International Journal of Learning, Teaching and Educational Research
Vol. 21, No. 8, pp. 425-445, August 2022
https://doi.org/10.26803/ijlter.21.8.24
Received Jun 2, 2022; Revised Aug 18, 2022; Accepted Aug 28, 2022

Supervisory Performance of Cooperative Teachers in Improving the Professional Preparation of Student Teachers

Ali Ahmad Al-Barakat*
University of Sharjah, Sharjah, United Arab Emirates

Rommel Mahmoud Al Ali
King Faisal University, Al-Ahsa, Kingdom of Saudi Arabia

Mu'aweya Mohammad Al-Hassan
Ministry of Education, Irbid, Jordan

Omayya M. Al-Hassan
Child Education Department, Queen Rania Faculty for Childhood,
The Hashemite University, Zarqa, Jordan

Abstract. The purpose of this study was to investigate the degree of effectiveness of the supervisory performance of cooperative teachers in improving the professional preparation of student teachers in the specialization of early childhood education.The participants were 155 student teachers enrolled in the education field-training program at Yarmouk University in Jordan. To achieve the purpose of the study, a questionnaire was developed, after insuring its validity and reliability. The findings showed that, according to the means and standard deviations of the questionnaire items, cooperative teachers did not fulfill their supervisory roles in improving the professional preparation of student teachers during the education field-training. The findings also showed that there were no statistically significant differences in the effectiveness of the supervisory performance of cooperative teachers due to gender, academic qualification and teaching experience. This indicates that these variables do not affect the cooperative teachers' supervisory role in improving student teachers' preparation. This study contributes to a better comprehension of the supervisory performance of cooperative teachers in improving the professional preparation of student teachers. It is suggested that the teacher education program at Yarmouk University should pay attention to improve student teachers' preparation during the education field-training phase.

Keywords: cooperative teachers; field training; supervisory roles; student teachers; teacher education

* Corresponding author: *Prof. Ali Ahmad Al-Barakat, aalbarakat@sharjah.ac.ae*

1. Introduction

Education occupies a great importance in human societies, being the main vehicle through which these societies seek to build the personality of individuals in all aspects of humanity (Confesor & Belmi, 2022; Ennab et al., 2020; Fraihat et al., 2022; Zhilgildinova et al., 2022). The process of teaching and learning represents the means on which educational goals depend in achieving that goal (Fraihat et al., 2022; Radovan & Kristl, 2017; Rodrigues et al., 2018). Al-Kandari (2002) pointed out that education is a right of the individual in the society and a necessity to achieve its national security. Therefore, the teacher has a role in achieving the goals of the educational process. According to Podgornik and Vogrinc (2017) and Poom-Valickis et al. (2012), no educational system can achieve its goals without the presence of the teacher, who is considered one of the central elements in the educational system.

Reviewing educational studies showed that there is a growing interest in the process of preparing and qualifying teachers (Ennab et al., 2020; Radovan, 2011; Singha & Sikdar, 2018). Thus, it is essential to prepare distinguished teachers' capabilities to perform their roles effectively, where most countries around the world have sought to focus on student teachers' preparation programs. In developed countries, it was found that all educational reform movements considered preparing student teachers as the best method to achieve the educational objectives (Al-Kandari, 2002; Podgornik & Vogrinc, 2017; Poom-Valickis et al., 2012; Radovan, 2011; Radovan & Kristl, 2017; Rodrigues et al., 2018).

For instance, in the Arab countries, the notion of developing teacher-preparation programs goes along with the emergence of the dominating conception in the public discourse, which states that "There is a weakness in the outcomes of education at different levels of educational stages". These results are due to the poor level of the academic and supervisory qualifications of teachers, the low level of professional satisfaction and the widespread sentiment that teaching is a profession for those who have no profession (Al-Kandari, 2002).

Previous ideas have positively affected the process of reconsideration of teachers' preparation programs in countries that already have programs and those working on developing programs in countries that do not have ones (Al-Barakat & Alhassan, 2009; Alhassan et al., 2012; Fraihat et al., 2022). In Jordan, teacher-preparation programs received attention by the government and the Jordanian educational reform movement in 2014 was a distinctive starting point, which included all the elements of the educational processes of teacher preparation programs (Fraihat et al., 2022). For instance, the preparation of teachers is an essential component for the success of the educational system to achieve its objectives.

In hindsight, Jordanian universities have started to develop special programs for preparing teachers in line with the recommendations of the Jordanian educational reform movement. These programs have sought to provide student teachers with appropriate knowledge, skills and tendencies that would contribute to the preparation of the teacher (Makovec, 2018; Fraihat et al., 2022; Gardee & Brodie, 2022), because there are essential things considered to ensure a high level for the teacher to participate in developing the teaching and learning

process (Makovec, 2018; Verde & Valero, 2021). Teacher-preparation programs accompanying the educational development process have been characterized by the inclusion of the so-called education field-training, which is a transitional stage between academic and behavioral education and the practicality of the teaching profession in order to bridge the gap between theory and practice (Verde & Valero, 2021; Zega & Lase, 2021).

This confirms that education field-training is an important component of teacher-preparation programs in consideration of its great role in helping teachers understand their future profession (Jin, 2022; Nagro et al., 2020). Subsequently, is represents one of the important criteria for the success of teacher preparation programs (O'Doherty et al., 2020; Zhang, 2020). The importance of education field-training stems from the fact that theoretical knowledge which lacks practicality is valueless, because it is far from reality and objectivity (Nagro & deBettencourt, 2019). Alhassan et al. (2012), Zanting et al. (2003), among others reported that education field-training forms a core aspect of pre-service in teacher education, being regarded as the main focus of the educational reform movement.

The success of education field-training programs, which are prominent in preparing pre-service teachers, depends on an interlocking and interactive set of components influencing and being influences by one another (Nathans & Brown, 2022). The cooperative teacher is considered as an important element on which the student teacher preparation process depends during education-field training (Anderson, 2009; Ballinger & Bishop, 2011; Maes et al., 2022). Studies by Caires et al. (2012) and Tasdemir et al. (2007) emphasized the importance of preparing and training cooperative teachers according to specific programs, while adopting various training models which assist them to be prepared and qualified as distinguished teachers. All of these require the cooperative teacher's awareness of preparing student teachers.

Considering the significant importance of the cooperative teacher in achieving the objectives of student teachers' preparation, modern educational perceptions have identified a set of supervisory roles that improve the quality of student teachers' preparation. Various educational studies, such as those conducted by Altan & Sağlamel (2015), Clarke (2014), Harrington & Enochs (2009), Office of Teacher Education (2022), Özdemir-Yılmazer (2021), and Sung (2007) defined a set of supervisory roles that contribute to the success of student teachers' preparation, which are:

- Collaboration with the supervisor in helping student teachers according to the proper professional manner;
- Selecting the appropriate learning environment for the purposes of education field-training;
- Informing student teachers about the objectives of the education field-training;
- Encouraging student teachers to benefit from the education field-training
- Monitoring the training process;
- Evaluating the performance of student teachers on a continuous basis;
- Providing school facilities necessary to implement the educational and learning settings.

The role of the cooperative teacher should focus on training student teachers on instructional skills in various academic subjects in accordance with contemporary educational perceptions centered on the concept of the child-centered learning process. However, the above mentioned assertions are based on various studies, (Haciomeroglu, 2013; Mutlu, 2014; Zhao & Zhang, 2017; Zhilgildinova et al., 2022) which showed that the supervisory role of the cooperative teacher should be based on a set of standards, which are not limited to directing student teachers, but rather focus on training them on the teaching skills in various learning situations, based on contemporary educational perceptions that revolve around the concept of the student-centered learning process. In addition, the supervisory role of cooperative teachers should help student teachers organize, plan, perform and assess the teaching and learning process. Furthermore, cooperative teachers should monitor student teachers with regard to the school's policy, philosophy, regulations, and facilities, as well as observing their performance in various teaching and learning settings and helping them solve the difficulties that they face in a logical and educational way (Haciomeroglu, 2013; Mutlu, 2014; Office of Teacher Education, 2022).

Previous studies conducted by Haciomeroglu (2013), Hudson, et al. (2009), Zhao & Zhang (2017), and Zhilgildinova et al. (2022) showed that the cooperative teacher might contribute to the student teachers' preparation by directing them to participate in meetings with the teaching staff and participate in social activities. Supervisory role of the cooperative teacher, Grant and Zeichnar (2002) and Zhao & Zhang (2017) found that the supervisory role of the cooperative teacher is mainly through observing the student teachers' performance in the learning environment and then holding a meeting to provide them with feedback that can contribute to improving their instructional performance.

A set of studies conducted by Anderson, (2009), Hancock and Gallard (2004) and O'Sullivan and Conaill (2022) revealed that the cooperative teacher has a significant role in developing positive beliefs among student teachers towards teaching practices based on learner-centered learning from kindergarten to high school stage. This depends on the learning opportunities available to student teachers to develop themselves as constructive teachers. This role requires the cooperative teacher to assist student teachers in identifying the school's philosophy, policy, instructions and activities, including monitoring teaching performance with the aim to improve, develop and assist the cooperative teacher and the university supervisor in solving problems facing student teachers.

Considering the importance of the supervisory role of the cooperative teacher in preparing student teachers, the education Field Training Program at Yarmouk University (2019) reported its instructions for participation of the cooperative teacher in the process of assessing the performance of student teachers during the semester according to a model prepared for this purpose. These included the roles that contribute to the preparation of the teacher. These centered mainly on the supervisory role of the cooperative teachers in training student teachers to become the main controllers of the learner-based learning approach (Bayrakc, 2009; Hudson, et al., 2009).

As illustrated above, despite that it is apparent how important the supervisory roles of cooperative teachers are in improving the quality of student teacher

preparation, rare studies have attempted to determine the nature of the supervisory roles of cooperative teachers. Previous studies (Al-Barakat & Alhassan, 2009; Alhassan et al., 2012; Payan & Murphy, 2012; Maes et al., 2022) found that cooperative teachers the greatest influence on how student teachers employ new have instructional strategies and classroom-management techniques. However, they did not find out whether cooperative teachers have a strong influence in performing their supervisory roles which are concerned with assisting student teachers in their professional and personal development, thus improving the educational process (Bayrakc, 2009; Zhilgildinova et al., 2022).

2. Problem statement and Study rationale

The cooperative teacher's role in improving the quality of student teacher preparation is regarded as one of the most effective components in preparing student teachers to be effective future teachers during the instructional practices. It is worth noting that the way in which student teachers are successfully prepared depends on the extent of cooperative teachers' understanding and awareness of their supervisory roles as a part of the training program, because the cooperative teacher who is able to perform supervisory roles efficiently will be able to influence the quality of preparing future teachers.

Hence, the great importance of the cooperative teacher in the student teacher-preparation process cannot be denied, as it is an essential component of education field-training programs. However, there is a lack of information related to the extent to which cooperative teachers perform their supervisory roles in the preparation of student teachers. Hence, the practical experience and field observations of the faculty members in education field-training programs reveal shortcomings and weaknesses in improving the preparation of student teachers. However, the study seeks to provide decision makers at Yarmouk University with the needed feedback related to the actual performance of cooperative teachers' supervisory roles during field experience. As mentioned, the study problem stemmed from the scarcity of studies in the Jordanian environment that dealt with the effectiveness of supervisory performance of cooperative teachers during education field-training periods. This was supported by the study undertaken by Al-Hassan & Al-Barakat (2013), which recommended the necessity of conducting research on the supervisory performance of cooperative teachers at Yarmouk University and the Hashemite University in Jordan.

3. Objectives and research questions of the study

Based on the above, the current study aims to:

- Investigate the extents to which cooperative teachers perform their supervisory roles in improving the quality of student teacher preparation.
- Determine whether there are any statistically significant differences in the degree of effectiveness of supervisory performance of cooperative teachers in improving the professional preparation of student teachers based on gender, academic qualification and experience of cooperative teachers.

Specifically, the study attempts to answer the following questions:

1. What is the degree of effectiveness of the supervisory performance of cooperative teachers in improving the professional preparation of student teachers in the specialization of early childhood education as assessed by students?
2. Are there any statistically significant differences in the degree of effectiveness of the supervisory performance of cooperative teachers in improving the professional preparation of student teachers attributed to the cooperative teachers' gender, academic qualification and experience?

4. Method

4.1 Study population and sample

The population for this study consisted of all student teachers (155), who train in the early childhood education classes in public and private schools affiliated to the Directorate of Education in Irbid district in Jordan during the first semester of the academic year 2021/2022. With regard to the sample of the study, it consisted of the population itself (155 student teachers). This means that the sample represented the total population of the study; the questionnaire was distributed to the total population. After data collection, one hundred and forty-six questionnaires were considered, with a return rate of 94.19%.

With regard to the study variables related to cooperating teachers, which were obtained through official records in the Office of Education field-training program at Yarmouk University, the results of the study data analysis, as mentioned in the first part of the questionnaire, showed that the number of male cooperating teachers was 56 (38.35%), while female cooperative teachers were 90 (61.65%). The reason that the number of females is more than that of males is attributed to the tendency of the Jordanian Ministry of Education to feminize education in early grades. With regard cooperative teachers' experiences and qualification, the number of those with a teaching experience of less than 10 years was 75 (51.37%), while those with a teaching experience of more than 10 years was 71 (48.63%). As for their qualification 88 (60.27%) were bachelor-degree holders and 58 (39.73%) were postgraduate.

4.2 Study design and instrument

In this study, the quantitative research methodology was adopted to find out the supervisory roles of cooperative teachers in improving instructional performance of student teachers during the education field-training phase. To achieve this, a questionnaire was developed according to Altan and Sağlamel (2015), Clarke (2014), Kastens (2004), Harrington and Enochs (2009), Özdemir-Yılmazer (2021) and Sung (2007). The questionnaire consisted of two parts:

4.2.1 Data related to the cooperating teacher:

This part includes three questions related to the gender of the cooperative teacher, his/her teaching experience and his/her academic qualification. Each student teacher answered these questions through official records in the Office of Education field-training program at Yarmouk University.

4.2.2 Part two –questionnaire items

The questionnaire, in its first version, consisted of 33 items. These items be related to the supervisory roles of the cooperative teacher, which must perform by directing and guiding student teachers to the procedures of teaching in the childhood education stage, according to a guide directed to cooperative teachers by the Office of Education field-training program at Yarmouk University. Participants were asked to rate items on a 5-point Likert scale, where (*very high = 5, high = 4, moderate = 3, low = 2, very low =1*).

To verify the validity of the questionnaire, eight experienced and specialized moderated the questionnaire items, and agreed on the item measures. After the moderators submitted their comments, which included the exclusion and modification of some items, as well as the addition of some new items, all the modifications and suggestions were implemented. The study instrument, in its final version, consisted of (26) items (see appendix 1).

To assure the reliability of the instrument, Cronbach's alpha coefficient calculation was performed to assure the internal consistency of the questionnaire, which amounted to 0.93, indicating that the questionnaire is appropriate to achieve the purpose of this study.

Three weeks before commencement of the study, the questionnaire was applied twice to an exploratory sample of (25) student teachers who were excluded from the main sample, with on interval of two weeks between the two applications (test-retest). Pearson's correlation coefficient of the instrument was calculated and found to be 0.91, which is appropriate for the purpose of this study. This gives an indication that the degree of consistency of test scores from one test administration to another was high.

4.3 Data collection and analysis

One hundred and fifty-five questionnaires were distributed to the sample of the study during an official meeting of student teachers. The participants' agreement was obtained to participate in the study. All respondents were informed about the purpose of the study and assured of the confidentiality of the data that they will provide in their responses. Anonymity was assured, so that respondents could express their responses freely. The subjects of the study were given enough time to answer the questionnaires; they were given a period of one month to return the questionnaires by themselves.

The questionnaire was administered to all student teachers in the specialization of childhood education. A total of 15S questionnaires were distributed, 9 invalid questionnaires were excluded and 146 valid questionnaires were returned, with a return rate of 94.19%.

With regard to data analysis, Statistical Package for Social Sciences (SPSS) was used, as means and standard deviations were calculated to identify the degree of effectiveness of cooperative teachers' supervisory performance for each item of the questionnaire as assessed by student teachers. In addition, three-way ANOVA was used to reveal the effect of cooperative teachers' gender, academic qualification and experience on their supervisory roles as evaluated by student teachers. This test was used, because it reveals the main effect of each of the three independent variables separately.

5. Results

The results of the study will be presented in two parts, based on the research questions.

5.1 Results of the first question

This question aimed to determine the degree of effectiveness of the supervisory performance of cooperative teachers in improving the professional preparation of student teachers in the specialization of early childhood education from student teachers' point of view. Then, to answer this question, means and standard deviations for all of the questionnaire items were calculated. Data were presented and organized in descending order, as shown in Table 1.

Table 1: Means and standard deviations of student teachers' responses to the effectiveness of the supervisory performance of cooperative teachers

No.	Item My assessment of the effectiveness of the performance of cooperative teachers is as follows:	Mean	St. Dev.
1	Assigning the student teacher for planning.	3.91	0.81
2	Assigning the student teacher to perform some teaching tasks.	3.90	0.79
3	Providing the student teacher with feedback on his/her teaching performance.	2.15	0.83
4	Monitoring the performance of the student teacher in the classroom environment.	2.15	0.73
5	Providing the student teacher with opportunities to attend a variety of teaching models.	2.14	0.75
6	Choosing practical lessons according to certain standards.	2.14	0.79
7	Supervising and monitoring the student teacher about his/her training role.	2.14	0.74
8	Watching lessons for the teacher/student.	2.13	0.90
9	Monitoring the student teacher lesson preparation notebook.	2.12	0.90
10	Giving the student teacher a chance to apply various alternative assessment strategies.	2.12	0.73
11	Providing the student teacher with opportunities to participate in the creation of educational aid means.	2.11	0.88
12	Informing the student teacher of contemporary trends in developing teaching performance.	2.11	0.69
13	Attempting to understand the problems that the student teacher faces in teaching.	2.11	0.68
14	Providing the student teacher with opportunities to participate in school activities.	2.10	0.71
15	Participating in supervisory meetings between the university supervisor and the student teachers.	2.10	1.01

Table 1: Means and standard deviations of student teachers' responses to the effectiveness of the supervisory performance of cooperative teachers

No.	Item My assessment of the effectiveness of the performance of cooperative teachers is as follows:	Mean	St. Dev.
16	Introducing the student teacher to the laws of managing the educational environment.	2.09	1.11
17	Helping the student teacher solve his/her problems.	2.09	1.09
18	Providing the student teacher with opportunities to participate in social activities.	2.08	1.08
19	Providing the student teacher with opportunities to use educational technologies in teaching.	2.07	0.69
20	Directing the student teacher to attend typical classes with more than one teacher.	2.06	0.98
21	Simplifying the student teacher's task in conducting activities outside the classroom.	2.05	0.91
22	Encouraging the student teacher to use modern teaching methods.	2.02	1.07
23	Providing a school environment concerned with creating human relations with the teacher/student.	2.01	0.89
24	Providing the necessary materials and tools for the student teacher to produce educational aids.	2.00	0.90
25	Treating the student teacher as a part of the teaching system.	1.98	0.99
26	Informing the student teacher of the importance of his/her teaching role	1.96	1.03
Total		**2.18**	**0.67**

Table 1 facilitates the results' interpretations and determines the degree of effectiveness of the supervisory performance of cooperative teachers for each item included in the questionnaire. The grading was calculated according to the following: *Highest score on the response scale - Lowest score on the response scale/ 3.*This means 5 -1/ 3 = 1.33 (Odeh, 2018), so the grading becomes as follows:

- The mean scores below (2.33) indicate a low degree of effectiveness.
- The mean scores within (2.33-3.66) indicate a medium degree of effectiveness.
- The mean scores within (3.66 or more) indicate a high degree of effectiveness.

According to the above grading, Table (1) shows that Items (1) and (2) got high mean scores within (3.91-3.90), which indicates a high degree of effectiveness among cooperative teachers in improving the quality of the student teachers' preparation in terms of directing them to perform plans for teaching and perform teaching tasks.

Moreover, Table 1 reveals that Items (3) to (26) got low mean scores, within (2.15-1.96), which indicates a low degree of effectiveness of the supervisory

performance of cooperative teachers with regard to the implementation of teaching and assessment of learning.

Thus the results indicate that the majority of the supervisory roles of the cooperative teachers were not effective, since 24 items got low mean scores. Therefore, this showed an ineffectiveness of the supervisory performance in improving the teaching performance of student teachers.

5.2 Results of the second question

The second question aimed to reveal whether there are differences in the degree of effectiveness of the supervisory performance of cooperative teachers in improving the professional preparation of student teachers in light of cooperative teachers' gender, academic qualification and experience. To achieve this aim, three way-ANOVA was used to reveal the effect of cooperative teachers' gender, academic qualification and experience on performing their supervisory roles as evaluated by student teachers. The findings of three-way-ANOVA are shown in Table 2.

Table 2: Means and standard deviations of the effect of cooperative teachers' gender, academic qualification and experience on their supervisory roles

Variable	Category	No.	Mean	Standard Deviation
Gender	Male	56	3.95	0.61
	Female	90	4.01	0.64
Experience	less than 10 years	75	4.02	0.69
	More than 10 years	71	4.10	0.45
Academic qualification	Bachelor	88	4.02	0.57
	Post graduate studies	58	4.14	0.60

Table 2 shows that there are apparent differences between the mean scores of the participants' responses in terms of the degree of effectiveness of cooperative teachers' supervisory role performance in improving the professional preparation of student teachers in light of cooperative teachers' gender, academic qualification and experience. It defines the significance of the differences. Three-Way-ANOVA was calculated. Table 3 show a summary of three-way ANOVA calculations.

Table 3: Three-way ANOVA results of the effect of cooperative teachers' gender, academic qualification and experience on their supervisory roles

Variable	Sum of squares	Degrees of Freedom	Mean of Squares	Value of (F)	Significance
Gender	0.258	1	0.258	0.397	0.368
Experience	0.397	1	0.397	1.132	0.235
Academic qualification	1.005	1	1.005	2.715	0.080
Error	48.922	142	0.345		
Total	50.496	145			

* Significant at p = 0.05

Table 3 shows that the value of (F) was 0.397 for the responses of the study sample in light of the gender variable. This indicates no statistically significant differences at (p = 0.05) in the degree of effectiveness of cooperative teachers' supervisory role performance in improving the professional preparation of student teachers due to cooperative teachers' gender.

The results found that the value of (F) was 1.132 for the responses of the study sample in light of the experience variable, which indicates no statistically significant differences in the degree of effectiveness of cooperative teachers' supervisory role performance in improving the professional preparation of student teachers due to cooperative teachers' experience (under 10 years; 10 years and more). This shows that the variations in the teaching experience among the subjects of the study did not affect the supervisory roles of cooperative teachers.

As per academic qualification (bachelor; postgraduate studies), Table 3 confirms that the value of (F) was 2.715, which is less significant. This indicates that the differences in academic qualification among the respondents of the study did not affect their supervisory roles in improving the professional preparation of student teachers.

6. Discussion

The discussion of the results was divided into two parts based on the study questions, as follows:

6.1 Discussion of the results of the first question

The results of the first study question revealed that despite the existence of an effective supervisory role of cooperative teachers regarding assigning student teachers to plan and perform real learning situations. Contrarily, the role is not based on prior preparation for the student teachers, because they did not receive sufficient training and guidance on how to plan and implement teaching and learning settings. These results reflected an ineffective supervisory role of cooperative teachers in terms of guiding student teachers to acquire and apply the best teaching and learning practices related to managing learning environments, using contemporary teaching strategies and methods appropriate to children, as well as assessing children's learning.

These findings might negatively affect the student teachers' attitudes towards the education field-training, since the study revealed that student teachers did not receive feedback from cooperative teachers during their co-assessment meeting regarding planning, implementing and evaluating learning. As per previous report by educational researchers (Al Mamun et al., 2020; Iqbal et al., 2021; Keiler, 2018; Watson et al., 2017), this confirms lack of attention from cooperative teachers in providing student teachers with feedback related to their teaching performance. The respondents of the study indicated a weaker role of cooperative teachers in providing necessary feedback, which indicates the lack of active follow-up of the teaching performance of student teachers. These findings contradict with the global trend that emphasizes giving student teachers critical and conclusive feedback of all teaching and learning practices

(Darling-Hammond et al., 2020; Janelli & Lipnevich, 2021; Maes et al., 2022; Panadero & Lipnevich, 2022).

Moreover, the findings of this study revealed that cooperative teachers did not encourage student teachers to attend different models of effective learning and teaching situations, as well as inviting them to organize extracurricular activities in cooperating schools. This can be attributed to the existence of traditional perceptions among cooperative teachers with regard to the teaching and learning settings. The results emphasize the fact that cooperative teachers lack sufficient knowledge in the field of professional preparation based on contemporary educational perceptions, since they still apply traditional methods in teaching. More clearly, this could be attributed to the fact that cooperative teachers are unaware of contemporary methods and trends in improving the student teachers' instructional performance, since they are not regularly following up the latest developments in the professional preparation of student teachers.

This is inconsistent with the supervisory roles of cooperative teachers that emphasize that student teachers should be given feedback by attending and observing a variety of exemplary lessons in order to develop instructional experiences (Gonzalez-Torres et al., 2022).

The current study findings concur with previous studies conducted by Altan and Sağlamel (2015), Hamaidi et al. (2014), Izadinia, (2013), among other which reported that cooperative teachers use traditional teaching methods, such as providing children with information. Subsequently, the study of Miqdadi (2003) indicated that cooperative teachers deny student teachers the opportunity to use modern teaching methods, as perceived to differ from familiar ones, which led to the creation of student teachers' confusion and embarrassment in front of students due to lack of adaption with traditional methods. Generally, the outcomes of this study concur with the study of Lee and Walker (2000) previous studies, which reported that cooperative teachers recognize the use of modern teaching methods as an undesirable behaviors, since cooperative teachers prefer the calm classroom environment instead of the active environment that depends on the learner as the focal point of the learning process in the using modern methods and tools to create an active-learning environment.

Furthermore, the current study showed a weakness in the supervisory roles of cooperative teachers in providing a school environment concerned with creative human relations with student teachers, as well as treating them as a part of the educational system, by making them aware of the importance of their teaching role.

The study reflected on the student teachers' sense of weakness in human relations prevailing at the school environment, noting that weakness can never contribute to improvement of student teachers' preparation. This result can be attributed to the existence of misperceptions among some cooperative teachers who believe that the student teacher is an additional burden in the school. They do not regard the student teacher as an integral part of the teaching staff because she/he is not an official teacher in the school.

Obsolete practices do not provide a school environment that enhances creating human relations with student teachers. Thus, such practices are considered among the most important obstacles which affect the student teachers' preparation process. Educational studies, such as those conducted by Al-Bandari and Al-Atoum (2002), Cascio et al. (2019) and Luis et al. (2022) pointed out the importance of human and personal relations among the teaching staff, being the most influential factor in the educational process, as well as their impact on achieving adaptation among school staff. This result contradicts with psychological and social theories that emphasize the importance of integrating the student teacher into social and human interactions, as this effectively contributes to the development of personality and the development in the field of professional growth (Han & Huang, 2022; Hoppler et al., 2022; Stafford et al., 2011; Tamir & Hughes, 2018).

Based on the results, it is worth noting that cooperative teachers did not show sufficient interest in the development of critical supervisory practices by focusing on the student teachers in the professional development process. The current study recognizes the weaker roles of cooperative teachers, which contradicts with previous studies, such as those conducted by Großschedl, et al. (2014), Kastens (2004) and Thema et al. (2017) that the existence of an experienced teacher with student teachers inevitably leads to the refinement of personality to become experienced teachers, since the student teacher does not have sufficient sources of pedagogical knowledge to apply the practices of contemporary learning.

6.2 Discussion of the results of the second question

The findings of the second study question revealed that there are no statistical significant differences at ($p = 0.05$) in the degree of effectiveness of cooperative teachers' supervisory role performance in improving the professional preparation of student teachers with regard to cooperative teachers' gender, academic qualification and teaching experience. This can be attributed to the lack of high interest among cooperative teachers in performing their supervisory roles to improve the quality of early childhood teachers' preparation during the education field-training. Regardless of their gender, academic qualification and teaching experience, they are not aware of their supervisory roles related to considering and following up the teaching performance of the student teacher. This result also indicates lack of cooperative teachers' awareness of the importance of their supervisory roles in guiding the student teachers, as well as lack of incentives and rewards for cooperative teachers to perform supervisory roles in preparing student teachers during the education field-training phase.

Generally, these results do not conform to the role of cooperative teachers in training and supervising student teachers. This indicates that cooperative teachers were improperly selected based on specific criteria. Heinz (2013), Klassen and Kim (2019) and Sawyer (2005) asserted that selecting the most qualified cooperative teachers can perform the student teachers' training process, which represents a positive contribution to the education field-training program. The reason behind these results are attributed to the lack of knowledge of cooperative teachers about the phases of pre-service teachers' education field-training. Student teachers must acquire their experiences through the

observation of various classes and teaching processes, then through the partial training phase for some of classroom settings, and finally through the total practice of integrated classroom settings. Failure to provide student teachers with the opportunity to attend exemplary lessons of more than one teacher contradicts with the instructions of the field training as a basis of field education.

Moreover, these results are inconsistent with the actual supervisory roles of cooperative teachers, which include organizing and directing student teachers in order to perform their roles. They are also inconsistent with the modern approaches, which give cooperative teachers a conclusive role in following up the student teachers during the education field-training.

The findings of the study gave an indication that many cooperative teachers are unaware of their supervisory roles. Miqdadi (2003) indicated that supervising the student teacher should be a collaborative and complementary effort between the university supervisor, the school principal and the cooperative teacher, with the aim of increasing the effectiveness of supervision. Thus, this is anticipated to contribute to achieving better objectives in the education field-training program, as well as contributing to developing educational climate experiences for student teachers, being considered as an important source of experience.

7. Limitations of the study

The current study has certain limitations. The specific context is a central one. Certainly, hundred forty six respondents participated in the study from the same training institute in Yarmouk University. Future research should expand the target population to contain the majority of education field-training programs in Jordan to generalize the results more widely. This study was limited to a questionnaire to collect data from the student-teachers' point of view. It is therefore required that future research should focus on the qualitative researches instruments such as semi-structured interviews and focus groups, which will be fitting to such studies.

8. Conclusions

The period spent in the field of education training is one of the most important components of teacher preparation programs. One of the main objectives is to provide student teachers with the opportunity to acquire knowledge, life skills, attitudes and beliefs. This, summarizes the success of teacher preparation related to practical preparation. Based on the significance of preparing future teachers in the field of childhood education, the current study was designed to find out the effectiveness of the supervisory role performance of cooperative teachers in improving the professional preparation of student teachers in the specialization of early childhood education.

The study recognizes the importance of developing these practices in line with contemporary educational trends of preparing future teachers to assist children in building their own knowledge and experiences through partaking active roles in learning environments. The importance of developing these practices is to eliminate the practices of transmission-learning model that focuses on the teacher and the academic content as being central to the learning process rather than student-centered learning.

Despite the importance of the great role of cooperative teachers in improving the teaching performance of student teachers, the current study concluded that cooperative teachers did not impetus in directing student teachers to employ the proper learning practices. This contradicts with the orientations of the psychological and educational learning theories which seek to prepare teachers who have distinctive abilities in employing various methods to develop young children's learning (Maes et al., 2022).

9. Recommendations

In light of the findings of the study, the following recommendations are made:

- Providing brochures to inform cooperative teachers of their duties and tasks during the education field-training phase, noting that student teachers at the beginning of the training process must take these duties and tasks into account at different classroom environments. Then, they start the partial practice phase under the supervision of the cooperative teacher and finally comes the total practice phase where cooperative teachers and the principal give student teachers the opportunity to be alone in the class to implement the teaching methods.
- Selecting highly qualified cooperative teachers to perform their supervisory roles toward student teachers.
- The necessity of selecting cooperative teachers based on the availability of school equipment.
- The necessity of involving student teachers in school committees, which might develop their initiatives and creativity.
- Holding training programs for cooperative teachers to inform them with their supervisory roles.

10. References

Al Mamun, Md Abdullah, Lawrie, Gwendolyn, and Wright, Tony (2020). Instructional design of scaffolded online learning modules for self-directed and inquiry-based learning environments. *Computers and Education, 144*, 103695. https://doi.org/10.1016/j.compedu.2019.10369

Al-Bandari, M., & Al-Atoum, A. (2002). Personal relationships among school principals and teachers and their relation to high schools teachers' job satisfaction in Oman and Jordan. *Journal of Educational and Psychological Sciences, 3*(3), 91-12. doi: http://dx.doi.org/10.12785/JEPS/030304

Al-Barakat, A. & Al-Hassan, A. (2009). Peer Assessment as a Learning Tool for Enhancing Student Teachers' Preparation. *Asia-Pacific Journal of Teacher Education, 37*(4), 399-413 https://doi.org/10.1080/13598660903247676

Al-Hassan, O., & Al-Barakat, A. (2013). Cooperating teachers' role in developing constructivist learning practices of childhood education students in Jordanian universities during field training. *Journal of Educational and Psychological, 14*(4), 337-367. https://journal.uob.edu.bh/handle/123456789/2948

Al-Hassan, O., Al-Barakat, A., & Al-Hassan, Y. (2012). Pre-service teachers' reflections during field experience. *Teaching and teacher Education, Journal of Education for Teaching, International research and pedagogy, Oxford, 38*(4), 419-434. https://doi.org/10.1080/02607476.2012.707918

Al-Kandari, J. (2002). Teacher preparation at Kuwait University: reality and hope. *Journal of Educational and Psychological Sciences, 3*(3), 12-31. http://dx.doi.org/10.12785/JEPS/030301

Altan, M., & Sağlamel, H. (2015). Student teaching from the perspectives of cooperating teachers and pupils. *Cogent Education, 2*(1), 1-16. https://doi.org/10.1080/2331186X.2015.108629

Anderson, D. (2009). The impact of cooperating teachers on the teaching perspectives of student teachers. *The International Journal of Learning Annual Review, 16(*1), 119-133. https://doi.org/10.18848/1447-9494/CGP/v16i01/45883

Ballinger, D., A., & Bishop, J., G. (2011). Theory into practice: mentoring student teachers: collaboration with physical education teacher education. *Strategies, 24*, 30–34. https://doi.org/10.1080/08924562.2011.10590941

Bayrakc, M. (2009). In-service teacher training in Japan and Turkey: A comparative analysis of institutions and practices. *Australian Journal of Teacher Education, 34(*1), 1- 22. http://dx.doi.org/10.14221/ajte.2009v34n1.2

Caires, S., Almeida, L., & Vieira, D. (2012). Becoming a teacher: student teachers' experiences and perceptions about teaching practice. *European Journal of Teacher Education, 35*(2), 163-178. https://doi.org/10.1080/02619768.2011.643395

Cascio, C., Moore, D., & McGlone, F. (2019). Social touch and human development. *Dev. Cogn. Neurosci. 35,* 5–11. https://doi.org/10.1016/j.dcn.2018.04.009

Clarke, A., Triggs, V., & Nielsen, W. (2014). Cooperating teacher participation in teacher education: A review of the literature. *Review of Educational Research, 84*(2),163-202. https://doi.org/10.3102/0034654313499618

Confesor, R., & Belmi, R. (2022). Structure, activities and teacher development in the Philippine science teachers' community of practice. *International Journal of Learning, Teaching and Educational Research, 21*(6), 71-89. https://doi.org/10.26803/ijlter.21.6.5

Darling-Hammond, L., Flook, L., Cook-Harvey, B., Barron, C., & Osher, D. (2020) Implications for educational practice of the science of learning and development. *Applied Developmental Science, 24*(2), 97-140. https://doi.org/10.1080/10888691.2018.1537791

Ennab, R., Al-Shannag, M., & Al-Barakat, A. (2020).The efficiency of the PQ4R strategy in understanding the mathematical proof among the primary school female students. *Journal of Education and Practice, 11*(16), 71-79. https://doi.org/10.7176/JEP/11-16-09

Fraihat , M., Khasawneh, A. Al-Barakat, A. (2022). The effect of situated learning environment in enhancing mathematical reasoning and proof among tenth grade students. *EURASI, Journal of Mathematics, Science and Technology Education, 18*(6), em2120. https://doi.org/10.29333/ejmste/12088.

Gardee, A., & Brodie, K. (2022). Relationships between teachers' interactions with learner errors and learners' mathematical identities. *International Journal of Science and Mathematics Education, 20*, 193–214 (2022). https://doi.org/10.1007/s10763-020-10142-1

Gonzalez-Torres, P., Cabrera-Solano, P., & Castillo-Cuesta, L. (2022). Exploring perceptions of online feedback in teaching EFL speaking and writing skills during the COVID-19 pandemic. *International Journal of Learning, Teaching and Educational Research, 21*(7), 330-344. https://doi.org/10.26803/ijlter.21.7.17

Grant, C., & Zeichner J. (2002). *Elementary Education Program Student Teaching Handbook*. University of Wisconsin. https://silo.tips/download/elementary-education-program-student-teaching-handbook.

Großschedl, J., Mahler, D., Kleickmann, T., & Harms, T. (2014). Content-related knowledge of biology teachers from secondary schools: Structure and learning opportunities. *International Journal of Science Education, 36*(14), 1-32. https://dx.doi.org/10.1080/09500693.2014.923949

Haciomeroglu, G. (2013). The field experiences of student teachers and effective mathematics teaching in Turkey. *Australian Journal of Teacher Education, 38*(2), 132-142. https://doi.org/10.14221/ ajte.2013v38n2.5

Hamaidi, D., Al-Shara, I., Arouri, J., & Abu Awwad, F. (2014). Student-teachers' perspectives of practicum practices and challenges. *European Scientific Journal, 10*, 191–214. https://doi.org/10.19044/esj.2014.v10n13p%25p

Han, C., & Huang, J. (2022). Chinese college students' perceived teacher autonomy support and engagement: a moderated mediation model. *International Journal of Learning, Teaching and Educational Research, 21*(7), 269-285. https://doi.org/10.26803/ijlter.21.7.14

Hancock, E., & Gallard, A. (2004). Pre-service science teachers' beliefs about teaching and learning: The influence of K-12 field experiences. *Journal of Science Teacher Education, 15(*4), 281-291.

Harrington, R. & Enochs, L. (2009). Accounting for pre-service teachers' constructivist learning environment experiences. *Learning Environment Research, 12*, 45-65. https://doi.org/10.1007/s10984-008-9053-4

Heinz, M. (2013). Tomorrow's teachers—selecting the best: an exploration of the quality rationale behind academic and experiential selection criteria for initial teacher education programmes. *Educational Assessment Evaluation and Accountability,25*(2) 93–114. https://doi.org/10.1007/s11092-013-9162

Hoppler S., S., Segerer, R., & Nikitin J. (2022) The six components of social interactions: actor, partner, relation, activities, context, and evaluation. *Frontiers Psychology, 12*. 743074. https://doi.org/10.3389/fpsyg.2021.743074

Hudson, P., Nguyen, H., & Hudson, S. (2009). Mentoring EFL preservice teachers in EFL writing. *TESL Canada Journal, 27*(1), 85-102.doi: https://doi.org/10.18806/tesl.v27i1.1033

Iqbal, M., AkhterSiddiqie, S., & AbdulMazid, M. (2021). Rethinking theories of lesson plan for effective teaching and learning. *Social Sciences & Humanities Open, 4*(1), 100172. https://doi.org/10.1016/j.ssaho.2021.100172

Izadinia, M. (2013). A review of research on student teachers' professional identity. *British Educational Research Journal, 39*, 694–713. https://doi.org/10.1080/01411926.2012.679614

Janelli, M., & Lipnevich, A. (2021). Effects of pre-tests and feedback on performance outcomes and persistence in Massive Open Online Courses. *Computers & Education, 161*, 104076. https://doi.org/10.1016/j.compedu.2020.104076

Jin, M. (2022). Preservice teachers' online teaching experiences during COVID-19. *Early Childhood Education Journal, 29,* 1-11. https://doi.org/10.1007/s10643-022-01316-3

Kastens, K. (2004). Making DLESE into the source of pedagogical knowledge pertaining to the earth and the environment. White paper. http://www.dlese.org/ swikis/quality/uploads/1/Geo_PCK_source.pdf

Keiler, L. (2018). Teachers' roles and identities in student-centered classrooms. *International Journal of STEM Education, 5*(34). https://doi.org/10.1186/s40594-018-0131-6

Klassen, M., & Kim, E. (2019). Selecting teachers and prospective teachers: A meta-analysis. *Educational Research Review, 26,* 32-51. https://doi.org/10.1016/j.edurev.2018.12.003

Lee, J., & walker, A. (2000). Per-service primary teachers' perceptions about principals in Hong Kong: implications for teacher and principal education. *Asia– Pacific Journal of Teacher Education*, *28* (1), 53-67. https://doi.org/10.1080/135986600109444

Luis E., Akrivou, K., Bermejo-Martins, E., Scalzo, G., & Orón J. (2022) The Interprocessual-self Theory in Support of Human Neuroscience Studies. *Front. In Psychol. 12*, 686928. https://doi.org/10.3389/fpsyg.2021.686928

Maes, O., Van Nieuwenhoven C., & Colognesi S. (2022) The feedback given by university supervisors to student teachers during their co-assessment meetings. *Frontiers Education, 7*. 848547. https://doi.org/10.3389/feduc.2022.848547

Makovec, D. (2018). The teacher's role and professional development. *International Journal of Cognitive Research in Science Engineering and Education, 6*(2), 33-45. https://doi.org/10.5937/ijcrsee1802033M

Miqdadi, A. (2003). Evaluation of the practical education program for mathematics teacher preparation at the University of Jordan. *Dirasat of Educational Sciences, 30*(2), 314-329.

Mutlu, G. (2014). Challenges in practicum: Pre-service and cooperating teachers' voices. *Journal of Education and Practice, 5*(36), 1-7. https://doi.org/10.15804/tner.2017.49.3.20

Nagro, S., & deBettencourt, L. (2019). Reflection activities within clinical experiences: An important component of field-based teacher education. In T. E. Hodges & A. C. Baum (Eds.), *The handbook of research on field-based teacher education* (pp. 565–586). IGI Global. https://doi.org/10.4018/978-1-5225-6249-8.ch024

Nagro, S., Hirsch, S., & Kennedy, M. (2020). A self-led approach to improving classroom management practices using video analysis. *Teaching Exceptional Children, 53*(1), 24–32. https://doi.org/10.1177/0040059920914329

Nathans, L., & Brown, A. (2022). Differences in pre-Service teacher attitude change about family involvement across four universities. *Societies, 12(65)*. https://doi.org/10.3390/soc12020065

O'Doherty, D., Dromey, M., Lougheed, J., Hannigan, A., Last, J., & McGrath, D. (2018). Barriers and solutions to online learning in medical education—an integrative review. (Report). *BMC Medical Education, 18*(1), 130–141. https://doi.org/10.1186/s12909-018-1240-0

Odeh, A. (2018). *Measurement and evaluation in the teaching process*. (10th ed.). Dar Al-Amal for Publishing and Distribution.

Office of Teacher Education. (2022). Clinical supervisors and cooperating teachers: Minnesota requirements for university of supervisors and cooperating teachers. https://academics.cehd.umn.edu/teaching-handbook/clinical-supervisors-and-cooperating-teachers/

O'Sullivan, M., & Conaill, A. (2022). 'You're kind of taking this person under your wing…': The experiences of cooperating primary teachers in engaging with student teachers during school placement in the Midwest of Ireland. *Student Engagement and Partnership in Irish Higher Education, 4(1).* https://ojs.aishe.org/index.php/aishe-j/article/view/611/971

Özdemir-Yılmazer, M. (2021). Supervision beliefs in cooperating teacher-university supervisor dyad: implications for reflective dialogue to strengthen partnership. *Bartın University Journal of Faculty of Education, 10(*2), 232-245. https://doi.org/10.14686/buefad.774178

Panadero, E., & Lipnevich, A. (2022). A review of feedback models and typologies: Towards an integrative model of feedback elements. *Educational Research Review, 35,* 100416. https://doi.org/10.1016/j.edurev.2021.100416

Payant, C., & Murphy, J. (2012). Cooperating teachers' roles and responsibilities in a MATESOL practicum. *TESL Canada Journal, 29*(2). https://www.academia.edu/9257018/Cooperating_Teachers_Roles_and_Responsibilities_in_a_MATESL_Practicum

Podgornik, V., Vogrinc, J. (2017). The role of headteachers, teachers, and school counselors in the system of quality assessment and assurance of school work. *SAGE Open*, 7(2), 21582.

Poom-Valickis, K., Oder, T., Lepik, M. (2012) Teachers' beliefs regarding their professional role: a gardener, lighthouse or circus director? *Procedia - Social and Behavioral Sciences*, 69: 233-241. https://doi.org/10.1016/j.sbspro.2012.11.404

Radovan, M. (2011) The relation between distance students' motivation, their use of learning strategies, and academic success. *Turkish Online Journal of Educational Technology, 10*(1), 216- 222. https://files.eric.ed.gov/fulltext/EJ926571.pdf.

Radovan, M., Kristl, N. (2017) Acceptance of technology and its impact on teacher's activities in virtual classroom: integrating UTAUT and CoI into a combined model. *Turkish Online Journal of Educational Technology, 16*(3), 11-22. http://www.tojet.net/volumes/v16i3.pdf

Rodrigues, L., de Pietri, E., Sanchez, H., Kuchah, K. (2018). The role of experienced teachers in the development of pre-service language teachers' professional identity: Revisiting school memories and constructing future teacher selves. *International Journal of Educational Research*, *88,* 146-155. https://doi.org/10.1016/j.ijer.2018.02.002

Sawyer, G. B. (2005). *A study using the star teacher selection interview to predict the successful performance of teachers in South Carolina's program of alternative certification for educators*. Unpublished doctoral dissertation, Columbia, SC: University of South Carolina.

Singha, S., & Sikdar, D. (2018). Professional development of teacher and professionalism in teacher education. *International Journal of Applied Social Science, 5* (8), 1320-1332. https://www.researchgate.net/publication/357714097

Stafford, M., McMunn, A., Zaninotto, P., and Nazroo, J. (2011). Positive and negative exchanges in social relationships as predictors of depression: evidence from the English longitudinal study of aging. *Journal of Aging Health 23*, 607–628. http://doi.org/10.1177/0898264310392992

Sung, Y. (2007). Are pre-service teachers constructivist in the constructivist teacher education program? *Korean Educational Development Institute Journal of Educational Policy, 4*(1), 9-24.

Tamir, D. I., and Hughes, B. L. (2018). Social rewards: from basic social building blocks to complex social behavior. *Perspect. Psychology Sciences, 13*, 700–717. http://doi.org/10.1177/1745691618776263

Tasdemir, M., Iqbal, M., & Asghar, M. (2020). A study of the significant factors affecting pre-service teacher education in Turkey. https://eric.ed.gov/?id=EJ1258047

Thema, S., Rosenkränzer, F., Hörsch, C., Schuler, S., & Rieß, W. (2022). Student teachers' pedagogical content knowledge for teaching systems thinking: effects of different interventions. *International Journal of Science Education, 39*(215):1-20. http://doi.org/10.1080/09500693.2017.136260

Verde A., & Valero J. (2021) Teaching and learning modalities in higher education during the pandemic: responses to coronavirus disease 2019 From Spain. *Frontiers in Psychology. 12*, 648592. http://doi.org/10.3389/fpsyg.2021.648592

Watson, A., Timperio, A., Brown, H., Best, K., & Hesketh, K. (2017). Effect of classroom-based physical activity interventions on academic and physical activity outcomes: A systematic review and meta-analysis. *International Journal of Behavioral Nutrition and Physical Activity, 14*(1), 1–24. https://doi.org/10.1186/s12966-017-0569-9

Zanting, A., verloop, N., & Vermunt, J. (2003) Using interviews and concept maps to access Mentor teachers' practical knowledge. *Higher* education, 46(2), 195-214.

Zega, T., & Lase, D. (2021). How can teachers engage students in online learning? A conceptual framework. http://doi.org/10.35542/osf.io/qj9br

Zhang, W., Wang, Y., Yang, L., & Wang, C. (2020). Suspending classes without stopping learning: China's education emergency management policy in the COVID-19 outbreak. *Journal of Risk and Financial Management, 13*(58), 1–6. https://doi.org/10.3390/jrfm13030055

Zhao, H., & Zhang, X. (2017). The influence of field teaching practice on pre-service teachers' professional identity: a mixed methods study. *Frontiers in psychology*, *8*, 1264. https://doi.org/10.3389/fpsyg.2017.01264.

Zhilgildinova M., Abibulayeva A., Sultanova N., Yedigenova ., Seksenbayev N., Alim A., & Robso W., (2022). Stimulating the professional and personal self-development of future teachers in the context of value-semantic orientation. *Education Research International*. https://doi.org/10.1155/2022/8789773

Appendix 1

No.	Item **My assessment of the effectiveness of the performance of cooperative teachers is as follows:**	very high	high	moderate	low	very low
1	Assigning the student teacher to perform some teaching tasks.					
2	Assigning the student teacher for planning.					
3	Supervising and monitoring the student teacher about his/her training role.					
4	Informing the student teacher of the importance of his/her teaching role					
5	Monitoring the student teacher lesson preparation notebook.					
6	Directing the student teacher to attend typical classes with more than one teacher.					
7	Watching lessons for the teacher/student.					
8	Providing the student teacher with opportunities to use educational technologies in teaching.					
9	Providing the student teacher with opportunities to attend a variety of teaching models.					
10	Giving the student teacher a chance to apply various alternative assessment strategies.					
11	Informing the student teacher of contemporary trends in developing teaching performance.					
12	Choosing practical lessons according to certain standards.					
13	Encouraging the student teacher to use modern teaching methods.					
14	Providing the student teacher with opportunities to participate in the creation of educational aid means.					
15	Monitoring the performance of the student teacher in the classroom environment.					
16	Providing the student teacher with opportunities to participate in social activities.					
17	Simplifying the student teacher's task in conducting activities outside the classroom.					

No.	Item My assessment of the effectiveness of the performance of cooperative teachers is as follows:	very high	high	moderate	low	very low
18	Participating in supervisory meetings between the university supervisor and the student teachers.					
19	Attempting to understand the problems that the student teacher faces in teaching.					
20	Providing the student teacher with opportunities to participate in school activities.					
21	Helping the student teacher solve his/her problems.					
22	Introducing the student teacher to the laws of managing the educational environment.					
23	Providing a school environment concerned with creating human relations with the teacher/student.					
24	Providing the necessary materials and tools for the student teacher to produce educational aids.					
25	Treating the student teacher as a part of the teaching system.					
26	Providing the student teacher with feedback on his/her teaching performance.					