longer existed (Zellman, Constant, & Goldman 2011).

The Supreme Council of Education (SCE) was abolished in 2016. The ministry of education and higher education was put in place that same year with the intent to make major structural changes in the public school system in Qatar. These changes include the exchange of the term “Independent Schools” to “Government Schools”. The current government schools embrace a more centralized system of governance; which eventually impact once again school principals and teachers autonomy. As a result, it is expected to see a top-down educational leadership strategy in Qatar in the future (Abu-Shawish, 2016).

Qatar has moved its tertiary educational system toward westernization. From 1997 to 2011, eight western university branches opened in Doha education city, which

are Weill Cornell Medicine, Northwestern University, Carnegie Mellon, HEC Paris, Virginia Commonwealth University, Georgetown University School of Foreign Services, Texas A&M Engineering, and University College London. These universities are comprehensively funded between the states of Qatar and other foreign states. High standards of admission are maintained, and completion of these programs results in the provision of degrees similar from those awarded at the home campus (Witte, 2015). The aim of having in place these foreign university branches is to produce well-trained graduates and lifelong learners, and eventually help the country diversify its economy (Khodr, 2011). In addition, Qatar University houses nine colleges that offer diploma, degrees, masters and PhD programs in Arts and Sciences, Business and Economics, Education, Engineering, Law, Medicine, Pharmacy, Sharia and Islamic Studies and Health and Sciences (Qatar University Academic Programs, 2019). In addition, the University of Calgary in Qatar offers nursing degree, post-graduate diploma and masters programs to inspire and train high quality nurse practitioners (University of Calgary in Qatar, 2018). Doha Institute for Graduate Studies offers graduate study programs in Social Sciences, Humanities, Public Administration and Development Economics (Institute of Graduate Studies, 2019). The College of North Atlantic offers technical training programs in Business Studies, Engineering, Technology, Health Sciences and Information Technology (College of North Atlantic Qatar, 2019). Furthermore, Stenden University Qatar offers programs in Hospitality Management, Tourism Management, and Business Management (Stenden University Qatar, 2017). AFG College with the University of Aberdeen offers undergraduate programs and two post-graduate degrees in Accounting and Finance and Business Management (University of Aberdeen, 2019).

The low quality of education in Qatar government schools means many

students are unqualified to join these prestigious foreign universities (Khodr, 2011). To fill in that gap, Education City houses an academic bridge program since 2001 with the hope to provide up to two years of preparatory courses for students hoping to seek admission to enter those foreign universities (Witte, 2015). Community College of Qatar was established by to provide academic programs that prepare students for transfer to universities and career oriented programs to meet the country's workforce and labor needs (Qatar Community College, 2017).

Teachers in Qatar

Qatar educational reform of 2000 took the initiative to equip teachers and school leaders with skills, knowledge, attributes and attitudes in order for them to be able to perform in modern education workplace. They were encouraged to go through continuous professional development in order for them to get appropriate training relevant to their teaching and learning environment which in retrospective help students to attain high quality education. Hence, these educational activities purpose are to mentor and coach teachers in order for them to improve their practices (Nasser, 2017).

The Evaluation Institute (EI) under the Supreme Education Council (SCE) launched in 2006 the National Professional Standards For School Teachers and Leaders (NPSSTL), which provide standards for teaching excellence. This role of this new entity was to outline the professional skills and knowledge of school professionals and help them run, manage and coordinate school affairs (Nasser, 2017). In addition, Qatar Office of Registration, Licensing and Accreditation (QORLA) were established as well. The purpose of putting in place a regulatory body requesting school professionals to register through was to create a system that monitor and assess the quality of school professionals such as teachers and schools leaders. As a result,

this enhances teachers and school leaders with registrations and licenses in accordance to developed countries teaching practices and create a benchmarked between teachers and professional standards. The process of registration requires a number of steps that leads to obtaining a professional license. School professionals such as teachings staffs and leaders are licensed through three different levels. Level one is for education support professionals, level two is for school leaders and managers and level three is for teachers (Nasser, 2017).

Qatar Office of Registration, Licensing and Accreditation (QORLA) introduced portfolios in 2009s as a tool for school professionals in Qatar to outline their competencies in order to obtain and keep active teaching professional licenses. A committee was put in place to review and assess school professionals' eligibilities to be granted professional licenses. In the process of filling up portfolios, teachers and school leaders are paired up with coaches who provide them with feedback and help them collect appropriate evidence of best practices to complete their portfolio requirements. In addition, teachers and school leaders are required to provide reflections to the committee, which reviews and evaluates their portfolios (Nasser, 2017).

CHAPTER 3: LITERATURE REVIEW

Introduction

The literature review acknowledges and analyzes literature around pre-service teachers education programs, models/alternatives for teachers education programs, pre-service teachers education programs in Qatar, changes and challenges in pre-service teachers education programs, previous research around pre-service teachers education programs and pre-service teachers perception about their educational preparation. Pre-service teachers come into their preparation environment with familiarities and often with strong images about the teaching profession. It is important to consider their perception as it might affect their development as they construct, filter, adapt and adopt approaches and using professional knowledge in learning how to teach (Loughran, 2006).

Pre-service Teachers Education Programs

Teachers education involves preparing pre-service teachers for professional life within the school context by completing a pedagogical training and earning a degree in an academic subject such as English, Biology, Mathematics, etc. (Darling-Hammond & Lieberman, 2012). Training/program includes subject area courses, pedagogy courses and practicum. A university degree is a crucial step toward effective teaching for teachers (Glathorn, Jones, & Bullock, 2006). Pre-service teachers with formal preparation from tertiary education have been found to be better able to use teaching strategies and respond to students' needs and learning styles that encourage higher order learning (Darling-Hammond, 1999). With the world moving at a very fast pace, it is very crucial to provide future generations of teachers with skills, knowledge and attitudes and attributes to cope with the rapid change. This goal is achievable through education. Teachers play a crucial role in providing quality

education to the students through promoting learning and students achievement (Darling-Hammond & Youngs, 2002; Lasley, Siedentop, & Yinger, 2006). The quality of pre-service teachers preparation programs is fundamental as teacher quality is inseparably linked to all aspects of student learning (Berry, 2010).

Pre-service teachers gain some experience during their training period through school experience and practicum. Their practicum period gives them a general view about the school environment, students, and what it takes to be a teacher. These experiences are crucial for pre-service teachers because it gives them a first glance about what the teaching profession requires in terms of skills, knowledge and abilities and what it means to be a teacher. This is a period in their learning process where pre-service teachers shape their ideas and thinking on becoming good teachers. Pre-service teachers education programs also play a vital role on pre-service teachers professional development such as preparing them in better understanding the realities of school and classroom environment (Kennedy, 1999). In addition, its equips them with critical thinking skills in relation to teaching techniques and pedagogical knowledge besides important skills to teach content area knowledge (Kukla-Acevedo & Toma, 2009); variety of source of knowledge, and alternative views and coursework (Floden & Meniketti, 2005). Moreover, Pascarella & Terenzini, (2005) study reviewed the effect of pre-service teachers college preparation on pre-service teachers; their study found a positive impact of pre-service teachers college education on developing teaching skills such as thinking and communication skills on pre-service teachers. Pre-service teachers education/training programs offer various opportunities for pre-service teachers to become fully aware of what it takes to be a good teacher. At the end of their education/training, they should be able to identify their own strengths and weaknesses and the criteria for measuring their readiness for

teaching profession (Straková, 2015).

The literature on pre-service teachers education/training programs has clearly mentioned the importance of pre-service required preparation. All these expectations make societies to closely look at colleges, institutions and universities preparing pre-service teachers. Pre-service teachers education programs preparing future teachers are seen as responsible of successful schooling system. Pre-service teachers education programs are under the spotlight when a school system fails to produce quality students. A failed school system is most of the time blamed on the teachers who are thought to be unprepared for their profession (Ben-Pretz, 2001). As a result, more efforts need to be put on improving the quality of pre-service education/training programs. In addition, the best way to prepare pre-service teachers to be of qualified teachers with essential knowledge and teaching skills and characteristics needs to be highly debated.

Models for Pre-service Teachers Education Programs

Pre-service teachers education/training programs structure and requirements are different in every context. The teaching profession has been around for centuries and teachers have always being around educating students. Teachers around the world are trained in various ways; and acquire different training/education, skills, knowledge, and characteristics. Not all countries require teachers to have an undergraduate degree in order for them to teach in schools. Pre-service teachers education structure, length and content differ across the globe. Educational researchers have suggested in the literature various models of pre-service education programs (Eret, 2013).

Colleges and universities in many countries around the world offer four years undergraduate teachers education programs to pre-service teachers. Undergraduate

university programs are completed in four years and offered general education, teaching field content, professional studies and practicum. Most of the pre-service teachers who complete these types of programs major in elementary school level. Pre-service teachers who wish to major in high school level teaching complete a five years undergraduate program. During the course of their studies, their overall education would include context of education, general education, pedagogy and practicum. There are also graduate level programs also designated which accept graduate students from other field who wish to become teachers. In addition, post-baccalaureate programs in education give the opportunity to graduate students from other field to teach in subject areas related to their field (Scannell, 2002).

Beside these models of pre-service teachers education programs, there are many other models for pre-service teachers education programs. There are models of pre-service teachers education programs designated to recruit students with bachelor degrees in other fields, prepare and license them to join the education workforce. Before being accepted to join these alternative pre-service teachers education programs/trainings, these individuals are interviewed, tested, and rigorously screened. They are expected to complete these teaching programs/trainings with the highest performance standards of completion (Scannell, 2002). Teach for America (TFA) is an example of model pre-service teachers education program across the United States that provides opportunities to degree holders from different fields to become teachers in disadvantaged schools across the United States (Teach for America, 2012). In addition, “grown-your-own” is another model of pre-service teachers education program offered by Montgomery County in the United States. The county helps graduates from other disciplines to get certified and join the teaching profession (Montgomery County Public Schools, 2012). Furthermore, Teacher Corps

is pre-service teachers education program model in the United States very different from most pre-service education/training programs. This program offers the opportunity to degree holders from other disciplines to simultaneously complete course work and teach in schools in order to get licensed as teachers. This model of pre-service teaching certification provides the opportunity to individuals with professional experience to join the teaching profession. Pre-service teachers go through a very rigorous selection process before joining the program and they must have a very strong desire to teach. The program provides them with rigorous training before joining to teach in the classrooms (Teacher for America, 2012).

At this point, specific example of pre-service education/training programs from different part of the globe will be provided to shade the light on the differences. For instance, in Germany all pre-service teachers education programs are under the responsibility of Ministry of Education and Cultural Affairs and admission to pre-service teachers education programs requires pre-service teachers to pass Arbitur exam with “A”. Colleges and universities of education in Germany offer pre-service teachers education programs and it takes 5.5 to 6.5 years to complete. Pre-service teachers preparatory programs in Germany are divided into two phases. Phase one includes an undergraduate course that takes three to five years to complete depending on the teaching area and one year of practical activity related to subject area. After completion of this phase, pre-service teachers complete their first state teaching examination. Phase two takes two ears to complete and includes a practicum and graduate level studies leading to a Master’s degree. Alternative routes exist for Master’s degree holders in other fields and the program requires them to complete a two years teaching in related subjects and the preparatory service and second state examination (Examination National Center on Education and the Economy, 2019a).

Finland leads the world by example when it comes to education system. Pre-service teachers wishing to teach in primary, upper and lower secondary must pursue a Master's degree in their teaching subjects (Finnish National Agency for Education, 2018). All pre-service teachers must complete an aptitude test before entry to universities for teachers education programs. During pre-service teachers training period, they are offered a very diverse background in pedagogical education. Subjects' pre-service teachers complete are general education and pedagogical content knowledge which including a small thesis, pedagogical content knowledge and guided teaching practice (Niemi, 2012).

In China, the ministry of education licenses pre-service teachers education programs approves training content and certifies teachers. Students who complete an upper secondary school which equivalent to a highest school Diploma can teach in pre-schools and primary schools. Universities train upper secondary school teachers for a four years bachelor program. Subject knowledge is more emphasized rather than pedagogical knowledge since all teachers only teach one subject even in primary schools. The four-year university program for pre-service teachers include general education, subject knowledge, pedagogy and teaching practice. Pre-service teachers requirements are different in Shanghai compared to the rest of China. In Shanghai, pre-service teachers must complete at least a diploma in education in three to four years in order for them to teach in schools. These programs include courses in specific subjects, methodology and pedagogy and practicum. All teachers across China are required to be certified by passing the national mandarin language test and must take four exams in areas of pedagogy, psychology, teaching methods and teaching ability (Examination National Center on Education and the Economy, 2019b).

Moreover, in 2017 the United Arab Emirates (UAE) introduced teaching

licenses for all teachers and proof of professional development in order to renew their teaching licenses. Post-graduate certification programs routes in secondary English language, secondary science education, secondary math education and primary education are offered at university level for upcoming teachers. Professional diploma programs in Arabic and English are offered as well (Global Education Supplies and Solutions, 2017). These programs are offered to degrees holders in other fields to join the teaching profession. Entry to these programs requires a bachelor degree or its equivalent approved by the ministry of education with a minimum GPA of 2/4. Universities and colleges of education also offer bachelor of education in various specialties such as Masters in educational leadership and special education. The requirements for admission to the bachelor degree program include a secondary school certificate from the United Arab Emirates or its equivalent approved by the Ministry of Education. Masters degree programs admission requirements include a degree from a recognized university and approved by the ministry of education with a GPA not less than 3 out of 4 (Al-Ain University of Science and Technology, 2019).

Pre-service Teachers Education Programs in Qatar

Qatar University College of Education is the only educational institution in Qatar that offers education programs that prepare pre-service teachers to join the educational system workforce as teachers. The college of education offers post-graduate diploma programs to degrees holders in other fields in order for them to join the teaching profession. Post-graduate diploma programs offered at the college of education include early childhood education program, primary education program, secondary education program and special education. The programs provide instructions and field based practicum to pre-service teachers committed to serving children in pre-school, primary and secondary schools. The programs are completed

in three semesters with 30 credits hours (College of Education Post-graduate Diploma Programs, 2018). Admission requirements to the programs include a bachelor degree with a minimum cumulative GPA of 2.00 out of 4. Candidates applying to the English concentration are required an English test scores of 5 in IELTS and 520 on the paper-based TOEFL. In addition, all applicants must pass an interview with the admission committee, successfully complete a discipline specific content knowledge test with at least 80%, successfully complete a computer test with at least 70% and a write-up essay (College of Education Admission, 2018).

Moreover, Qatar University College of Education offers undergraduate programs in primary education, secondary education and special education as well (College of Education Undergraduate Programs, 2018). These programs opened recently as a result of the educational system crisis, which include the shortage of qualified teachers for the government schools. The aim of these programs is to produce highly qualified teachers with knowledge, skills, characteristics and competencies to transform the vision of Qatar's education reforms into reality (College of Education Undergraduate Program, 2018). The language of instruction is Arabic except primary and secondary education program with concentration areas in English. The admission requirements to the programs include at least 70% passing grade from highest school and at least 5.5 in IELTS for English concentration applicants. In addition, applicants are required to pass a personal interview and a writing test (Undergraduate Prospectus, 2018, pp.23).

Changes & Challenges in Pre-Service Teacher Education

Teachers' continuous development throughout their teaching career is very necessary. With the world moving at a very fast pace and changing lifestyle, education should not be left behind since those changes around also affect the way

people. Change is vital and inevitable but never easy, whether in life habit or any educational aspect (Eret, 2013). Teachers are viewed as agents of change or even expert in the change dynamics. Their students look up to them and change actually brings opportunities that should not be neglected. Hence, the teaching profession requires not only the skills of being able to cope with the change around us; it requires the skills of being able to teach other people to be ready for change and to cope with it (Head & Taylor, 1997). Teachers need to be involved in continuous professional development in order for them to gain qualities like these, and they need to be aware of it during their training (Straková, 2015).

Change in pre-service teachers education can be affected by factors such as educational policies change, the needs of the labor market, requirements of employment and schools curricula change. All these factors are predominant in almost every societies. Pre-service teachers education programs should definitely be mindful of all these changes in society and these changes should be integrated into curricula of pre-service teachers education programs (Simsek & Yildirim, 2001).

Darling-Hammond (2006b) revealed that, pre-service teachers education programs are not training pre-service teachers in accordance to the changes occurring in societies in order for them to be effectively prepared for their profession. In addition, the connection of theory and practice in pre-service teachers education programs is highly debated. Pre-service teachers excelling in theoretical aspect of their teacher education program are not always excelling in practical aspect of their teaching profession. There is a big emphasis on how societal and school system challenges affect pre-service teachers education programs, however, teachers are still regarded as responsible to students' achievement in classrooms and the nation educational system success (Darling-Hammond, 2000). However, as mentioned by

Musset (2010), the challenges faced by pre-service education programs are not the same in every country. In retrospective, it is advised that each country conducts studies and analyze pre-service teachers education programs effectiveness and challenges they face.

Research on Pre-Service Teachers Education Programs

There are a good number of research studies done around pre-service teachers educational preparation in higher education focused on pre-service teachers education programs assessment and pre-service teacher perception in terms of preparation for the teaching profession.

Khalid, et al. 2017, conducted one study in the United Arab Emirates around pre-service teachers perception of their educational preparation. The program of study is a professional diploma program in education. The program offers an opportunity to bachelor degree holders in other disciplines such as Arabic, Islamic studies, social studies, English language, mathematics, instructional technology and science obtain a professional diploma in teaching and become teachers. A quantitative research approach was used and a questionnaire was administered to 294 pre-service teachers. The study questionnaire include demographic information, 48 items divided in six categories which are planning and preparation for instruction, classroom environment, professional responsibility, teaching skills, time allotted for learning different subjects, and time allotted for learning certain skills. Descriptive and inferential statistics were used to analyze the data. Finding of this study revealed that pre-service teachers have positive views about educational preparation. The majority of the pre-service teachers thought that they had been “highly prepared” or “well prepared” in the program.

Amankwah, et al. 2017 conducted a study in Ghana to find out pre-service

teachers perception about their teaching practice program at the college of technology education, Kumasi. A quantitative research methodology was used. A sample consisting of 226 pre-service teachers completed the questionnaire. The questionnaire includes 22 items designed by the researchers comprising of four demographic information, nine items around perceived benefits of teaching practice program and nine items around challenges faced by pre-service teachers in the teaching practice program. Descriptive and inferential statistics were used to analyze the data. The findings of the study revealed that teaching practice program equips pre-service teachers with knowledge, skills, experience, efficacy, professional development and support their learning. Challenges faced by pre-service teachers in the program include the lack of teaching aids, inadequate time, poor planning, lack of administrative support and proper orientation on the role of on-campus teaching practice. Overall, pre-service teachers' rated the teaching practice program good.

Study conducted by Hassan, et al., 2010 also examined teachers perception about their preparation within a college of education teaching program in the United Arab Emirates. A mixed study methodology was used to collect and analyze the data. The sample consisted of 84 participants employed as teachers in public schools in the United Arab Emirates. A questionnaire was used to collect quantitative data from the participants and interviews were conducted as well for the qualitative part of the study. The questionnaire consisted of seven domains, which are knowledge of content and pedagogy, planning instruction, diversity and individual differences, community and ethics, assessment, communication and technology and teaching for learning. The findings of the study indicated that participants felt they were highly prepared in most of the competencies provided by the college programs. They felt moderately or poorly prepared in terms of competencies learned in the program around classrooms

performance. In addition, regarding their perception of the strength of the program, they indicated that they were highly prepared, for example, to use a variety of technology and multimedia in the classrooms; to provide classroom environment that stimulates collaborative learning, plan for teaching that is based on knowledge of subject matter, students and the curriculum goals. Furthermore, as of their perceived weaknesses of the program, participants revealed that they did not receive adequate preparation regarding the use of various critical thinking skills, active learning and problem solving strategies.

Strakova in 2015 conducted a study in Slovakia to examine pre-service trainees perception of their readiness for the teaching profession. A quantitative approach was used with a sample size of 37 participants completing an education program to become English language teachers. A standard questionnaire was used to collect. The Modern Centre developed the questionnaire for European Languages in Graz for guiding trainees' understanding of reflection called European Portfolio for Student Teachers of Languages (EPOSTL). The questionnaire consists of seven domains, which are context, methodology, resources, lesson planning, conducting a lesson, independent learning and assessment of learning. Findings of the study revealed that pre-service teachers perceived they were very well prepared for the teaching profession and can contribute to positive attitudes towards the teaching profession in general.

Oudah & Altalhab study in 2018 in Saudi Arabia explored EFL teachers' needs and perception towards their training programs. A mix research study method approach was used. Quantitative data was collected through a questionnaire administration with 215 participants taking part in the study. The questionnaire consisted of three main domains, which are pre-service teachers expectations and

challenges toward their training program, language learner evaluation methods and practical program. The qualitative data was collected through interviews conducted with 10 of the study participants. The study findings revealed that EFL teachers have a positive view toward their education programs in Saudi Arabia. The perceived weaknesses of the education program are the need to work on the English teaching aids programs, assessment and grading strategies and classroom practices activities. In addition, participants revealed the need of opening teachers training programs with qualified and professional trainers and educators for teaching English.

O'neal, Ringler, & Rodriquez (2008), investigated pre-service teachers' perception of their preparation for teaching linguistically and culturally diverse learners environment using a qualitative research approach. The sample size included 24 participants and researchers used focused group method to interview the participants. The findings of the study revealed that pre-service teachers education program did not prepare them to teach diverse learner as 75% of the participants mentioned that they did not feel prepared for the teaching profession especially teaching in a diverse classroom environment. The study recommended the educational institution to revise and review education program offered to pre-service teachers and make changes to the program to reflect pre-service teachers needs.

Hudson and Hudson in (2007) conducted a study in Australia examining pre-service teachers' preparedness for teaching art. A quantitative research approach was used with a sample consisting of 87 final year pre-service teachers in the teaching art program. The questionnaire consisted of 39 items derived from the New South Wales Creative Art k-6State Syllabus. Descriptive and inferential statistics were used to analyze the data. Findings of the study revealed that participants were in general ready to teach art education in primary schools. More than 10% percent of the participants

indicated they could not agree or strongly agree that they could provide 20 of the 39 teaching practices (skills) advocated by curriculum. In addition, 20% percent stated lack of preparedness in areas such as providing opportunities for students to use various media, techniques, and tools in relation to the subject matter. The researchers concluded that the educational institution should revise the education program offered to pre-service teachers and make changes to the program to reflect pre-service teachers needs.

Williams & Alawiye (2001) study also examined pre-service teachers perception of their preparation. A quantitative research approach was used to collect and analyze the data. 33 pre-service teachers volunteered to complete the questionnaire consisting of 24 items about their perception of their educational preparation. The findings of the study revealed that pre-service teachers felt they were averagely prepared for the teaching profession.

Chapter Summary

Pre-service teachers education programs reviewed in these studies clearly showed that pre-service teachers mentioned strengths and weaknesses in their educational preparation. These studies immensely contribute to the improvement of pre-service teachers preparation programs. These studies findings suggest that continuous research should be done around pre-service teachers education programs and pre-service teachers' perception about their readiness for the teaching profession. In addition, more components of pre-service teachers education programs should be studied as well.

CHAPTER 4: RESEARCH METHODOLOGY

Introduction

This chapter discussed the study methodology; which included the participants, research design, data collection instrument, data collection procedure, statistical analysis and ethical consideration.

Participants

Data was collected from post-graduate diploma students majoring in primary, secondary and special education programs, all enrolled at Qatar University College of Education. A convenient sample was used. As of 2018, 72 pre-service teachers were enrolled in the three post-graduate diploma programs in their final year at the college of education (Fall 2018 Semester Analysis, 2018).

A total of 53 participants in all three post-graduate diploma programs completed the questionnaire. The response rate was 73.11%. Demographic variables included gender, age and study major. About 83.0% of the participants were females and 17.0% were males. The majority of participants were female pre-service teachers because they represent the majority of students' population enrolled in the post-graduate diploma programs (primary, secondary and special education). The majority of the participants 54.7% were majoring in primary education followed by special education 34.0% and secondary education 11.3%. Participants' age range 30-39 represented 45%, age range 25-29 represented 32.1% and 18- 24 and 45-49 each 11.3%. Table 1 presents the demographic characteristics of the study participants.

Table 1. Descriptive statistics for demographic characteristics

Characteristics	Levels	Frequency	Percentage
Gender	Male	9	17%
	Female	44	83%
Age	18-24	6	11.3%
	25-29	17	32.1%
	30-39	24	45.3%
	40-45	6	11.3%
Major	Primary	29	54.7%
	Secondary	6	11.3%
	Special Education	18	34%

Study Design

The choice of a research design by the researcher is influenced by the context in which the research takes place, nature, objectives, resources available for the researcher and number of participants taking part in the study (Creswell, 2005). The design used for this study was a quantitative non-experimental descriptive utilizing a questionnaire instrument to collect data. Quantitative methodology has a numerical and statistical nature. A quantitative research study questions such as “how much?” or “how many?” and generates data that are either numbers or elements that can be arranged in terms of magnitude. Common quantitative methods in educational research include surveys and experiments that result in numerical data (McMillan, 2001). Self-reporting questionnaires are often used in the study of teachers’ perception because they are practical, cost effective and easy to administer (Scheuch, Haufe & Seibt, 2015).

A convenient sample was used for this study. Convenience sampling is a non-probability sampling technique where participants are easily accessible to the researcher. The participants are selected just because they are easiest to recruit for the

study (McMillan, 2001). Qatar University College of Education is the only educational institution in Qatar that offers post-graduate diploma programs in primary, secondary and special education. This cohort of pre-service teachers was the only one available to the researcher to administer the questionnaire.

Data Collection Method

A questionnaire was used to collect data. This method is reliable because the participants are anonymous and they tend to be more honest about their responses (Cohen, Manion & Morrison, 2011). The questionnaire administered intended to gather information about pre-service teachers perception of their educational preparation. In addition, significant differences among the study domains and the demographic characteristics such gender, age and study major we investigated as well.

With the help of the special education program coordinator at Qatar University, an email was sent out to the faculty teaching in the post-graduate diploma programs (primary, secondary and special education) regarding the researcher of the study seeking for the participants to consent to complete the study questionnaire. Faculty members promptly responded to the request, the researcher came to the faculty respective classes on three different occasions to meet the participants and collect the data. The researcher took the time to speak to the participants about the study and asked for volunteers to complete the questionnaire. Participants were given an inform consent to sign prior to completing the questionnaire. Participants completed the questionnaire during their last semester in their respective programs. They were requested to respond to the questionnaire with consideration given to the result of studying in the programs and their training as prospective teachers. Participants were given sufficient time to read and respond to the questionnaire.

The original study questionnaire in English was translated in Arabic by Noha Selim, B.A in Arts-English Linguistics & Translation and revised by Dr. Batoul Khalifa Associate Professor for Mental Health Psychological Sciences Dept. College of Education prior to administration.

Instrument

The questionnaire used for this study is from a study conducted by (Khalid, et al. 2017). Their study examined pre-service teachers perception of their educational preparation in the United Arab Emirates (UAE). These researchers developed the questionnaire based on Danielson's (2002) Model for Teaching and relevant literature on teachers education knowledge and beliefs.

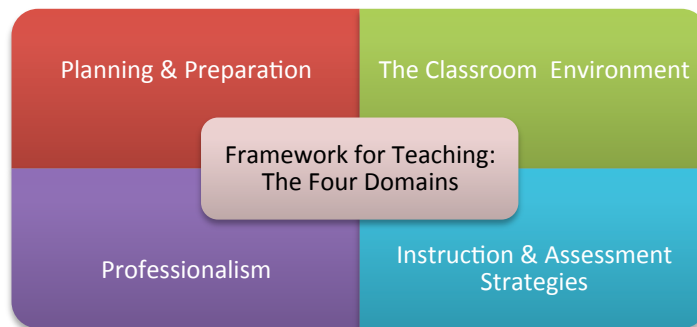


Figure 2. Danielson Model of Teaching (2002)

The questionnaire consists of 48 items divided into six domains, which are planning and preparation for instruction, classroom environment, professional responsibility, teaching skills, time allotted for learning different subjects, time allotted for learning certain skills and three demographic characteristics such as age, gender and study major. All study domains consisted of a 4 point Likert scale ranging

from 1 to 4 where “4” indicates that the participants “thought that they had been highly prepared” in a particular component of the domain, and “1” indicates that “they thought that they had not been prepared at all” in that item. The participants were asked to indicate their perception about their preparation in the post-graduate diploma programs (primary, secondary and special education) at Qatar University College of Education. The six domain scales are listed and described as the following:

Planning and Preparation for Instruction (PPIS, Items 1-7) domain consisted of seven items. This scale was designed to examine pre-service teachers’ skills, knowledge and abilities to prepare and plan for instruction in their classrooms. Darling-Hammond, (2006b) revealed that planning and preparation for classroom instruction is an important pedagogical skill valuable in pre-service teachers preparation. The higher the scores reported by pre-service teachers the better they have been prepared for planning and instruction in their classrooms.

Teaching Skills (TSS, Items 8-17) domain consisted of ten items designed to examine pre-service teachers knowledge, skills and abilities they need to obtain in order to effectively teach students in their classrooms. The higher the scores pre-service teachers reported, the better skills they have in teaching students in their classrooms.

Classroom Environment (CES, Items 18-24) domain consisted of seven items and was designed to examine pre-service teachers the knowledge, skills and abilities they need to obtain in order to manage various issues related to their classroom environment. The higher the scores pre-service teachers reported, the better skills they have in managing their classroom environment.

The Professional Responsibility (PRS, Items 25-31) consisted of seven items that examine various professional responsibilities pre-service teachers need to carry

out in schools. The higher the scores pre-service teachers reported, the better they are in carrying out various professional responsibilities in their schools.

The Time Allotted for learning Different Subjects (TALDSS, Items 32-38) domain consisted of seven items that examines the length of time spent by pre-service teachers to learn the different courses/subjects offered in the program. The higher the scores pre-service teachers reported, the more suitable time was allotted for the courses offered in the program to help them acquire the necessary knowledge and skills in their courses.

The Time Allotted to Learn Certain Skills (TALCS, Items 39-48) domain consisted of ten items, which examined the length of time spent by pre-service teachers to learn certain skills in the program. The higher the scores pre-service teachers reported, the more suitable time was allotted for them in the program to help them acquire certain skills. Table 2 represents study domains scores, means and standard deviations.

Table 2. Study domains scores, means and standard deviations

Domain Scales	N	Mean	SD
PPI	53	24.05	3.06
TS	53	34.98	4.59
CE	53	24.09	3.43
PR	53	23.16	4.68
TALDS	53	21.20	4.49
TALCS	53	31.88	6.46

Reliability. The reliability of a questionnaire is obtained by conducting a commonly used indicator of internal consistency, the Cronbach's alpha coefficient

(Hassan et al., 2010). Cronbach's alphas value 0.7 and above are acceptable. The higher Cronbach's alphas value, the stronger the internal reliability (Hassan et al., 2010). The reliability of each domain scale and the overall scale were calculated and reported.

The reliability of the present study, participants (N=53) showed satisfactory reliability within all study domains (see Table 3). The internal consistency values reported by (Khalid et al. 2017) are similar to the ones of the current study. Cronbach's alphas values of (Khalid et al. 2017) study are the following: PPI .85, CE .90, PR .87, TS .87, TALDS .89, TALCS .93 respectively. The reliability coefficient of the overall scale was not reported by (Khalid et al, 2017). This study reliability coefficient of the overall scale is 0.97. This value showed a good internal consistency, and the researcher considered it appropriate for the study. Table 3 represents reliability coefficients of each of the study domain and the overall scale.

Table 3. Cronbach alpha reliability of the domain scales

Domain scales	Items	α
PPI	7	.80
CE	10	.91
PR	7	.87
TS	7	.93
TALDS	7	.89
TALCS	10	.93
Overall Scale	48	.97

Content validity. Content validity is used to assess whether the items in the instrument represent what the objectives dictate (Hassan et al., 2010). Two university

professors from the college of education at Qatar University examined the content validity of the questionnaire to see the relevance and suitability for this particular questionnaire to pre-service teacher preparedness in all three post-graduate diploma programs. Feedback were received and incorporated and the questionnaire finalized.

Construct validity. Construct validity is defined as the ability of an instrument to measure what it is meant to measure (Hassan et al., 2010).

Pearson correlation. A Pearson correlation was computed to establish the relationship between the six study domains which are planning and preparation for instruction, classroom environment, professional responsibility, teaching skills, time allotted for learning different subjects, time allotted for learning certain skills. The results show that there were positive strong correlations between all the six study domains. For example there was a positive strong correlation between CE and TS ($r = .820, n = 53, p < 0.001$); TALDS and TALCS ($r = .911, n = 53, p < 0.001$); PPI and TS ($r = .786, n = 53, p < 0.001$). For more strong correlations between the domains see table 4.

Table 4. Bivariate correlations among the six study domains

Domain Scales		PPI	TS	CE	PR	TALDS
TS	Pearson Correlation	.786**				
	Sig	.000				
	N	53				
CE	Pearson Correlation	.667**	.820**			
	Sig	.000	.000			
	N	53	53			
PR	Pearson Correlation	.577**	.727**	.676**		
	Sig	.000	.000	.000		
	N	53	53	53		
TALDS	Pearson Correlation	.505**	.575**	.726**	.608**	
	Sig	.000	.000	.000	.000	
	N	53	53	53	53	
TALCS	Pearson Correlation	.617**	.639**	.712**	.669**	.911**
	Sig	.000	.000	.000	.000	.000
	N	53	53	53	53	53

Data Analysis

Data was analyzed utilizing SPSS. Different statistical analyses were performed to find out the overall pre-service teachers perception of their educational preparation. The questionnaire demographic characteristics and study domains were analyzed descriptively (frequencies, percentages, means and standards deviations). In addition, descriptive statistics were used to analyze and interpret pre-service teachers perception about all the six domains of the questionnaire. An inferential statistic t-test was performed to study the differences between genders (male, female) in relation to the six study domains (preparation and planning for instruction, classroom environment, teaching skills, professional responsibilities, time allotted for learning different subjects, and time allotted for learning certain skills). One-way ANOVA was used to investigate the difference between the six domains and pre-service teachers' age groups and study major (primary, secondary and special education).

Ethical Consideration

This study made sure that accuracy was maintained and there was no any information fornication, data collection was done ethically. Participants were treated with respect and dignity. Data was collected from a specific sample in relation to the research questions. While conducting the research study, the professional conduct was maintained. Code of ethics started before questionnaire administration. With an approval letter from Qatar University, college of education, in addition to the IRB application form and other relevant documents were sent to Qatar University Institutional Review Board (IRB) (See Appendix B) for ethical approval. It is only after obtaining ethical approval from IRB Committee/Research Office Qatar University data collection began.

The duration, method of collecting the data and the purpose of the study were explained in the consent form that participants had to signed before completing the questionnaire. As a procedure for the protection of human participants, a consent form was given prior to questionnaire administration. The researcher carefully and truthfully informed the participants about data confidentiality and participants remained anonymous. Participation to the study was on the voluntary based, thus the participants were not forced to take part, and therefore they had the right to withdraw. Thereafter, the participants had signed an agreement to complete the questionnaire and for their information to be used in the study. Participants' rights were respected, and their identities remained protected, as no identification was required. Information revealed remained anonymous throughout the study. Approval letter from Qatar University College of Education, IRB approval letter and consent form were presented to the participants prior to the questionnaire administration indicating that the researcher has followed the procedure of data collection and was granted

permission to conduct the study at Qatar University college of education.

Chapter Summary

This chapter highlighted the study design that was used to examine pre-service teachers' perception of their educational preparation and provided justification of every method chosen. This chapter also presented the study context, sample of the study, recruitment process of the study participants, the data collection procedures and the analysis methods that were used in the study.

CHAPTER 5: RESULTS AND FINDINGS

Results and Findings According to Research Questions

This chapter presents the results of 53 questionnaire responses and the study findings. Statistical analysis such as descriptive statistics, *t*-test and one-way ANOVA were utilized to analyze data. The two research questions addressed in this study are the following:

1. To what extent do pre-service teachers think that they have been prepared while completing a post-graduate diploma program (primary, secondary and special education) at Qatar University College of Education?
2. Do pre-service teachers' perception about their preparation vary according to gender, age and study major?

Research question1. To what extent do pre-service teachers think that they have been prepared while completing a post-graduate diploma program (primary, secondary and special education) at Qatar University College of Education?

Descriptive statistics using means and standard deviations were conducted to investigate pre-service teachers' perception of their educational preparation in relation to the six study domains. The total scores for the domains were used to indicate that the higher the scores, the more positive views pre-service teachers have about their preparation in these domains. This means that the more or higher the scores pre-service teachers get with a mean in any of the domain, the more they are highly prepared to become knowledgeable and skillful teachers.

Table 5 illustrates the findings of the descriptive analysis for the items of the domain planning and preparation for instruction. It was noted that pre-service teachers felt highly prepared in three areas in relation to planning and preparation for instruction domain which are: designing, selecting and using appropriate resources

related to the content (M=3.66, SD=0.47), closely followed by designing coherent teaching in terms of selecting appropriate activities, instructional materials and group formation (M=3.58, SD=0.63) and formulating learning outcomes related to the subject they intend to teach (M=3.53, SD=0.60). However, selecting appropriate pedagogy suitable for the content in the specialist subjects had a low mean score (M=3.00, SD=0.83) and designing and selecting assessment and evaluation techniques appropriate for students learning (M=3.36, SD=0.68) in comparison to the other items in this domain scale.

Table 5. Means and standard deviations of planning and preparation of instruction

PPI - Items	M	SD
Select appropriate pedagogy suitable for the content in the specialist subjects.	3.00	.83
Identify students' characteristics.	3.42	.63
Demonstrate knowledge of subject matter in relation to students learning styles.	3.51	.57
Formulate learning outcomes related to the subject intended to teach.	3.53	.60
Design, select and use appropriate resources related to the content.	3.66	.47
Design coherent teaching in terms of selection of appropriate activities, instructional materials and group formation.	3.58	.63
Design and select assessment and evaluation techniques appropriate for students learning.	3.36	.68

Table 6 illustrates the findings of the descriptive analysis performed on the items of the domain teaching skills. Pre-service teachers were asked to respond regarding their perception of their educational preparation in terms of their teaching skills. Overall, pre-service teachers' perception were relatively positive towards communicating clearly and accurately with students (M=3.58, SD=0.60), adjusting teaching to suit diverse students' needs when appropriate (M=3.58, SD=0.60), and

demonstrating knowledge of how to engage students in learning (M=3.58, SD=0.57). The items using teaching strategies appropriate to students age, ability and learning levels (M=3.43, SD=0.72), observing individual differences among students (M=3.43, SD=0.57), and using variety of evaluation and assessment tools (M=3.43, SD=0.63), were reported with lowest mean scores in the teaching skills domain scale.

Table 6. Means and standard deviations of teaching skills

TS - Items	M	SD
Communicate clearly and accurately with students.	3.58	.60
Use appropriate classroom questioning techniques.	3.53	.54
Demonstrate knowledge of how to engage students in learning.	3.58	.57
Provide proper feedback to students.	3.53	.57
Adjust teaching to suit diverse students' needs when appropriate.	3.58	.60
Encourage students to reflect and investigate learning situations.	3.45	.63
Use teaching strategies appropriate to students' age, ability and learning levels.	3.43	.72
Observe individual differences among students.	3.43	.57
Use and implement technology in teaching and learning.	3.47	.69
Use a variety of evaluation and assessment tools.	3.43	.63

Table 7 illustrates the findings of the descriptive analysis performed on the items of the domain classroom environment. The questionnaire responses, the item creating classroom environment based on respect and rapport scored the highest mean in this domain (M=3.60, SD=0.53). Closely followed by the item demonstrating knowledge of classroom management and learning situation procedures and classroom control (M=3.58, SD=0.53), and maintaining students' interest and motivation to learn (M=3.57, SD=0.57). On the other hand, handling classroom behavior problems (M=3.21, SD =0.81) scored the lowest mean among all the items of this domain.

Table 7. Means and standard deviations of classroom environment

CE - Items	M	SD
Create classroom environment based on respect and rapport.	3.60	.53
Establish a culture of effective learning.	3.43	.63
Demonstrate knowledge of classroom management and learning situation procedures and classroom control.	3.58	.53
Able to effectively manage teaching and learning groups.	3.42	.66
Maintain students' interest and motivation to learn.	3.57	.57
Able to handle classroom behavior problems.	3.21	.81
Able to manage classroom space for specific tasks.	3.28	.74

Table 8 illustrates the findings of the descriptive analysis performed on the items of the domain professional responsibility. Pre-service teachers were asked to report their perception of how well they felt prepared regarding their professional responsibilities. Among the items of the domain professional responsibility, the item developing effective working relationship with colleagues scored the highest mean ($M=3.40$, $SD=0.79$). Followed by interacting and engaging with the local community ($M = 3.38$, $SD = 0.71$). The items that scored the lowest means in this domain are contributing professionally in favor of the school and school zone ($M=3.25$, $SD =0.78$) and contributing to the professional development of teachers ($M=3.26$, $SD=0.88$).

Table 8. Means and standard deviations of professional responsibility

PR - Items	M	SD
Communicate with parents to discuss educational issues concerning their children's learning.	3.28	.84
Contribute to the professional development of teachers.	3.26	.88
Contribute professionally in favor of the school and school zone.	3.25	.78
Develop effective working relationship with colleagues.	3.40	.79
Interact and engaged with the local community.	3.38	.71
Make professional decisions on matters related to improving work performance.	3.30	.72
Keep records of students' progress and performance.	3.30	.79

Table 9 illustrates the findings of the descriptive analysis for the items of the domain time allotted for learning different subjects. Overall, pre-service teachers' perception were relatively positive towards the time spent learning about classroom management and environment (M=3.19, SD=0.76), followed by time spent learning about instructional technology use in classrooms (M=3.11, SD=0.80). The items, time spent learning about human development and learning (M=2.75, SD=0.75), and time spent learning about teaching in diversified environment (M=2.96, SD=0.83), were reported with lowest mean scores in the time allotted for learning different subjects domain scale.

Table 9. Means and standard deviations of time allotted for learning different subjects

TALDS - Items	M	SD
Methods of teaching courses.	3.08	.89
Classroom management and environment.	3.19	.76
School Curriculum and Curriculum in Qatar	3.04	.87
Practicum (Teaching Practice).	3.08	.85
Human development and learning.	2.75	.75
Instructional technology use in classrooms.	3.11	.80
Teaching in diversified environment.	2.96	.83

Table 10 illustrates the findings of the descriptive analysis performed on the items of the domain time allotted for learning certain skills. Overall, pre-service teachers' perception were relatively positive towards the time allotted learning about different teaching strategies (M=3.34, SD=0.78), followed to learning about planning and preparation for instruction (M=3.32, SD=0.80), and to select and teach specific content (M=3.32, SD=0.77). The items time allotted learning about assessment and evaluation skills (M=2.94, SD=0.90), learning about educational principles and theories (M=3.08, SD=0.78), and learning about individualized personal learning (M=3.08, SD=0.80), were reported with lowest mean scores in the time allotted for learning certain skills domain scale.

Table 10. Means and standard deviations of time allotted for learning certain skills

TALCS - Items	M	SD
Educational principles and theories.	3.08	.78
Assessment and evaluation skills.	2.94	.90
Microteaching.	3.19	.76
Planning and preparation for instruction.	3.32	.80
Using educational materials and resources	3.30	.82
Individualized personal learning.	3.08	.80
Select and teach specific content.	3.32	.77
Critical and research skills	3.21	.79
Different teaching strategies.	3.34	.78
Modifying classroom behavior.	3.11	.82

Research Question2. Do pre-service teachers' perception about their preparation vary according to gender, age and study majors (primary, secondary and special education)?

This research questions seek to find if there are any statistically significant differences ($\alpha \leq 0.05$) in pre-service teachers' perception of planning and

preparation for instruction (PP), teaching skills (TS), classroom environment (CE), professional responsibility (PR), time allotted for learning different subjects (TALDS) and time allotted for learning certain skills (TALCS) according to their gender, age and study major. A *t*-test and one-way ANOVA were used with the six study domains combined as dependent variables, and the demographic variables as independent variables in order to explore significant differences between study domains and the demographic variables,

Study domains and gender. To answer this research question, a *t*-test was used to see if there are any statistically significant differences ($P \leq 0.05$) between the study domains and pre-service teachers' gender (see table 11). Gender is the independent variable while the six domains of the scale planning and preparation for instruction (PP), teaching skills (TS), classroom environment (CE), professional responsibility (PR), time allotted for learning different subjects (TALDS), time allotted for learning certain skills (TALCS) are the dependent variables. Gender divided into two groups male and female.

Table 11 presents the results of the *t*-test to see if there are any significant differences ($P \leq 0.05$) between the study domains and pre-service teachers' gender. Male pre-service teachers scored higher in all the study domains scale PP, TS, CE, PR, TALDS and TALCS (M=26.22, SD=1.09; M=36.88, SD=2.36; M=25.66, SD=2.29; M=25.33, SD=2.29; M=23.22, SD=1.85 and M=36.22, SD=2.58, respectively) than female pre-service teachers (M=23.61, SD=3.15; M=34.59, SD=4.85; M=23.77, SD=3.55; M=22.72, SD=4.93; M=20.79, SD=4.76 and M=31.00, SD=6.67, respectively).

Table 11. *t*-test results of pre-service teachers' perception of the six domains by gender

Domains	Gender	N	Mean	SD	t	P
PP	Male	9	26.22	1.09	2.43	.002*
	Female	44	23.61	3.15		
TS	Male	9	36.88	2.36	1.37	.005*
	Female	44	34.59	4.85		
CE	Male	9	25.66	2.29	1.52	.007*
	Female	44	23.77	3.55		
PR	Male	9	25.33	2.29	1.54	.058
	Female	44	22.72	4.93		
TALDS	Male	9	23.22	1.85	1.49	.032*
	Female	44	20.79	4.76		
TALCS	Male	9	36.22	2.58	2.29	.032*
	Female	44	31.00	6.67		

*Significant difference at the level of ($p \leq 0.05$)

Study domains and age. This study also investigated the differences between pre-service teachers' age and the six study domains. A descriptive analysis was also conducted to identify means and standard deviations for the six domains. Furthermore, a one-way ANOVA between age groups was conducted to compare the effect of the age groups on the six study domains.

This research question was answered using one-way ANOVA to see if there are any statistically significant differences ($P \leq 0.05$) between the study domains and pre-service teachers' age (see table 12). Age is the independent variable while the six domains of the scale planning and preparation for instruction (PP), teaching skills (TS), classroom environment (CE), professional responsibility (PR), time allotted for learning different subjects (TALDS), time allotted for learning certain skills (TALCS) are the dependent variables. Teachers' ages are divided into four levels (1) 18-24, (2)

25-29, (3) 30-39 and (4) 40-45.

Table 12. ANOVA analysis of age and the six domains

Domains	Age	N	Mean	SD	df	F	P
PP	18-24	6	21.16	3.06	3	3.90	.014*
	25-29	17	23.23	3.01	49		
	30-39	24	25.12	2.72	52		
	40-45	6	25.00	2.52			
TS	18-24	6	30.50	5.75	3	3.22	.030*
	25-29	17	34.70	4.45	49		
	30-39	24	36.50	3.63	52		
	40-45	6	34.16	5.11			
CE	18-24	6	21.00	3.52	3	3.42	.024*
	25-29	17	23.29	3.58	49		
	30-39	24	25.33	2.74	52		
	40-45	6	24.50	3.61			
PR	18-24	6	18.66	6.62	3	3.14	.033*
	25-29	17	22.88	5.51	49		
	30-39	24	24.70	2.64	52		
	40-45	6	22.33	4.22			
TALDS	18-24	6	14.66	4.76	3	8.90	.000*
	25-29	17	20.41	4.34	49		
	30-39	24	23.25	2.67	52		
	40-45	6	21.83	4.44			
TALCS	18-24	6	23.16	5.87	3	7.69	.000*
	25-29	17	30.58	6.41	49		
	30-39	24	34.83	4.03	52		
	40-45	6	32.50	7.34			

*Significant difference at the level of ($p \leq 0.05$)

Study domains and study majors. Furthermore, descriptive analysis was also conducted to identify means and standard deviations for the six domains according to study major (primary, secondary and special education). In addition, one-way ANOVA between the study major (primary, secondary and special education) were conducted to compare the effect of study major on the six domains.

Table 13 illustrates the results of the descriptive analysis of the six domains

scale according to the study major. The results indicated that the special education major scored higher in four of the study domains PP, TS, CE, and TALCS (M=25.38, SD=2.52; M=36.38, SD=3.74; M=25.44, SD=2.83 and M=35.11, SD=4.01 respectively). Secondary education major also scored higher in two study domains PR and TALDS (M=23.25, SD=2.64 and M=34.83, SD=4.03, respectively) (see Table 13).

Table 13. ANOVA analysis of study majors and the six domains

Domains	Study Major	N	Mean	SD	df	F	Sig.
PP	Primary	29	22.96	3.20	2	4.62	.014*
	Secondary	6	25.33	1.86	50		
	Sp. Education	18	25.38	2.52	52		
TS	Primary	29	33.79	5.14	2	2.24	.117
	Secondary	6	36.50	2.42	50		
	Sp. Education	18	36.38	3.74	52		
CE	Primary	29	23.10	3.58	2	2.94	.062
	Secondary	6	24.83	3.18	50		
	Sp. Education	18	25.44	2.83	52		
PR	Primary	29	21.68	5.37	2	4.19	.021*
	Secondary	6	26.66	2.06	50		
	Sp. Education	18	24.38	2.93	52		
TALDS	Primary	29	19.96	4.57	2	3.60	.034*
	Secondary	6	20.66	6.94	50		
	Sp. Education	18	23.38	2.30	52		
TALCS	Primary	29	29.58	6.43	2	4.85	.012*
	Secondary	6	33.33	8.75	50		
	Sp. Education	18	35.11	4.01	52		

* Significant difference at the level of ($p \leq 0.05$)

Chapter Summary

The two research questions were answered using quantitative data utilizing a questionnaire from (N=53) pre-service teachers in their final semester at Qatar

University College of Education completing a post-graduate diploma in primary, secondary and special education. Descriptive and inferential statistical measures were used to analyze the data. The findings of the study indicated that pre-service teachers were found to be relatively positive towards the quality of education they received at Qatar University College of Education. Statistical significant differences found between pre-service teachers' age, gender and study in relation to the study domains.

CHAPTER 6: DISCUSSION AND CONCLUSION

Introduction

The purpose of this study was to examine pre-service teachers perception about their educational preparation at Qatar University College of Education within the three post-graduate diploma programs using six domains planning and preparation for instruction (PPI), classroom environment (CE), professional responsibility (PR), teaching skills (TS), time allotted for learning different subjects (TALDS) and time allotted for learning certain skills (TALCS). In addition, the study compared pre-service teachers' perception according to gender, age and study majors in relation to each study domains.

Research Question 1. The first question sought to determine pre-service teachers in the post-graduate diploma program at Qatar University College of Education perception about their educational preparation taking in consideration six main domains.

The post-graduate diploma programs opened in recent years in response to the current educational system crisis, which include the shortage of qualified teachers for Qatar government schools. As a result, these programs aim to produce highly trained teachers with knowledge, skills and competencies to transform the vision of Qatar's education reform into reality (College of Education Undergraduate Program, 2018).

The findings exhibited in the literature (Williams & Alawiye, 2001; Hudson & Hudson, 2007; O'neal, Ringler, & Rodriquez, 2008; Hassan, et al., 2010; Strakova, 2015; Khalid, et al., 2017; Amankwah, Oti-Agyen, & Sam, 2017; Oudah & Altalhab, 2018) are consistent with the findings of this current study. The findings of these studies exhibited positive views of the pre-service teachers perception about their educational preparation. In this study, the majorities of the participants strongly agree

or agree in all the six study domains that they have been well prepared in their study programs (primary education, secondary education and special education). The overall findings of the study suggested that the 53 participants showed a positive view towards their educational preparation at Qatar University College of Education post-graduate diploma programs.

As for planning and preparation for instruction (PPI) domain, it was found that pre-service teachers thought they were well or highly prepared to design, select and use appropriate resources related to the content they were teaching ($M=3.66$, $SD=0.47$); design coherent teaching in terms of selection of appropriate activities, instructional materials and group formation ($M=3.58$, $SD=0.63$); and formulate learning outcomes related to the subject they intended to teach ($M=3.53$, $SD=0.60$). These findings are consistent to the finding of Hassan, et al., 2010. In their study, pre-service teachers reported that they have been highly prepared for planning for instruction in the classrooms. Danielson's model of teaching (2002), reveals that preparation for instruction includes the abilities to use suitable communication skills effectively, questioning and use various teaching strategies to engage students in learning activities, provide feedback, use technology in teaching, and modify teaching to suit different students' abilities (Danielson, 2002).

Teaching skills (TS) domain findings revealed that pre-service teachers reported being well or highly prepared to communicate clearly and accurately with students ($M=3.58$, $SD=0.60$); demonstrate knowledge of how to engage students in learning ($M=3.58$, $SD=0.57$); and adjust teaching to suit diverse students' needs when appropriate ($M=3.58$, $SD=0.60$). These findings correspond with the study of Amankwah, Oti-Agyen, & Sam, (2017). Their study revealed that pre-service teachers without adequate teacher preparation program cannot achieve quality

education since they are responsible of implementing schools curricula to achieve its intended outcomes. In order to equip pre-service teachers with teaching skills, knowledge and competencies, teaching practice becomes an essential part in the initial teacher preparation program (Amankwah, Oti-Agyen, & Sam, 2017).

Classroom environment (CE) domain findings revealed that pre-service teachers thought they were highly or well prepared to create classroom environment based on respect and rapport ($M=3.60$, $SD=0.53$); demonstrate knowledge of classroom management and learning situation procedures and classroom control ($M=3.58$, $SD=0.53$); and maintain students' interest and motivation to learn ($M=3.57$, $SD=0.57$). These findings are consistent with (Khalid et al., 2017 & Hassan, et al., 2010). Pre-service teachers reported positive views of their preparation in terms of classroom environment that stimulate collaborative learning.

Furthermore, findings of the professional responsibility (PR) domain revealed that pre-service teachers thought they were well or highly prepared to develop effective working relationship with colleagues ($M=3.40$, $SD=0.79$); interact and engaged with the local community ($M=3.38$, $SD=0.71$) and make professional decisions on matters related to improving work performance ($M=3.30$, $SD=0.79$). According to Danielson's (2002) model for teaching, the professional responsibility has become an integral part of teaching and teacher preparation. Professional responsibility refers to teachers' wider professional role and responsibilities in the school and society. The findings of this study support the finding of Khalid et al. (2017) & Tairab (2008). Both studies revealed that pre-service teachers thought they were well or highly prepared in all competencies under this domain scale.

With regard to the time allotted for learning different subjects' domain, pre-service teachers revealed that they were allotted enough time for their teaching

practice (M=3.08, SD=0.85); learn about classroom management and environment (M=3.19, SD=0.76) and methods of teaching courses (M=3.08, SD=0.89). Khalid et al. (2017), revealed similar results in their study regarding this particular domain scale.

Finally, the time allotted for learning certain skills domain findings revealed that pre-service teachers thought they were allotted enough time to acquire certain skills such as different teaching strategies (M=3.34, SD=0.78); select and teach specific content (M=3.32, SD=0.77) and plan and prepare for instruction (M=3.32, SD=0.80). These findings are very consistent with Khalid et al., (2017) study findings regarding this domain.

Research Question2. Research question two of this study sought to examine any statistically significant differences according to gender, age and study majors in relation to study domains.

Gender. The *t*-test scores show statistically significant differences according to gender on all six study domains, (PP), (TS), (CE), (PR), (TALDS) and (TALDS). These finding are consistent with the finding of Mehdinezhad, (2008). His study indicated that most of the pre-service teachers and graduates believed in the quality, effectiveness, and importance of their teacher education program. The ratings of participants on effectiveness of the programs differed significantly only based on gender. The female pre-service teachers and graduates rated the effectiveness significantly higher than the male participants (Mehdinezhad, 2008). However, in this study, male pre-service teachers rated the program higher than pre-service females. Furthermore, Amankwah, Oti-Agyen, & Sam, (2017) *t*-test scores show no statistically significant gender differences among the pre-service teachers overall rating of the teaching practice program. This implies that both male and female pre-

service teachers have similar opinion when it comes to the overall rating of the teaching practice program. However, male pre-service teachers are more likely to rate teaching practice program relatively high than female pre-service teachers. Khalid et al. (2017) revealed there were no statistically significant differences between the study domains (PP, TS, CE, PR, TALDS and TALDS) as a result of pre-service teachers gender.

Age. The existing literature does not identify any relationship between pre-service teachers preparation and age. However, in this current study there were statistical significance differences found between students age groups and study domains (PP), (TS), (CE), (PR), (TALDS) and (TALDS). Age factor has been excluded as a factor in many of the studies covered in the literature. In addition, there was no literature found examining the relationship between the six domains and pre-service teachers' age.

Study majors. In this study, pre-service teachers from the three different post-graduate diploma programs (primary, secondary and special education) were studied. No statistically significant differences were found between the two study domains (TS) and (CE) as a result of the pre-service study major. However, statistical significant differences were found between the study domains (PP), (PR), (TALDS) and (TALCS) as a result of pre-service teachers study majors. Moreover, the findings indicated that pre-service teachers majoring in special education thought they had been better prepared than primary and secondary education in relation to (PP), (TALDS) and (TALDS). In addition, the secondary education pre-service teachers had been better prepared in (PR) than primary and special education major pre-service teachers.

Limitations

The limitations of this research study are very similar to any quantitative research study. Since data collection was done through self-reporting some participants might not carefully read though the questions or examine their personal experience in the program well before providing their answers; which could lead to bias responses. For example, pre-service teachers may be unwilling to admit any feeling of ill- preparedness when completing the survey. In addition, this study only examines pre-service teachers perception, it does not tell the whole story. Furthermore, other stakeholders such as faculty and preceptors can probably give different perspectives to the reality of pre-services teachers preparation in the post-graduate diploma programs at Qatar University College of Education.

Recommendations

Pre-service teachers can contribute in many positive ways to improve and reform teachers education preparation programs. Several studies indicated that graduates' perceptions of their educational preparation are important for the assessment of their academic programs in higher education (Khalid, et al, 2017; Alkhateeb, 2013 & Hassan, et al., 2010). To reform teachers education preparation programs, we must take into account the ways in which pre-service teachers perceive their preparation programs. The current study suggests a number of recommendations based on the results and findings of the study that can be useful to pre-service teachers, faculty members, decision makers, stakeholders, and the community at large. These beneficiaries can suggest modifications and changes in the programs or benefit from the program outcomes as these findings being summarized and discussed. In order to consider a continuous improvement of the post-graduate diploma programs Qatar University College of Education, we need to examine the

findings carefully and find ways to make the necessary changes or continue with best practices.

The following recommendations were made although pre-service teachers thought they were well prepared in almost all the areas of the post-graduate diploma programs, more work needs to be done around allotting more time to pre-service teachers to learn about assessment and evaluation skills and teaching in a diversified environment.

1. Pre-service teachers faculty members, decision makers, stakeholders, and the community at large should be very aware of the importance of having high trained teachers that will meet the demand of the current educational system crisis, which include the shortage of qualified teachers for Qatar government schools
2. Pre-service teachers reported being highly or well prepared in their study programs (primary, secondary and special education). As well, they strongly believed they could apply what they learned in their future classrooms. However, pre-service teachers do not believe enough time was allotted to learn about human development and learning and teaching in diverse environment (classrooms). In addition, enough time was not allotted in their respective programs to learn about assessment and evaluation skills.
3. In this study, pre-service teachers majoring in special education thought they had been better prepared than primary and secondary education in relation to (PP), (TALDS) and (TALDS). In addition, secondary education pre-service teachers believe they had been better prepared in (PR) than primary and special education major pre-service teachers. This gap needs

to be further explored.

Future Research

This study used a quantitative method design; data collection was through a questionnaire for the purpose of understating the perception of pre-service teachers in the current context and aiming to generalize the findings. However, it is recommended for future research studies to grasp deeper insights by using a qualitative approach and conduct interviews or/and focus groups with pre-service teachers to provide a more meaningful insight into different perspectives to the reality of pre-service teachers education programs at Qatar University College of Education. In addition, stakeholders such as faculty, new graduates and preceptors in schools should be evaluated as well to get an insight of the perception they hold of pre-service teachers educational preparation programs at Qatar University College of Education.

Chapter Summary

This research study looked into pre-service teachers perception of their educational preparation at Qatar University College of Education. Their views about the overall post-graduate diploma programs offered at the College of Education can affect several aspects related to the school environment they may find themselves in. For instance if they don't feel adequately prepared to teach, they would not be able to provide quality instruction in their classrooms. Beside, may find it difficult to plan and prepare adequately for instruction and manage their classroom or may leave the teaching profession. The lack of preparation of pre-service teachers will most probably make them hold unfavorable or negative attitudes towards the school environment, lack motivation to teach and not participate in schools curriculum related activities. In addition, they are likely to hold negative attitudes towards the profession.

The current study has produced additional knowledge on the subject of higher education preparation in Qatar by presenting pre-service teachers perception of their educational preparation in three post-graduate diploma programs at Qatar University College of Education. There are no studies that directly address pre-service teachers perception of their educational preparation in Qatar. Findings from this study provide evidence of the quality of the pre-service teachers programs offered and identify areas of weaknesses to be amended.

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APPENDIX

APPENDIX A: Inform Consent

بلاغ الموافقة

عزيزي الطالب/عزيزتي الطالبة

تحية طيبة وبعد،

تقوم الباحثة جاريثو جاساما (جامعة قطر) بدراسة حول "إدراك الطالب أو المعلم ما قبل الخدمة لدور برنامج التربية العملية في إعداد الطالب المعلم في كلية التربية في جامعة قطر".

سيتم توزيع استبيان مع توضيح بعض النقاط الهامة للمشارك قبل بدء الاستبيان وهي كالتالي:

- 1- الإشارة إلى أن الاستبيان يتم توزيعه بطريقة ورقية حيث سيتم حل الاستبيان بشكل فردي كل طالب على حده.
- 2- عدد الأسئلة في الاستبيان تتعلق بإدراك الطالب أو المعلم ما قبل الخدمة لدور برنامج التربية العملية في إعداد الطالب المعلم في كلية التربية في جامعة قطر..
- 3- تستغرق مدة حل الاستبيان تقريبا من (15-30) دقيقة.
- 4- جميع بيانات المشارك ستكون في سرية تامة، كما أن الاستبيان لا يطلب هوية المشارك، وجميع المعلومات ستستخدم فقط لهدف البحث.
- 5- مشاركتك في هذا البحث اختيارية. لن تُعاقب ولن تُخسر أية منافع في حال قررت عدم المشاركة أو التوقف عن المشاركة في أي وقت ما.

إن كان لديكم أي استفسار متعلق بهذا الاستبيان يرجى التواصل عن طريق البريد الإلكتروني مع الباحثة جاريثو جاساما insert dg1700937@qu.edu.qa

في حالة الموافقة، سيستلم المشارك نسخة من الموافقة على المشاركة في هذه الدراسة مزودة بتوقيع الباحث.

توقيع المشارك: _____ التاريخ _____

توقيع الباحث: _____ التاريخ _____

Appendix B: English Questionnaire

Pre-Service Teachers' Perception of their Educational Preparation

Demographic information

1. **Gender:** Male Female
2. **Age:** 18 – 24 25 – 29 30 – 39 40 – 45
3. **Nationality:** Qatari Non-Qatari
4. **Languages speaking:** Arabic English Others
5. **School Type Expecting to teach:** Government International
6. **Post-Baccalaureate Diploma Programs area of concentrations:**
 - Primary English/Math/Science Primary Arabic Studies
 - Secondary Arabic Language Secondary Islamic Studies
 - Secondary Social studies Secondary Chemistry
 - Secondary Physics Secondary Biology
 - Secondary Mathematics Secondary English

The following questionnaire is related to students perception of their educational preparation.

Please read each statement carefully and indicate your perception according to the following scale :

- 4 – Strongly Agree
- 3 – Agree
- 2 – Disagree
- 1 – Strongly Disagree

Six main domains you would be evaluated include:

1. Preparation and Planning for Instruction Scale (PPIS)
2. Teaching Skills Scale (TSS)
3. Classroom Environment Scale (CES)
4. Professional Responsibility Scale (PRS)
5. Time Allotted for Learning Different Subjects Scale (TALDSS)
6. Time Allotted for Learning Certain Skills Scale (TALCS)

No	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I learned to select appropriate pedagogy suitable for the content in specialized subjects.				
2	I learned to identify students' characteristics in the classroom.				
3	I learned to demonstrate knowledge of subject matter in relation to students learning styles.				
4	I learned to formulate learning outcomes related to the subject I am intending to teach.				
5	I learned to design, select & use appropriate resources related to the content.				
6	I learned to design coherent teaching in terms of selection of appropriate activities, instructional materials & group formation.				
7	I learned to design, select assessment and evaluation techniques appropriate for students learning.				
8	I learned to communicate clearly & accurately with students.				
9	I learned to use appropriate classroom questioning techniques.				
10	I learned to demonstrate knowledge of how to engage students in learning.				
11	I learned to provide proper feedback to students.				
12	I learned to adjust teaching to suit diverse students' needs when appropriate.				
13	I learned to encourage students to reflect & investigate learning situations.				
14	I learned to use teaching strategies appropriate to students age, ability and learning levels.				
15	I learned How to observe individual differences among students.				
16	I learned to use & implement technology in teaching & learning.				
17	I learned to use a variety of evaluation and assessment tools.				
18	I learned to create classroom environment based on respect & rapport.				
19	I learned to establish a culture of effective learning.				
20	I learned to demonstrate knowledge of classroom management and learning situation procedures and classroom control.				
21	I learned to effectively manage teaching – learning groups				

22	I learned to maintain students' interest & motivation to learn				
23	I learned to handle classroom behavior problems				
24	I learned to manage classroom space for specific tasks.				
25	I learned to communicate with parents to discuss educational issues concerning their children's learning				
26	I learned to contribute to the professional development of teachers				
27	I learned to contribute professionally in favor of the school & school zone				
28	I learned to develop effective working relationship with colleagues				
29	I learned to interact & engaged with the local community				
30	I learned to make professional decisions on matters related to improving work performance				
31	I learned to keep records of students' progress & performance				
32	I was allotted enough time to learn about various teaching methods.				
33	I was allotted enough time to learn about classroom management & environment.				
34	I was allotted enough time to learn about school Curriculum and Curriculum in Qatar				
35	I was allotted enough time to for my Practicum (Teaching Practice).				
36	I was allotted enough time to learn about human development and learning.				
37	I was allotted enough time to learn about instructional technology use in classrooms.				
38	I was allotted enough time to learn about teaching in diversified environment.				
39	I was allotted enough time to learn about educational principles & theories.				
40	I was allotted enough time to learn about assessment and evaluation skills.				
41	I was allotted enough time to learn about microteaching.				
42	I was allotted enough time to learn about planning and preparation for instruction.				
43	I was allotted enough time to learn about using educational materials & resources				

44	I was allotted enough time to learn about individualized personal learning.				
45	I was allotted enough time to learn about how to select & teach specific content.				
46	I was allotted enough time to learn about critical & research skills				
47	I was allotted enough time to learn about different teaching strategies.				
48	I was allotted enough time learn about modifying classroom behavior.				

Appendix C: Arabic Questionnaire

تصوّر المعلمين لمدى استعدادهم التربوي قبل توظيفهم
المعلومات الديموغرافية:

1. الجنس: ذكر أنثى
2. العمر: 24-18 29-25 39-30 45-40
3. الجنسية: قطري غير قطري
4. اللغات التي تتحدث بها: العربية الإنجليزية أخرى
5. نوع المدرسة المتوقع التدريس فيها: حكومي خاص (مدارس دولية)
6. مجال تخصص برامج الدبلوم:
 تعليم ابتدائي: إنجليزي/ رياضيات/ علوم تعليم ابتدائي لغة عربية
 تعليم ثانوي لغة عربية تعليم ثانوي دراسات إسلامية
 تعليم ثانوي إنسانيات تعليم ثانوي كيمياء
 تعليم ثانوي فيزياء تعليم ثانوي أحياء
 تعليم ثانوي رياضيات تعليم ثانوي لغة انجليزية

يتعلق هذا الاستبيان بتصوّر الطلبة الحاليين بمدى استعدادهم التربوي.

الرجاء قراءة جميع العبارات بتأنٍ وتقييم مدى استعدادك حسب المستويات التالية:

4- أوافق بشدة

3- أوافق

2- لا أوافق

1- لا أوافق بشدة

وسيتّم تقييم الإجابات حسب المحاور التالية:

1. مقياس التحضير والتخطيط للتدريس (PPIS).
2. مقياس مهارات التدريس (TSS).
3. مقياس البيئة الصفية (CES).
4. مقياس المسؤولية المهنية (PRS).
5. مقياس الوقت المخصص لتعلم مواد مختلفة (TALDSS)
6. مقياس الوقت المخصص لتعلم مهارات معينة (TALCS)

رقم	العبارة	أوافق بشدة	أوافق	لا أوافق	لا أوافق بشدة
1	تدرّبت في برنامجي أن أختار مناهج التدريس (البيداغوجيا) المناسبة لمواد التخصص التي أدرسها.				
2	أستطيع أن أحدد سمات الطالب في الصف.				
3	أستطيع تحديد أهمية توضيح المادة بالأسلوب المناسب للطالب.				
4	أصيغ مخرجات تعلم الطلبة التي تتعلق بالمواد التي أدرسها.				
5	لدي القدرة على اختيار واستخدام المصادر المناسبة التي تتعلق بمحتوى المادة				
6	تعلمت كيفية إعطاء درس بطريقة سلسلة كاختيار الأنشطة المناسبة، المواد التعليمية وتنسيق المجموعات.				
7	تعلمت تصميم وتحديد طرق التقييم المناسبة للطلاب.				
8	تعلمت كيفية التواصل مع الطلاب بطريقة واضحة ودقيقة.				
9	تعلمت استخدام طرق مناسبة لطرح الأسئلة في الصف.				
10	تعلمت كيفية إشراك الطلاب خلال عملية التعليم.				
11	تعلمت كيفية إعطاء الطلاب تغذية مرجعية.				
12	تعلمت تعديل طريقة التدريس لتلائم احتياجات الطلاب إن تطلب الأمر.				
13	تعلمت تشجيع الطلاب على التفكير والبحث في الأمور التعليمية.				
14	تعلمت استخدام استراتيجيات تدريس مناسبة لعمر الطلاب وقدراتهم ومستوياتهم التعليمية.				
15	تعلمت كيفية ملاحظة الفروق الفردية بين الطلاب.				

				16	تعلمت استخدام وتطبيق التكنولوجيا خلال التدريس.
				17	تعلمت استخدام مجموعة متنوعة من أدوات التقييم.
				18	تعلمت تهيئة بيئة صفية تقوم على المودة والاحترام.
				19	تعلمت تأسيس ثقافة التعلم الفعال.
				20	تعلمت إدارة الصف وإجراءات بيئة التدريس وكذلك التحكم بالصف.
				21	تعلمت الإدارة الفعالة لمجموعات التعليم والتعلم.
				22	تعلمت الحفاظ على اهتمام الطلاب ودافعيتهم للتعلم.
				23	تعلمت كيفية التعامل مع مشكلات الطلاب السلوكية داخل الصف.
				24	تعلمت إدارة مساحة الصف لعمل مهام معينة.
				25	تعلمت التواصل مع أولياء الأمور لمناقشة مسائل تعليمية تخص أولادهم.
				26	تعلمت المساهمة في التطوير المهني لزملائي المعلمين.
				27	تعلمت المساهمة بشكل احترافي لصالح المدرسة والمنطقة المحيطة.
				28	تعلمت كيفية بناء علاقات عمل فعالة مع زملائي.
				29	تعلمت المشاركة والتفاعل في المجتمع المحيط.
				30	تعلمت أخذ القرارات المهنية في أمور تتعلق بتحسين الأداء الوظيفي.
				31	تعلمت تسجيل تقدم الطلاب وأدائهم الدراسي.
				32	تم إعطائي وقت كافي لأتلم طرق تدريس متنوعة أخرى.
				33	تم إعطائي وقت كافي لفهم الإدارة الصفية والبيئة الصفية.
				34	تم إعطائي وقت كافي للتعرف على منهج المدرسة والمناهج في قطر.

				35	تم إعطائي وقت كافي لفترة التدريب.
				36	تم إعطائي وقت كافي لأتعلم عن التنمية البشرية والتعلم.
				37	تم إعطائي وقت كافي لأتعلم عن كيفية استخدام التكنولوجيا التعليمية داخل الصف.
				38	تم إعطائي وقت كافي لأتعلم التدريس في بيئة متنوعة.
				39	تم إعطائي وقت كافي لأتعلم النظريات والمبادئ التربوية.
				40	تم إعطائي وقت كافي لأتعلم مهارات التقييم.
				41	تم إعطائي وقت كافي لأتعرف على التعليم المصغر.
				42	تم إعطائي وقت كافي لأتعلم تخطيط وتحضير مواد التدريس.
				43	تم إعطائي وقت كافي لأتعلم استخدام المواد والمصادر التربوية.
				44	تم إعطائي وقت كافي لأتعلم التعليم الفردي.
				45	تم إعطائي وقت كافي لأتعلم كيفية اختيار وتدريس محتوى أكاديمي معين.
				46	تم إعطائي وقت كافي لأتعلم المهارات البحثية والنقدية.
				47	تم إعطائي وقت كافي لأتعلم استراتيجيات التدريس المختلفة.
				48	تم إعطائي وقت كافي لأتعلم كيفية تصحيح السلوك الصفي.