Effectiveness of Field Experience Program in the United Arab Emirates (UAE): A Mixed-Methods Study of Stakeholders' Perceptions in the Light of Vision 2030

Fatima Al Mohsen [ID] **and Laila Mohebi**[*] [ID]
College of Humanities and Social Sciences
Zayed University, United Arab Emirates

Abstract. The quality of field experience training is vital for the pre-service teachers' professional development. However, limited research works on field experience training programs limits the formation of optimised educational policies in the UAE. Further, proper understanding of the stakeholders' perceptions is essential for forming suitable educational policies. Therefore, this study employed a mixed-methods model to investigate the perceptions of pre-service teachers and instructors about their field experience training. The pedagogic standards set by Danielson was used as the framework for assessing the perceptions of the participants regarding their pedagogy. Further, 'Bem's self-perception theory' was applied while making detailed assessments on the perceptions of participants. By using a random sampling method, 113 pre-service teachers and 15 instructors were recruited. Descriptive as well as inferential statistics was used for the quantitative assessments whereas thematic analysis was used in the qualitative phase. Quantitative analysis suggested that most of the respondents perceived that they are well-prepared for the professional teaching career. However, some respondents indicated that stakeholders have little role in the decision-making process and there is a lack of opportunity to interact with the parents/community. The qualitative analysis also affirmed the lack of stakeholders' involvement. Other significant factors include: insufficient co-ordination, conflicts with mentors, inadequate training, and lack of exposure to research. Consequently, this study has made suggestions for rectifying these issues. It is anticipated that findings of present research will add on to the essential knowledgebase for achieving the goals set for education sector, as per UAE's Vision 2030.

Keywords: field experience training; pedagogy; pre-service teachers; self-perception theory; UAE Vision 2030

[*]Corresponding author: Laila Mohebi; Laila.Mohebi@zu.ac.ae

1. Introduction

The national agenda of the United Arab Emirates (U.AE, 2024) is focused on accomplishing international standards in the education sector in the UAE through reforming the current education system (Baroudi, 2023; Warner, 2018). This educational reform aims to address the multiethnic, multicultural, and industrious nature of the UAE by infusing the cultural context as well as national priorities into the teacher preparation programs (Bailey, 2022; ElSayary et al., 2022). A study by Matsumoto (2019) on the UAE education system suggested that the UAE education system may be lacking quality teachers. Added, low self-efficacy, inadequate pre-service teacher training and lack of professional training on problem-solving hinder pedagogic/professional development among novice teachers in the UAE (Mizyed & Eccles, 2023). This scenario suggests that there are some pitfalls in the UAE education system. Indeed, the quality of an education system is primarily dependent on the quality of its teachers (Day, 2023; Fomba et al., 2023). In most UAE federal universities, the undergraduate student-teachers must undergo the 'pre-service teachers training program' during their final year. These education programs are designed to guide the student teachers in applying their theoretical knowledge in the classroom setting, under the guidance of a supervising teacher (instructor). This portion of the student teacher education program is referred to as 'field experience' in UAE universities (Mohebi & ElSayary, 2022). The supervising teachers (instructors) perform regular visits to the school to help the student teachers. Such formal and informal observations on the teaching sessions of pre-service teachers enable the supervising teachers to track the progress of their students. The teacher mentors and supervising teachers work together to ensure a successful field experience training (Hojeij et al., 2021).

Previous studies have considered the field experience training as an 'awakening call' for the UAE pre-service teachers because some of the trainee teachers perceive themselves as highly prepared for the classroom (Khalid et al., 2017). However, reports have suggested that the pre-service teachers of UAE, especially the female pre-service teachers, usually suffer to manage their classroom due to cultural diversity in the UAE classrooms and from inappropriate behaviour of the students (Dukmak & BanyIssa, 2020; OECD, 2020).

Research works on the perceptions of pre-service teachers and instructors of UAE regarding their field experience training program are nonetheless very rare. The literature search for the present study could identify only one study (Hojeij et al., 2021), which is related to the perceptions of pre-service teachers and instructors regarding the field experience in UAE. Interestingly, Hojeij et al. (2021) suggested that around 42% of the student teachers are not involved in the physical arrangement of the classroom. In addition, around 25% of the participants do not believe that the field experience training bestowed them essential skills for real-life teaching. This study suggested that there is a mismatch between the UAE educational policymakers' expectations about the outcomes of pre-service teachers' field experience training and the reality. Notably, the study conducted by Hojeij et al. (2021) has some pitfalls that needs to be corrected through further research works. Firstly, it does not employ any theoretical framework to support the concept of the study. Moreover, the perceptions on the challenges faced by the

trainee teachers were collected from the supervising teachers (that is, the information collected is not from those who are directly involved in the experience). Furthermore, the exploratory design was not fully helpful because the information collected from the qualitative phase is not used in the design of the quantitative survey. Hence, further research studies on this topic are necessary for gathering the required information for optimising the educational policies in UAE. Consequently, this study aims to assess the perceptions of pre-service teachers and instructors regarding their field experience training. By doing so, this study also aims to identify the vulnerable areas in the UAE teacher preparation program and to put forward suggestions for improvement.

2. Literature Review

The trainee teachers need to participate in different placements to learn how to manage students from different ethnic, racial, gender, socioeconomic, language and religious groups (Day, 2023). This requirement is especially important for UAE-based pre-service teachers because UAE classrooms have highly diverse students and therefore, their behaviours cannot be categorised into one group (Dukmak & BanyIssa, 2020). Only a few research studies are available on the pre-service teachers' evaluations based on their classroom experiences in the UAE context. Moreover, the study by Hojeij et al. (2021) lacked a proper framework to support their study. Therefore, research studies with proper conceptual framework related to pedagogy are necessary to make a comprehensive evaluation of the present scenario.

The current study makes use of the pedagogic standards formulated by Danielson (Danielson, 2013; Morris-Mathews et al., 2021; Townsend, 2021), as a theoretical framework to assess perceptions of the pre-service teachers regarding the field experience training. The Danielson framework was selected or the present study over other frameworks because this framework is exclusively made for assessing the efficacy of pedagogy by the mentors and to help the in-service and pre-service teachers to make self-assessments and improvements. Moreover, this framework can serve as a road map that focuses primarily on the shared knowledge of the teaching methodology. Added, Danielson's framework can comprehend all the aspects of professional pedagogy through its four domains. This framework is also utilized as a structure to aid in preparing new teachers and in helping them to adapt to their professional contexts (Danielson, 2013; Morris-Mathews et al., 2021; Townsend, 2021). Danielson's framework focuses principally on the four important domains of pedagogy: 1) Planning and preparation, 2) Classroom environment, 3) Instruction, and 4) Professional responsibilities. These four domains are further sub-divided into 22 sub-domains; which encompass important aspects of teaching such as the application of knowledge of content, usage of resources, planning, designing, management of the classroom, student's behaviour, monitoring the student's progress and engaging the parents/community in the process (Danielson, 2013). It is well-established that the variables set by the Danielson's framework can be effectively used to assess a person's efficacy in teaching (Danielson, 2015; Morris-Mathews et al., 2021; Townsend, 2021). Hence, the present study formulated the survey questions using the 22 sub-domains of Danielson's framework to assess the pre-service teachers'

perceptions related to their pedagogic skills. By doing this, this research aims to reflect upon the efficacy of the field experience training provided to them.

Since the perceptions of the pre-service teachers and the instructors were assessed in this study, the self-perception theory was employed (Bem, 1972) as the relevant theoretical support. The foundation of Bem's (1972) self-perception theory is based on two claims. First, this theory suggests that most people comprehend their beliefs, attitudes, and perceptions by understanding their own behavior and the circumstances behind it. Secondly, if individuals do not have a complete understanding of his/her own behavior, then they will act like an observer and will attempt to deduce their own inner characteristics. Indeed, studying one's behavior as well as the circumstances around him/her can help people to understand the reasons for their thoughts, attitudes, and viewpoints (Mohebi & Bailey, 2020). Therefore, Bem's theory can complement the Danielson's framework by providing theoretical support for evaluating how the pre-service teachers perceive their own attitudes and abilities, which are related to the field experience training.

3. Aim, Research Questions, and Objectives

In brief, the aim of the study is to collect and analyse the perceptions of the pre-service teachers and supervisor teachers (instructors) regarding the field experience training in the UAE context. This research work also focuses on formulating suggestions/recommendations to enhance the present scenario in UAE.

The research questions are:
A. What are the perceptions of pre-service teachers and instructors about the field experience training program in the UAE?
B. How the field experience training program in UAE can be improved and/or optimized?

Consequently, the research objectives are as follows:
A. To evaluate the pre-service teachers' and the instructors' perceptions about their field experience.
B. To suggest strategies for implementing the field experience training more effectively in the UAE.

4. Methodology

Detailed description of the methods used in this study is provided in the Supplementary file S1.

4.1 Study Methods and Design

The purpose of a research is the determining factor while selecting the methods and design. Hence, this study employed mixed- methods approach because it can address the research questions in a more comprehensive manner than using qualitative methods or quantitative methods alone (Creswell, 2011; Fetters et al., 2013).

4.2 Study Site Selection and Sample Population

A federal university in the UAE was selected for conducting the present research work, which was primarily based on the availability of adequate sample population and readiness of the university authorities to allow the research work in their institution. The guidelines provided by Saunders et al. (2007) and Daniel (2012) were deployed in determining the type of sampling, and in assessing the characteristics of the study population. Since the subject area of the present study is related to the field experience of the student teachers, only those student teachers who have undergone the field experience training were allowed to take part in the study. Random sampling method was used for selecting the pre-service teachers, who have completed the field experience training. The instructors (that is, supervising teachers) were recruited based on their availability and willingness to participate in the study (convenience-based sampling). The Sample Size Calculator (2024) module of Sawtooth Software was used to determine the sample size. By expecting a response rate of 70%, a minimum sample size of 80 was estimated at a confidence interval (CI) of 95% and a margin of error of less than 10%.

4.3 Quantitative Survey Designing

A five-point Likert-scale survey is also created based on the perspectives provided by Danielson's framework for generating the quantitative data (Supplementary File S1, Table S1). A total of 83 questions were formulated, which were based on the 22 sub-domains of Danielson's framework. Each statement corresponds to a score from 1 (strongly disagree) to 5 (strongly agree) from the study's respondents. The use of a five-point Likert-scale is justified since it makes it simple for the researcher to quantify each response obtained from the respondent using a scale from 1 to 5 (Tanujaya et al., 2022).

4.4 Qualitative Interview Designing

In the qualitative phase of the study, the data was collected using face-to-face interviews. A total of 7 open-ended questions were asked. Interviews were conducted at the participants' convenience. The average length of each interview was around 40 to 50 minutes. During the interview, the participants were allowed to express their perceptions regarding the field experience freely. When the answers were unclear, then the interviewer clarified the doubt by asking the interviewee to provide more information about their response. After obtaining the interviewees' consent, all interview sections were electronically recorded and were professionally transcribed. Throughout the transcription process, the perceptions of participants were carefully transcribed from Arabic to English without losing the main essence of this study. Before and after transcription, the participants were provided the chance to review, edit or delete their responses they gave.

4.5 Pilot Study

The study-design was subjected to a pilot study, to test its reliability and consistency. Furthermore, a pilot study helped to assess the feasibility of the planned research work at the site chosen for conducting current research study. A total of 25 participants were recruited for this purpose. The internal consistency of the five-point Likert-scale survey was assessed using Cronbach's Alpha, to

ensure the validity of the questionnaire (Tavakol & Dennick, 2011). A good overall score in the Cronbach's Alpha test ($\infty = 0.978$) indicated that the tools are reliable for larger scale studies.

4.6 Data Collection and Quality Assurance

Two researchers independently checked all the collected data. All the Likert-scale responses were carefully recoded and cross-checked by both these researchers during the analysis of the quantitative data. The transcripts were independently verified, and the aptness of formed themes were discussed between the researchers to ensure the correctness of qualitative data and the consistency of the coding. If any discrepancy was noticed, then it was discussed and necessary corrections were made by communicating with them the respondents. When a data point is missing, then the particular respondents were contacted to obtain the missing data. If a respondent is not available to provide the missing data, then that participant was omitted from the analysis to avoid bias.

4.7 Data Analysis

The IBM Statistical Package for the Social Science (SPSS Statistics, version 24) will be used for analysing the data collected through the Likert-scale quantitative survey. Both descriptive analysis (Sum, Mean, Median, and Standard Deviation) as well as inferential analysis (t-tests, One-way ANOVA, and Pearson correlation analysis) were employed. Cronbach's Alpha test was also used to test the internal consistency of the questionnaire. In the qualitative data analysis, an inductive data analysis method was employed to identify common patterns (Creswell, 2014). Then, the thematic analysis method was employed for analyzing the data collected through qualitative interviews (Braun & Clarke, 2021). The data was triangulated to justify themes coherently (Creswell, 2008).

4.8 Integration of Quantitative and Qualitative Data

The qualitative and quantitative findings are systematically combined during the reporting phase. This "building" approach, among the different integration options at the methods level, entails using the data from one phase to guide the second phase's data collecting strategy. At the reporting level, data integration involves employing the "merging" approach to create a joint display (Creswell, 2014; Fetters et al., 2013). In the joint display, the term 'confirmation' is used when the results of both qualitative and quantitative data complement with each other. The term 'expansion' is used when the results diverge and expand to provide new insights into the topic under study. If the qualitative and quantitative findings contradict or conflict or are inconsistent with each other, the term 'discordance' is used (Fetters et al., 2013).

4.9 Ethical Considerations

This study was approved by the Institutional Review Board (IRB) and Institutional Ethics Committee (IEC). A written informed consent was obtained from all the participants before their participation in this study. The participation of respondents was entirely voluntary, and no remuneration was given for taking part in the study. The identity and personal information of the respondents were kept confidential.

5. Results

5.1 Demographic Details of the Participants

Since the respondents suggested online medium as a convenient tool, the survey questions were distributed to the participants *via* email. Out of the 200 surveys distributed, 121 participants responded to the survey, (response rate = 60.5%). Eight participants were avoided from the analysis because of missing data points and/or they were not ready to provide the missing data. As a result, the final number of participants in the quantitative phase of this study was 113, which is much higher than the minimum number of participants required for reliability (n = 80). Figure 1 displays the demographic details of the participants.
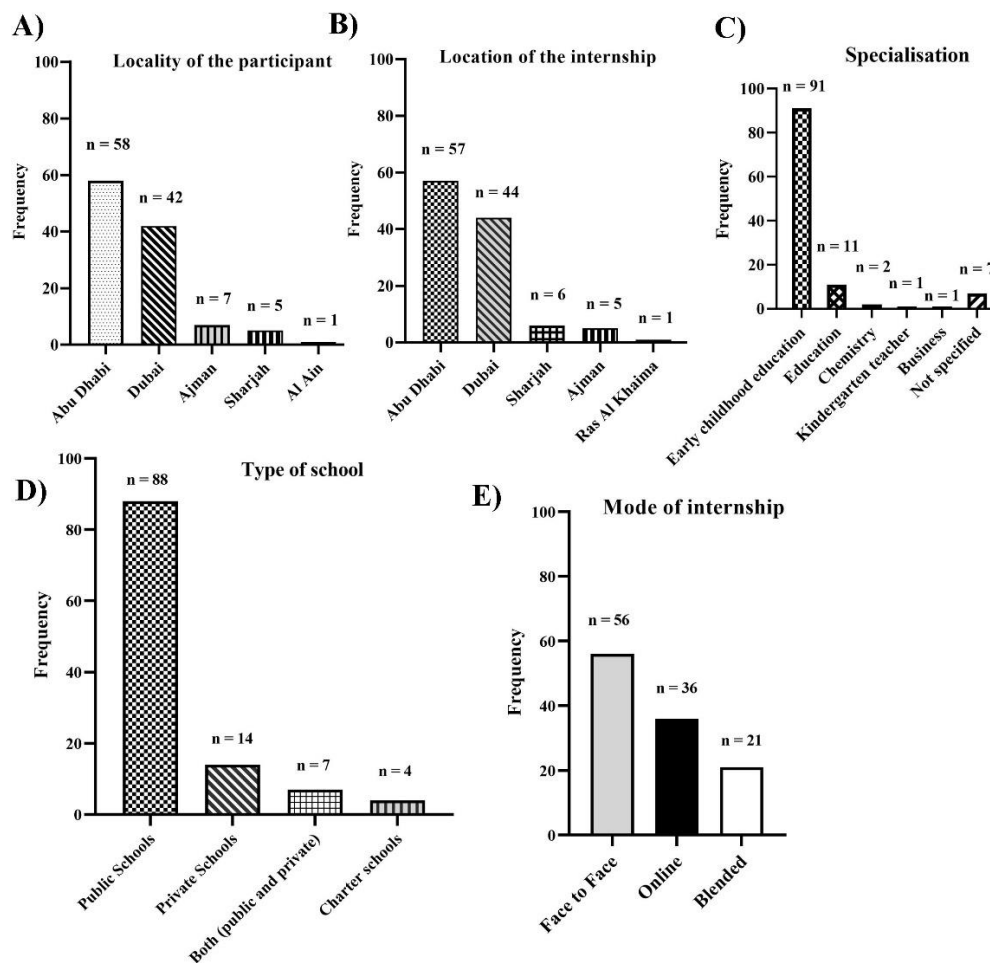

Figure 1: Demographic details of the participants

The participants belonged to different Emirates of the UAE (Figure 1A); participants native of Abu Dhabi represented the largest fraction of the study population (51.3%), followed by Dubai (37.2%). Similarly, more than half of the participants had their field experience training at Abu Dhabi (50.5%), followed by Dubai (38.9%), Sharjah (5.3%), Ajman (4.4%) and Ras Al Khaimah (0.9%) (Figure 1B). Notably, 80.5% of the participating pre-service teachers had specialised in 'early childhood education' (Figure 1C). Most of the participants (n = 88; 77.9%) were undergoing their field experience training in public schools

(Emirates schools). Only 12.4% of the pre-service teachers had their field experience training in private schools (Figure 1D). Regarding the mode of field experience training, 49.5% of the participants were familiar with the face-to-face method of teaching. In the post-COVID-19 era, many of the UAE schools have started using an online medium of teaching. Consequently, a considerable number of the pre-service teachers (31.9%) were found to be using an online mode for their field experience training. Furthermore, 18.6% of the participants reported that they were using a blended mode (face-to-face and online) for their field experience training (Figure 1E).

5.2 Results of Quantitative Data Analysis

Altogether, 9379 Likert-scale survey reactions were collected from the 113 participants during the quantitative data collection step. Notably, 93.3% of these reactions were positive: they were either 'Totally Agree' (58.4%) or 'Agree' (34.9%). Only around 6.7% of the reactions belong to the 'not positive' category (Figure 2). Therefore, it is clear that the pre-service teachers in the federal university in UAE have an overall positive perception with regards to the pedagogic standards provided in the Danielson framework.
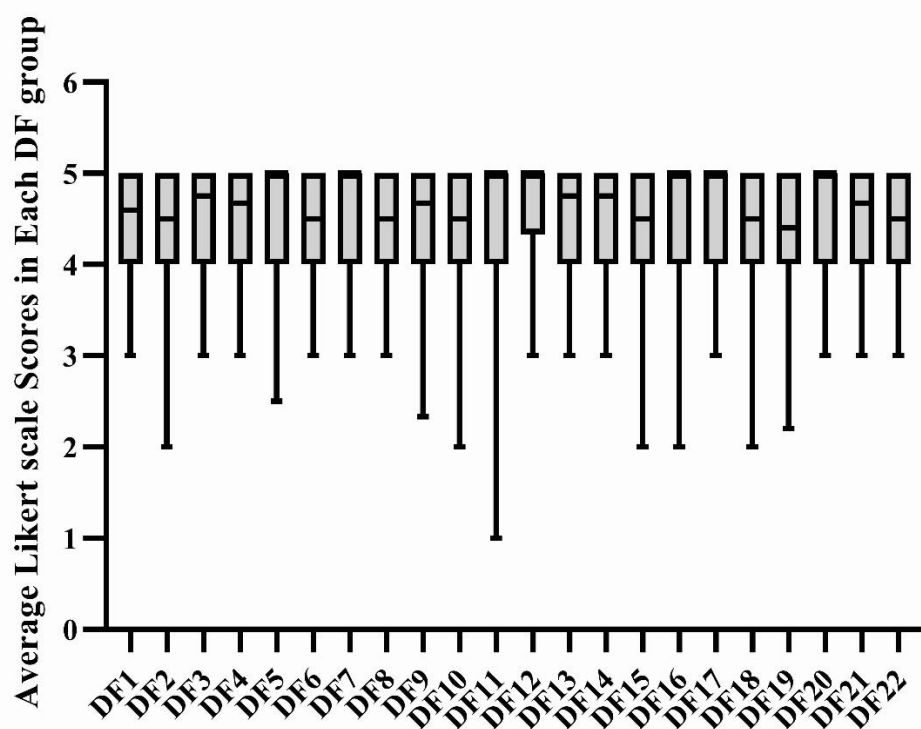
Figure 2: Perceptions of the pre-service teachers regarding their field experience training

Note: These responses were classified according to the questions based on the 22 sub-domains of the Danielson's framework (DF1 to DF22). None of the groups showed a statistically significant difference between them.

Figure 3 presents the results of the Pearson Correlation analysis. The figure shows the association between different perspectives (DF1 to DF22) of the Danielson's

framework, which in turn reflects how the perceptions of the pre-service teachers regarding their field experience training/pedagogic standards are connected.

	DF1	DF2	DF3	DF4	DF5	DF6	DF7	DF8	DF9	DF10	DF11	DF12	DF13	DF14	DF15	DF16	DF17	DF18	DF19	DF20	DF21	DF22
DF1	1.00	0.54	0.64	0.58	0.53	0.48	0.50	0.52	0.44	0.50	0.26	0.51	0.49	0.58	0.53	0.45	0.52	0.49	0.34	0.49	0.55	0.45
DF2	0.54	1.00	0.52	0.66	0.61	0.68	0.44	0.60	0.66	0.57	0.43	0.55	0.54	0.53	0.71	0.73	0.58	0.64	0.55	0.51	0.58	0.48
DF3	0.64	0.52	1.00	0.65	0.61	0.60	0.55	0.55	0.46	0.53	0.44	0.62	0.55	0.58	0.56	0.55	0.57	0.51	0.33	0.54	0.51	0.52
DF4	0.58	0.66	0.65	1.00	0.74	0.64	0.57	0.61	0.64	0.60	0.44	0.66	0.58	0.64	0.68	0.65	0.62	0.57	0.50	0.54	0.62	0.60
DF5	0.53	0.61	0.61	0.74	1.00	0.73	0.58	0.68	0.57	0.57	0.38	0.67	0.61	0.66	0.69	0.70	0.68	0.66	0.54	0.67	0.70	0.62
DF6	0.48	0.68	0.60	0.64	0.73	1.00	0.54	0.63	0.55	0.52	0.40	0.69	0.61	0.64	0.69	0.66	0.65	0.62	0.48	0.56	0.66	0.61
DF7	0.50	0.44	0.55	0.57	0.58	0.54	1.00	0.57	0.48	0.61	0.27	0.67	0.47	0.55	0.43	0.49	0.52	0.42	0.37	0.47	0.53	0.60
DF8	0.52	0.60	0.55	0.61	0.68	0.63	0.57	1.00	0.72	0.72	0.47	0.59	0.61	0.67	0.62	0.59	0.68	0.64	0.50	0.58	0.63	0.67
DF9	0.44	0.66	0.46	0.64	0.57	0.55	0.48	0.72	1.00	0.71	0.59	0.61	0.61	0.61	0.67	0.60	0.60	0.63	0.61	0.47	0.56	0.62
DF10	0.50	0.57	0.53	0.60	0.57	0.52	0.61	0.72	0.71	1.00	0.50	0.58	0.50	0.61	0.58	0.49	0.58	0.53	0.48	0.50	0.51	0.66
DF11	0.26	0.43	0.44	0.44	0.38	0.40	0.27	0.47	0.59	0.50	1.00	0.44	0.42	0.49	0.48	0.49	0.43	0.54	0.43	0.28	0.34	0.41
DF12	0.51	0.55	0.62	0.66	0.67	0.69	0.67	0.59	0.61	0.58	0.44	1.00	0.73	0.76	0.56	0.62	0.67	0.63	0.48	0.56	0.68	0.67
DF13	0.49	0.54	0.55	0.58	0.61	0.61	0.47	0.61	0.61	0.50	0.42	0.73	1.00	0.80	0.65	0.59	0.55	0.64	0.51	0.48	0.62	0.56
DF14	0.58	0.53	0.58	0.64	0.66	0.64	0.55	0.67	0.61	0.61	0.49	0.76	0.80	1.00	0.66	0.66	0.63	0.66	0.50	0.54	0.63	0.67
DF15	0.53	0.71	0.56	0.68	0.69	0.69	0.43	0.62	0.67	0.58	0.48	0.56	0.65	0.66	1.00	0.67	0.62	0.70	0.54	0.49	0.62	0.59
DF16	0.45	0.73	0.55	0.65	0.70	0.66	0.49	0.59	0.60	0.49	0.49	0.62	0.59	0.66	0.67	1.00	0.70	0.71	0.61	0.68	0.69	0.65
DF17	0.52	0.58	0.57	0.62	0.68	0.65	0.52	0.68	0.60	0.58	0.43	0.67	0.55	0.63	0.62	0.70	1.00	0.62	0.51	0.69	0.73	0.66
DF18	0.49	0.64	0.51	0.57	0.66	0.62	0.42	0.64	0.63	0.53	0.54	0.63	0.64	0.66	0.70	0.71	0.62	1.00	0.65	0.55	0.68	0.57
DF19	0.34	0.55	0.33	0.50	0.54	0.48	0.37	0.50	0.61	0.48	0.43	0.48	0.51	0.50	0.54	0.61	0.51	0.65	1.00	0.65	0.63	0.59
DF20	0.49	0.51	0.54	0.54	0.67	0.56	0.47	0.58	0.47	0.50	0.28	0.56	0.48	0.54	0.49	0.68	0.69	0.55	0.65	1.00	0.75	0.65
DF21	0.55	0.58	0.51	0.62	0.70	0.66	0.53	0.63	0.56	0.51	0.34	0.68	0.62	0.63	0.62	0.69	0.73	0.68	0.63	0.75	1.00	0.79
DF22	0.45	0.48	0.52	0.60	0.62	0.61	0.60	0.67	0.62	0.66	0.41	0.67	0.56	0.67	0.59	0.65	0.66	0.57	0.59	0.65	0.79	1.00

Figure 3: Pearson Correlation analysis

Although most of the associations were positive, Danielson Framework Group 11 (DF11) showed comparatively weaker association with other groups (Pearson correlation coefficient <0.5). The contrast was marked between groups DF7 and DF11, the Pearson coefficient being 0.272. The group DF7 denotes 'Cultivating Respectful and Affirming Environments'; the questions associated with this group are: "My interactions with my students show mutual respect and care" and "I expect my students to be polite, caring and respectful to each other". The group DF11 corresponds to 'Organizing Spaces for Learning'; the perceptions associated with this group being "The classroom is a safe place", and "The classroom's furniture arrangement is designed for maximum accessibility". The frequency of positive, negative, and negative perceptions received by each sub-domain of the Danielson's framework (DF1 to DF22) is given in Supplementary File S1 (Table S2). Notably, paired t-tests (two-tailed) showed that demographic factors such as age, sex, place of living, specialisation, mode of internship, and type of school does not have a statistically significant impact on the perception of the participants towards the pedagogic standards ($p>0.05$). Furthermore, quantitative comparisons using t-tests and One-way ANOVA between the four domains of the Danielson's framework with regards to the positive, negative, and neutral responses received by each domain. No significant differences were observed ($p>0.05$; Supplementary File S1; Tables S3 and S4).

As mentioned previously, more than 90% of the participants had highly positive perceptions regarding the criteria set by Danielson's framework for pedagogic standards. However, the 11th perspective of the Danielson's framework (Organizing spaces for learning, Danielson framework Domain 2) received some negative or neutral reactions from the pre-service teachers (~10% of the participants). However, other perspectives received 90% to 95% positive responses, DF19 (Engaging families and communities in the learning process and the relationship with the colleagues/co-teachers) received only 83.7% positive reactions. Though 83.7% positive responses seem to be a satisfactory result, this analysis showed that at least some of the trainee teachers were not happy with their interactions with their colleagues, students' families and with the community.

5.3 Results of Qualitative Data Analysis
Each interview in the qualitative phase of this study was conducted between 40 to 50 minutes time. This process generated huge amount of data. Therefore, providing each and every perception of the participant is not feasible. Consequently, only the extracts of the perceptions, which fit into particular themes were presented in this session.

5.4 Thematic Analysis of the Perceptions of Pre-Service Teachers
Many of the pre-service teachers (n = 48) who had highly positive perceptions about the field experience training either did not participate in the qualitative face-to-face interview or they refrained from explaining their positive perceptions of the field experience program. They just stated their perceptions in simple words, making it impossible to conduct detailed analysis of the positive perceptions. For instance, the only response from participant 'R' was: "Every aspect regarding the field experience training was good." Consequently, such

participants were omitted from the thematic analysis. Thus, the thematic analysis part involved responses from 65 pre-service teachers and 10 instructors (supervising teachers). The themes formed through the analysis are discussed below.

5.4.1 *Perceptions related to the challenges faced by pre-service teachers in technology integration and classroom management during online teaching*

Many pre-service teachers perceived online teaching practice as a challenge because of difficulties they encountered in classroom management and lack of Information and Communications Technology (ICT) skills. Some of the student teachers stated that they would have to teach face-to-face mode in near future and the experience gained through online mode will be futile for that task. For instance, participant 'S' expressed her perception regarding online field experience as:

> *"My field experience was online; I have very less exposure to integrating ICT in the classroom. Hence, it was difficult for me to give proper suggestions to the students and to manage the classroom in the online mode."*

Similarly, 'Shi' a participant who has undergone both online and face-to-face teaching during field experience training summarised the experience as:

> *"I would like the authorities to focus on face-to-face field experience training method. During my field experience, I have tried both face-to-face and online training. Both were good experience. However, I learned more during face-to-face teaching."*

Similar perceptions were provided by participants 'Ruk' and 'Su' who perceived that the online mode of field experience provides them with fewer chances for interacting with the student community. Ruk expressed his concern as:

> *"During the online teaching method, we had less time to interact with the school community and to build relationship with students. Lack of ICT skills also negatively affected me."*

Su stated that:

> *"We only had some online interactions and virtual visits. There was very less time to engage with school community and students' extracurricular activities."*

5.4.2 *Inadequate training/lack of teaching opportunities*

Another undesirable aspect of the field experience program in UAE that the pre-service teachers pointed out is its short duration. More than half of the participants stated that the length of the field experience program was too short to impart proper classroom experience among the trainee teachers. Interestingly, "*Give us more lessons to teach*" was most common theme related field experience. For instance, 'R' wanted the university authorities to provide more opportunities for teaching in real classrooms. Notably, 'KH' said:

> *"Please give the student teachers more opportunities to teach in real classrooms and allow them to express their skills in the classrooms. The field experience program should allow the teacher candidates to*

> *participate in days in which there would be full day learning. Now, we teach on Fridays and in Arab countries Friday has only half day class. This design is not allowing us to provide all our potential."*

Similarly, SA stated that:

> *"More training in schools will be great for the pre-service teachers. Present field experience is very short for professional development to ensue. I want to teach more and develop professionally. Please provide more real classroom experience to help student teachers."*

The abovementioned requests to increase the duration of the field experience training clearly indicates that the present teacher preparation curriculum in the UAE fails to provide its pre-service teachers with adequate classroom teaching experience. Indeed, the perception of one participant (LA) provides a clear picture of the scenario:

> *"Longer field experience program will make the pre-service teachers more experienced. Now, we can teach only in the final term. If we can teach students in every term, it will help student teachers grasp the reality of teaching, develop professionally and face the obstacles of handling a whole classroom. Therefore, I feel that the current curriculum has a very short field experience training, which is inadequate to provide the pre-service teachers the required classroom exposure."*

Notably, one of the participants, LU, was really upset about the entire course and expressed dissatisfaction regarding the field experience in UAE:

> *"I am really sad for choosing this major, now 4 years without any practical work. I would like to have more real-classroom teaching training for the pre-service teachers. All pre-service teachers should be allowed to teach subjects both in Arabic and English, which is very important for mixed culture classrooms like in the UAE. I would like to request the authorities to provide us longer periods to spend in schools."*

5.4.3 *Lack of quality of internship providers*
In the present study, majority of the participants had undergone their field experience training in public schools (Figure 1D). Notably, some of the student teachers were dissatisfied with the facilities and field experience provided by their schools. These participants perceived that choosing the right school is important for the getting proper field experience training. For instance, HA said:

> *"As per my experience in the public school, preferring private schools would be a good idea to get better field experience training because they have more resources compared to the public schools. Further, they are more willing to involve the student teacher in the classrooms. To the UAE educational authorities, please let the pre-service teachers choose the place where they want to undergo their field experience training."*

Similarly, FO stated:

> *"Please allow the pre-service teachers to choose which type of school they want to undergo their practical experience in teaching. I wanted to look up for high standard kindergartens and schools where teacher candidates*

> *would gain a competent amount of knowledge and skills from their experience with them. Unfortunately, I don't have the freedom to choose."*

Interestingly, HAD, a pre-service teacher who had undergone the training in a private school, stated:

> *"I would like to get several visits to the public schools rather than the private schools. I am disheartened with the training that I received in private schools."*

Therefore, opting for private schools may not necessarily provide the desired results. The facilities at the school are only one of the several factors which decide the success of the field experience program.

5.4.4 *Lack of involvement of stakeholders in the decision-making process*
A crucial pitfall identified in field experience training in the UAE context is the lack of involvement of stakeholders. Some of the pre-service teachers complained that the authorities were not listening to their grievances. There is a total lack of the pre-service teachers' involvement in the field experience training, which spans from choosing the type of school which the preservice teacher wants to teach to grade, and they are not even involved in lesson planning.

For instance, JAM's concern can be summarised as:

> *"Let the pre-service teachers do lesson plans and encourage them to attend all meetings because we, the pre-service teachers, will be the in-service teachers in the future. Imagine, what if we do not even have an idea about these important aspects when enrolling as an in-service teacher?"*

KH said:

> *"I would also prefer for the teacher candidate to know which school, grade, and subject they would be placed in, prior to starting their field experience training because that would allow the pre-service teacher to prepare more effectively. Further, they should be given the expected lesson outcomes for the specific subject so that they would be able to create more effective and creative lesson plans."*

One of the participants, 'GAM,' was worried about the lack of freedom in using their own materials in the classroom during teaching, which will aid the trainee teacher to develop their own style/identity in teaching. GAM said:

> *"Do not restrict us from performing the lesson plans. Allow the pre-service teachers to use their own material in the classroom. Unfortunately, the school authorities hindered my professional growth and development of my own teaching style by preventing me from using my own education aids/materials in the classroom."*

5.4.5 *Need for proper input*
The qualitative phase of this study identified that a lack of proper input from the supervising teachers, co-operating teachers, and school authorities is a major issue

in the field experience program in UAE. The perception of ZAH is worth mentioning here:

> "Provide proper feedback to the pre-service teachers, which will help to improve our style of teaching. We also need a preview of the classes before real-classroom teaching – both requirements were not met with by my supervisors and colleagues."

Inadequate time to complete the assignments, along with the lack of feedback related to the assignments, was another issue identified. JUN described this issue as:

> "Placing inappropriate timings and unrealistic deadlines for assignments is the main issue that I have faced during my field experience. For example, the authorities asked me to submit all assignments together at the end. Instead, let me submit it on a weekly basis. I completed the task somehow. Yet, no feedback was provided (by the supervisors)."

5.4.6 *Insufficient mentoring and struggle to adjust to the mentors*
The pre-service teachers' struggle to adjust to their supervising teachers is an important theme that evolved during the thematic analysis. Many of pre-service teachers had negative perceptions about their supervisors and the way mentors treated them during field experience. One of the most frequent suggestions from student teachers for improving field experience was "Choose the mentor carefully". For example, SH stated:

> "Choose the mentors carefully, because the mentor plays a big role in the field experience program and in our professional development. I suffered from inefficient mentoring."

Another noteworthy point regarding the field experience program was the lack of a system (means) to mediate smooth interactions between the mentors and the pre-service teachers in the UAE education system. One of the participants (LU) had conflict with their supervisor, which negatively affected LU's field experience. According to LU:

> "If there was a conflict between teacher candidate and the supervisor, there is no system available to solve it. The university or authorities should intervene instead of telling the candidate to adjust with it or to solve the problem yourself. There should a system to resolve such issues rather than making the pre-service teacher to suffer from it. In my experience, only the pre-service teacher suffers from such conflicts, because the supervisors have more administrative power and they are the authorities."

Unfortunately, the UAE education system does not have any tools/methods in place to resolve such issues. Further, lack of quality of the mentors (in some cases) was evident from the comments of one of the pre-service teachers. UH said:

> "The pre-service teachers need a mentor who can explain the research very well. I was blinded by my mentors' lack of knowledge on the subject."

5.4.7 *Lack of opportunities to interact with parents and the community*
Another deviation from the Danielson framework observed in the qualitative analysis was the lack of opportunities for pre-service teachers to interact with parents and the community. Many trainee teachers had the perception that they did not have adequate chances to interact with the parents of their students, which hinder their personal and professional growth and thereby preventing them from rising to their full potential. MH's perceptions about field experience can be briefed as:

> *"I would love to connect more with the parents. There is little or no chance for the pre-service teachers to interact with the parents. The policy makers should make amendments to realise the pre-service teachers' interaction with the parents and the community, which is essential for us to develop professionally and to deliver effective lectures."*

Similarly, SUM wanted the schools/authorities to arrange for "*...meeting with parents to develop the pre-service teachers' skills...*". Another participant, ANW, requested to "*[t]each teacher candidates how to engage parents in learning and how to communicate with them*". Therefore, the student teachers are well aware of the importance of parents in achieving effective teaching and improving students' performance. However, the education system in the UAE does not have a well-structured system to realise the interaction between the pre-service teachers and the parents and the community.

5.5 Thematic Analysis of the Perceptions of Instructors
5.5.1 *Positive perceptions of the university instructors*
Unlike the student teachers, the university instructors showed a lot of positive perceptions about the field experience program. They perceived the field experience training program as 'chances for collaboration and personal development'. For example, Dr. AA stated that:

> *"It was a great experience, and the team was very professional. All the assignments of pre-service teachers in their corresponding schools were completed very smoothly. The school authorities are very supportive and helped me, when I made any request."*

Similarly, Dr. FB also considered the field experience training as a tool for professional development and collaboration. According to Dr. FB:

> *"The field experience training was useful for me when I joined UAE schools as a school leader. I observed, collaborated with, supported, engaged, and provided necessary feedback for the College of Education's field experience. Seeing the pre-service teachers' progress and growth over the years makes me happy."*

5.5.2 *The supervisors' willingness to provide emotional and educational support to the pre-service teachers*

Interestingly, most of the university supervisors involved in this study expressed that they are ready to provide emotional and educational support to the pre-service teachers during field experience. For example, Prof. NH said:

> *"I have a rich experience with this program. Working with future teachers and supporting them by supporting them emotionally and professionally is a pleasure to me."*

5.5.3 *Lack of motivation among the pre-service teachers*

The supervisors pointed out that the lack of motivation among some of the student teachers, for utilising the field experience to its fullest and to pursue teaching career, is negatively affecting the field experience training. This lack of motivation in turn deleteriously affected the relationship between the pre-service teachers and the supervisors. For example, Dr. AA said:

> *"Unmotivated students sometimes set us a challenge especially when the schools decided to make some of the sessions online. They were not prepared for the online lessons. Further, the assignment deadlines are not met by some teacher candidates."*

Similarly, Dr. FB provided their perception as:

> *"Seeing teacher candidates complete field experiences when their heart and mind was NOT into becoming a teacher is disheartening me. Some of the are not punctual in the classroom while others lack motivation to learn pedagogic standards and methods of teaching."*

Dr. EW believed that the lack of motivation is the basic reason behind some of the trainee teachers not performing in accordance with the ethical and moral values of pedagogy. Consequently, the students suffer because most of the pre-service teachers fail to carry out their duties diligently. Dr. EW said:

> *"Teacher candidates sometimes struggle to put in the work ethics needed, instead they try to negotiate to be with students less, they barely participate at the schools and by doing so, the pre-service teacher does not gain much professional growth."*

The lack of motivation among some of the pre-service teachers was evident from the comments by Dr. JJ:

> *"This pre-service teacher under my supervision would come to the placement school extremely tired. Sometimes, this pre-service teacher sleeps in the back of the classroom and sometimes snores."*

However, the comments from Dr. ZH provided the possible reason for the student teacher's extreme tiredness. Dr. ZH stated:

> *"Sometimes I had multiple candidates who were placed in several schools at the same time, which are far away from their resident city. They have no choice. Most of the time they are travelling long distances. I think sometimes, these scenarios make the teacher candidates tired, they develop negative thoughts about becoming teachers and consequently they take field experience less seriously."*

5.5.4 *Issues with mentoring*

Notably, the university supervisors participating in this study expressed their negative perceptions about some of the mentors, which is like the perceptions of the pre-service teachers. For instance, Dr. MLM stated that:

> "*Some mentors use the pre-service teachers as 'substitute teachers' instead of helping them to manage the classroom. This scenario makes it difficult for the pre-service teacher to manage the class, and deliver the lessons effectively, because there is no guidance from the experienced mentor.*"

5.5.5 *Lack of skills for integrating information and communications technology (ICT) in classrooms*

Many of the university supervisors showed their concern regarding the student teachers' preparedness for real-life teaching, especially in using ICT during online classes. Indeed, ICT is an integral part of teaching since the onset of COVID-19. Dr. MLM explained the supervisor's perception on the need for ICT education as:

> "*I feel that we teach the pre-service teachers more theories than real-life teaching. For example, I feel our students lack proper understanding and knowledge of how to integrate technology in their lessons. ICT is an integral part of teaching in the post-COVID-19 era of online education.*"

5.6 Data Integration and Joint Display

The important aspects of the field experience training program in UAE, obtained by analyzing the data from both quantitative and qualitative phases were integrated to understand the most common issues. Data integration step suggested that some of the findings can be regarded as confirmed, while others need further exploratory studies. These findings are jointly displayed in Table 1.

Table 1: Joint display of the integrated quantitative and qualitative data

Important extracts from the quantitative and qualitative phases	Outcome
Issues in online education **Quantitative phase:** Many of the pre-service teachers showed negative perceptions regarding the 'compulsory chance to teach in online mode'. These pre-service teachers were worried about their incapability to provide proper suggestions to students online. Further, they battled to manage the classroom online as compared to face-to-face mode. **Qualitative phase:** "*My field experience was online; I have very less exposure to integrating ICT in the classroom. Hence, it was difficult for me to give proper suggestions to the students and to manage the classroom in the online mode.*" "*…there is no means for the pre-service teachers to interact with the parents and with the community during the online mode of teaching. Face-to-face mode is better….*"	Confirmation
Issues with mentoring **Quantitative phase:** There were no major signs of bad mentoring in the quantitative analysis (apart from some negative responses received for the Danielson's perspectives 'Fostering a culture for learning' and 'Maintaining purposeful environments').	Expansion

Qualitative phase: *"…The pre-service teachers need a mentor who can explain the research very well. I was blinded by my mentors' lack of knowledge on the subject…"* *"…choose the mentors carefully, because the mentor plays a big role in the field experience program and in our professional development. I suffered from inefficient mentoring…"*	
Lack of involvement of stakeholders in decision-making **Quantitative phase:** Some of the pre-service teachers provided negative responses for the Danielson's perspectives 'Planning Coherent Instruction'. **Qualitative phase:** *"…Do not restrict us from performing the lesson plans. Allow the pre-service teachers to use their own material in classroom. Unfortunately, the school authorities hindered my professional growth and development of my own style of teaching by preventing me from using my own education aids/materials in the classroom…."*	Confirmation
Lack of quality of internship providers **Quantitative phase:** Most of the participants received their field experience training in the public schools. However, some of the pre-service teachers were concerned about the quality of teaching environment they received in public schools (related to the Danielson framework perspective 11, namely 'Organising Spaces for Learning') **Qualitative phase:** *"…Going to private schools would be a better experience as they have more resources and are capable of involving a teacher candidate…".*	Confirmation
Lack of opportunities to interact with parents and the community **Quantitative phase:** Some of the participants had highly negative perceptions regarding the Danielson's framework perspective 19 namely 'Engaging families and communities.' **Qualitative phase:** *"…there is little or no chance for the pre-service teachers to interact with the parents. The policy makers should make amendments to realise the pre-service teachers' interaction with the parents and the community, which is essential for us to develop professionally and to deliver effective lectures..."*	Confirmation
Negative attitudes towards the field experience training **Quantitative phase:** A small portion of the participating pre-service teachers perceived that the classroom is not a safe place. **Qualitative phase:** *"…This pre-service teacher under my supervision would come to the placement school extremely tired. Sometimes, this pre-service teacher sleeps in the back of the classroom and sometimes snores..."* *"Sometimes I had multiple candidates who were placed in several schools at the same time, which are far away from their resident city. They have no choice. Most of the time they are travelling long distances. I think sometimes, these scenarios make the teacher candidates tired, they develop negative thoughts about becoming teachers and consequently they take field experience less seriously."*	Expansion

Lack of motivation **Quantitative phase:** A small group of pre-service teachers had negative perceptions regarding the Danielson's pedagogic standard "My system for maintaining information on student completion of assignments is effective" **Qualitative phase:** The supervisor commented: *"…they were not prepared for the online lessons. Further, the assignment deadlines are not met by some teacher candidates…"* The pre-service teacher stated: *"…placing inappropriate timings and unrealistic deadlines for the assignments is the main issue that I have faced during my field experience. For example, the authorities asked me to submit all assignments together as a bundle at the end. Instead, let me submit them on a weekly basis…"*	Expansion

6. Discussions

The present study has identified lack of the opportunity for interaction between the instructors and the social elements (the parents) as a major concern in UAE education sector. Furthermore, the teacher preparation program/curriculum in the UAE has shortcomings in several aspects. For instance, the lack of a proper Standard Operating Procedures (SOPs) for ensuring the uniformity of the field experience programs across different institutions limits its efficacy. Moreover, this study also reports how the lack of involvement of stakeholders in decision-making (for instance, lack of involvement in lesson planning) hinders the professional development of the pre-service teachers. These findings are discussed below. Notably, the quantitative phase of this study revealed that the pre-service teachers from a federal university in the UAE have an overall positive perception regarding the pedagogic standards (as provided in the Danielson's framework). Notably, 8751 out of the 9379 (93.3%) Likert-scale reactions were positive. The Danielson Framework is well-known for assessing the efficacy of different professional practices coming under pedagogy and this framework can arrange the positive and negative patterns in teaching practice in a systematic way (Alvarez & Anderson-Ketchmark, 2011; Morris-Mathews et al., 2021).

On the other hand, the qualitative phase of the study revealed that pre-service teachers prefer the face-to-face instruction over the online mode of instruction. Previous studies reported that during the COVID-19 period, many in-service teachers as well as pre-service teachers were compelled to use the online mode, for which they were not technically and mentally prepared (Alshaikh et al., 2021; Masoud & Bohra, 2020; Ridge & Erfurth, 2020). Therefore, it is reasonable that the student teachers who participated in this study wanted to get more face-to-face mode of teaching opportunities. Further, many of the pre-service teachers in this study struggled during the online mode of teaching because of their unfamiliarity to ICT. Usage of ICT is essential in the online classroom, which facilitate communication between the teacher and students as well as between the students. Therefore, online teachers must be well-versed in pedagogy, teaching content and technology to successfully integrate all three in their virtual classrooms (Cirillo

et al., 2020). Several studies have reported how remote learning during the COVID-19 lockdown affected the teachers, who are not versatile in technology integration (Hojeij et al., 2021; Mohebi & Meda, 2021). Also, in the present study, around 80% of the participants were from the specialisation of 'early childhood education'. It is always difficult to engage and manage toddlers and younger students online as compared to students from upper-level classes (Mohebi & Meda, 2021).

Another negative aspect of the field experience in UAE was the lack of stakeholders' involvement in decision-making. For instance, the pre-service teachers have no freedom to choose the school in which they want to undergo their field experience training. On evaluating their placements, it was noted that those pre-service teachers with grievance regarding their placements had undergone their field experience training in public schools in Abu Dhabi. Though the reason for this perception is not clear, one possibility is that the private institutions in Abu Dhabi generally have smaller numbers of students and prefer face-to-face mode of teaching over online mode. The lack of stakeholder's involvement in the field experience training was also reflected by the lack of student teachers' involvement during lesson planning and the mentor's involvement while placing a student teacher under their supervision.

Previous studies suggest that inputs from stakeholders, such as in-service teachers, pre-service teachers, school administrators, parents, and policymakers, are necessary for the successful implementation of curriculum plans (Koskei, 2015). For instance, the UAE's plan to implement bilingual education is hindered by the lack of involvement of many stakeholders, most notably teachers, who were not considered while designing the policy's alignment with its execution (Musmar, 2018). One of the incidents identified in this study was the allocation of pre-service teachers under a mentor's guidance, even if the mentor stated that he/she is not ready for mentoring. This is a classic example of 'not listening to the stakeholder's voice.'

An additional issue highlighted in the qualitative phase of this study is the inadequacy of mentoring and supervision. Some of the pre-service teachers involved in the present study believed that they did not get adequate support and guidance from their mentors, cooperating teachers, and school authorities. These perceptions are in line with the studies of Newton et al. (2010) as well as Jita and Munje (2022). These studies reported that supervisors do not frequently visit trainee teachers to provide guidance on their pedagogic practises. As a result, trainee teachers who are not under the close supervision may suffer due to missing important assignments and valuable feedback from the supervisors. The lack of support from the supervisor is a deviation from the Danielson framework. This pedagogic standard requires feedback from the supervisor and/or colleague teachers, which also considers how instructors carry out their responsibilities both within and outside of the classroom (Danielson, 2013, 2015). Therefore, the UAE education system has deviations from the basic requirements put forward by the Danielson framework, which need to be addressed.

Notably, the Danielson framework standard entitled 'engaging the families and communities in the learning process' received the highest number of negative reactions from the pre-service teachers. For improving the students' learning their parents' voices need to be heard and they should be provided with the resources they need to actively participate in their children's education (Ahmad, 2013). The qualitative analysis revealed that the challenges were not solely the pre-service teachers' fault. Factors such as the online teaching method, insufficient support from school authorities/mentors, and a lack of curriculum modules for parent-teacher interactions contributed to these issues.

On the other hand, all the supervising teachers participated in the present study expressed their readiness to help the pre-service teachers emotionally as well as professionally. This scenario is contradictory because some of the pre-service teachers expressed their perceptions regarding the lack of mentoring during the field experience. According to Becker et al. (2014), pre-service teachers place more emphasis on emotional and instructional support from supervisors than from other parts of their field experience. However, it is reasonable that some of the mentors perform well at work, while some others are not. Those pre-service teachers, who had good mentors, enjoyed the support from their mentors while others suffered. Another possibility is that the mentors may be providing some support, which are not exactly the type of support the student teachers looking for. Added, inconsistencies in mentoring practices across institutions can be another reason for this. These inconsistencies can be avoided through standardizing the mentor training programs.

Many of the supervising teachers complained that the pre-service teachers lack motivation, are not punctual and they lack the basic pedagogic ethics. However, one of the supervisors narrated how the need for long travels and training in different schools at the same time negatively affects the pre-service teachers in UAE. So, it is possible that the pre-service teachers were physically and mentally exhausted due to the continuous travels. Therefore, no one can put the entire blame on the stakeholders like the pre-service teachers and supervisors for the pitfalls identified in this study. The policymakers of the UAE education system are also responsible for this scenario and therefore, corrections are needed at the level of policymakers as well. Thus, the authorities must intervene and make the necessary corrections to meet the educational targets outlined in UAE's Vision 2030.

7. Implications
The data obtained from the present study imply that lack of involvement of stakeholders is a key issue in the UAE education sector. There is no coordination between different strata of stakeholders. Therefore, authorities should ensure that there is a system in place for regularly updating the stakeholders regarding the field experience program. While making important decisions and amendments to the program, the authorities of UAE education should consider the stakeholders' opinions as well. Lack of adequate training in the classroom and in technology integration (ICT) was another important issue identified during the qualitative analysis. Seminars, theoretical classes, and hands-on training sessions on ICT may

be useful in addressing the above-discussed problem. The qualitative phase of this study realised that many of the pre-service teachers lack motivation to pursue the teaching career and they joined the program just because they did not find any other option. Such candidates did not take the field experience training very seriously. Similarly, excess coursework and the need to make long journeys to reach the site of field experience made the pre-service teachers exhausted and unmotivated. Therefore, the curriculum makers and program schedule designers must listen to these issues and shall make necessary amendments to the program to improve the placement process. It was identified that there are no SOPs for the schools/institutions which host the internship of the trainee teachers. As a result, the field experience program conducted by each institute vary widely from one another. Some pre-service teachers were not happy with the facilities and cooperation they received during their field experience training while others received all required facilities. Therefore, SOPs may be formulated by the UAE education department to control the various aspects of the field experience program. At present, the field experience is placed at the end of the teacher education program. At this point, many student teachers find it hard to quit because 4 years of their life are already spent on this teacher preparation program. A suggestion formed during this study to overcome this issue is the implementation of early field experience programs, which will help the pre-service teachers to decide whether a teaching career suits them. If not, they can quit at an early stage of the teacher preparation program instead of wasting 4 years.

8. Limitations
Despite this study's strengths, it has potential limitations. For instance, this study solely relied on the Danielson framework to obtain the data from the sample population. Employing more than one framework for the study is necessary for drawing more wholesome data. Another limitation of this study is that it did not investigate the mentors' and school authorities' perceptions. These two important stakeholders involved in different aspects of the field experience also have their stories to tell. In addition, this study used cross-sectional data. Therefore, future research works with longitudinal study design are necessary to establish the causal inferences about the relationship between the variables.

9. Conclusion
The present study attempted to evaluate the perceptions of pre-service teachers and instructors regarding the field experience program at a federal university in the UAE. During the quantitative survey, most of the pre-service teachers showed positive perceptions. However, during the qualitative face-to-face interviews, both these stakeholders talked mostly about their negative perceptions and suggested potential strategies for improvement. As mentioned in the introduction, the UAE Vision 2030 aims to achieve international standards in the education sector. Therefore, to achieve the UAE Vision 2030, authorities in the UAE education system will have to start correcting the errors right from the teacher preparation program because pre-service teachers are the future baton holders of the UAE education system. The present study is highly valuable in this regard because it identified key pitfalls in the teacher preparation program of

UAE. These issues span from the policymaking level down to the curriculum. Consequently, the supporters of UAE Vision 2030 can use this information to make necessary amendments and achieve the educational goals set under Vision 2030.

10. Conflict of Interest
There are no competing interests to declare.

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