



University Supervisors' Expectations for Cooperating Teachers during a TVET Practical Traineeship in the Field of Physical Education

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Abstract: Expectations based on reflective research create a mentoring environment in which instructors and university directors can reflect on pre-service issues, thereby increasing the understanding of mentors and reducing student stress, particularly in physical education universities that offer technical and vocational education and training (TVET). Therefore, this study aimed to describe the expectations of university supervisors of cooperating teachers, as the main actors in the practical teaching traineeship in the field of physical education teaching. In this essence, data collection was carried out with 148 university supervisors that took an integral part in the studies. The information of the survey technique revolved around the following issue: "What are your expectations during a practical training period of the cooperating teachers? ». It has been achieved that cooperating teachers were concentrated on being seen as colleagues that share experiences with their trainees and understand the merits of the profession, leaders who act as professional in supervision methods and creative in finding solutions, guides in choosing the appropriate strategies and in filling the gaps of the lessons, good listeners and tolerant in offending behaviors whether toward them or other trainees.

Keywords: Expectations, cooperating teacher, university supervisor, traineeship

1. Introduction

According to Melki (2016), initial vocational training considers work experience in concrete situations as a constituent element in the development of professional skills and identity. For most people, initial training has an alternative function by creating "practice areas" by sending students on training courses to educational institutions. The transformation of training programmes for physical education teaching in Tunisia shows the importance given to the training of teacher-students in order to improve the quality of teaching. Indeed, the new requirements of initial training highlight the importance of long-term and better-supervised practical training in physical education teaching that draws its foundations from a genuine partnership between the university and the school environment (Bali, 2005). Particular attention has been paid to the practical aspect of training in physical education teaching. This new trend stems from the need for future teachers to be competent as soon as they graduate from university.

Mentoring as a competency is an essential element in assessing the quality of technical and vocational education and training (TVET) teachers in the field of physical education. According to Arifin & Rasdi (2017), TVET teacher competencies are related to the skills, knowledge, attitudes, values and appraisals that are considered critical for the career development of future teachers. In this sense, Okoye & Ofonmbuk, (2015) argue in their research that TVET teachers must be competent in content, professional development and classroom management. Similarly, they must also be competent in handling instructional materials, assessing students, possessing effective teaching methodology, recognising students' learning styles, meeting students' needs in the classroom and, most importantly, being a role model for students.

For Andersson & Köpsén (2015) work-linked training represents one of the powerful levers of professionalisation, providing a reflective dimension, the possibility of comparing experiences and sharing knowledge. TVET teachers in Tunisia do not have sufficient training for the training of future teachers. In particular, this will affect the training skills of physical education (PE) teachers. Mentoring is seen as one of the main aspects of teacher education programmes because it is often a collaborative effort between university supervisors, teacher educators, school administrators, supervising teachers and pre-service teachers (Hallinger, 2018) to prepare better teachers for the increasingly challenging classroom environment. Izadinia (2013) brought into the light the fundamental function of relationships in training teacher to prompt trainees to be more attentive when interacting with teacher trainees. Hence, to encourage further discussion on the issue, this proposed study seeks to examine the expectations of university supervisors regarding the role of cooperating teachers in training future teachers. Expectations built on reflexive research will create a mentoring environment in which university supervisors' roles can be influential, thereby increasing the exchange of information among mentors and reducing the stress of futures teachers. If university supervisors fail to accomplish the same daily practices as cooperating teachers, their representations will certainly diverge according to the specific role of each staff. Our objective beyond this study is to identify particular expectations of university supervisors toward cooperating teachers conceived phenomenon on account of their significant place within the structure that undertakes the Teaching Practice. In such that the emergence of conflicting expectations, especially if they have not been well clarified, will be the dominant factor in collaborative issues.

2. Related Works

Teacher training was cited as the most relevant factor for the success of a prospective future teacher (Meijer et al., 2016). Therefore, to many teachers, practical teaching experience is the most essential part of teacher training (Tang 2003, Glenn 2006, and Onderwijsraad 2014). In the same context, Dougall (2009) suggested that a positive field experience at the onset of training can efficiently affect the practice of future teacher on the one hand and can pave the way for such quality of teaching that achieves a proper perspective on the other hand.

In the process of training future teachers, the most important task consists in providing a context that inspires them with new learning experiences of significance to their students and opportunities for developing their teaching skills and strategies after being instilled by the cooperating teacher (Leshem 2012, Gagne 2015). As mentioned by Tice and Nelson (2015), two key supervisory staff attended the practical traineeship in pre-service student training: a cooperating teacher and a university supervisor (Bray and Nettleton 2007, Graves 2010, Melki et al., 2018). Some researchers argued that teacher trainers played an integral part in the initial training of teachers due to their major role in in the professional skills development of future teachers (Glenn 2006, Leshem 2012, Izadinia 2014) by providing their guidance, assistance and their professional knowledge (Graves 2010, Lu 2010). Since, traineeship require a successful established relationship between these two partners (Ambrosetti and Dekkers 2010, Graves 2010), an increasing amount of researches on mentoring in pre-service teacher education has been attracting wide interest in the field of physical education. Some researchers have claimed that cooperating teachers are expected to fulfil both the role of daily receiver and guider to trainees by putting into work a variety of professional activities and being involved continuously among them (Martin et al., 2011, Patrick 2013). Thereupon, Smith (2007) highlighted the fundamental function of their mentoring practices in reflecting their conception of teaching and learning.

Various studies have shown that university supervisor and the cooperating teacher had that productive potential to establish a successful mentoring relationship when sharing the same values and goals as well as understanding of each other's roles (Draves 2008, Izadinia 2014). For instance, Mukminin and Yanto (2016), acknowledged us through their research study that both trainers interact with the same trainees from two different realities, school and university, and proposed their questionnaire on whether they could consult each other for the benefit of future teachers. Some other prior studies have focused on the student- teachers perceptions, for example, Bates et al., (2011), Leshem (2012) and Smith (2007), showed that only a few future teachers made positive comments about their cooperating teachers in a survey study. Further research in this area indicated that many of future teachers report a discrepancy between the strategies that the trainee has learned at university and that developed by the cooperating teacher (Rajuan et al., 2007, Bates et al., 2011, Ambrosetti, 2014). In this essence, Shaw and Mahlios (2008) explained the fact that many cooperating teachers encourage their future teachers to disregard lessons being taken from university training courses provided that their actual learning takes place during practice. Spooner-Lane (2009) notes in his study that professional training should not only be a process of repetition and ordinary acts to be assimilated throughout the years, but rather a new opportunity to experience put into practice methods and make the necessary changes (Balduzzi & Lazzari 2015; Leshem 2012).

In addition, it has been suggested that conflicting expectations about roles, or lack of clarity in these roles, could lead to unsuccessful mentoring relationships (Beck and Kosnik 2000, Rajuan et al., 2007). Since future teachers and their trainers share the same conception regarding their mentoring roles; this could represent a major challenge in the domain of physical education (Oberhuemer 2015). Furthermore, Prendergast, Garvis and Keogh (2011) stated that inequalities could be observed in trainee mentoring because of the differences in mentors' perceptions of their professional role. A more insightful understanding of this finding is a study that proposed by Heikkinen, Jokinen, and Tynjälä (2012) their efforts were devoted to show that cooperating teachers are less able than university supervisors in relying on professional skills as a reference framework to supervise their trainees. Through this analysis, cooperating teachers would demonstrate

more knowledge that is practical instead of encouraging reflective practice on professional action (Liu and Fisher 2006, Stanulis & Floden 2009). Similarly, Glazerman et al., (2008) suggested that collaboration between these two types of professionals requires reconsideration and acknowledgement of the roles and competencies of cooperating teachers, as well as university supervisors. Accordingly, Kesselset et al., (2008) conclude that conceptions are filters through which the individual may be capable of understanding and constructing a particular concept of the world; daily practice, ideological discourse and cultural matrices (Beck and Kosnik 2000, Murray 2001, Rajuan et al., 2007) can be such ways to determine conceptions.

3. Methodology

3.1 Context

According to Melki et al., (2016), the first Tunisian physical education teacher training took place over a three-year period, which has required the recommendation of a bachelor's degree. In fact, for a period of one continuing school year, a single preparatory training for professional life took place in the third year of training. During this period, future educators took theoretical classes at their teaching universities where they had the chance to experience practical knowledge by teaching physical education in a college, their task involved observing other trainees as well (Official Journal of the Tunisian Republic, 2008). Furthermore, according to Hart & Memnun (2015), all trainees' students are allocated to cooperating teachers because of their paramount role in promoting oversight, feedback and guidance. In general, these cooperating teachers not only pursue the same course program as their trainees, but they also engaged in assessing their summative evaluations. Accordingly, after taking into account their experiences and professional expertise, the classroom director generally selects these cooperating teachers.

3.2 Research Method and Design

This research was using descriptive study (Karsenti, 2010). Due to its influential role in producing digital information being acquired through questionnaires, our methods will pave us the way to get a more precise image of the scenario (Maxwell, 2005). Our current research used a descriptive survey design to examine the perception that teachers are cooperating in the notion of "teacher-in-training expectations" during practical training (Yıldırım, 2006). According to Moberg (2008), during student teaching experience, university supervisors and cooperating teachers have occupied an integral part in the professional development of future teachers. Therefore, several studies have identified the participation of university supervisors and cooperating teachers during practical training (Smith, 2005). Practically, according to Jones & Turner (2006), all these student trainees are assigned to cooperating teachers who, in collaboration with the professors of the university, provide oversight, feedback and guidance during the traineeship period. The study is aligned with the paradigm of inductive analysis (Bogdan & Biklen, 2003), which implies categories that are deduced from the information rather than being specified before the research. Our study is merely aimed at creating better comprehension of the college teacher's expectations towards the cooperating teacher.

3.3 Participants

This study was conducted during the academic year of 2018-2019, in which 148 university's supervisors, from various sport academic institutions, in Tunisia, took part in supervising future teachers in physical education. All participants took part in the study voluntarily (Table 1). The mean years of experience were 9.68 (SD = 08.42) years (ranging from 0-5 to 20 years) and participants were equally distributed across all categories of this variable, varying from 19.79% of the sample at an early point of their career to 27.08%. This cross-tabulation between gender and years of experience demonstrate the domination of males' participation with (59.5 %) over females' (39.5 %). For ethical considerations, participants were already informed of the nature and purpose of the research, all teacher responses were anonymous and each participant maintains his informed consent. Overall, participants were treated in accordance with American Psychological Association ethical standards.

Table 1- Characteristics of the Participants Included in the Study (n = 148)

Years of Experience	Filed	Men	women	Total	Total (%)
0-5 years		22	18	40	27
6-10 years		29	21	50	34
11 - 15 years	PE*	22	11	33	22
16 - 20 years		15	10	25	17
Over 20 years		00	00	00	00
	Total	88	58	148	**
	Total (%)	59.5	39.5		100%

Note: (PE): Physical Education*

3.4 Procedures and Measures

In this step, we resolved to a validated questionnaire of Demirkol, (2004) research, which in determines a variety of expectations related to student teachers' expectations from cooperating teachers. After adapting the questionnaire to our samples of Tunisians university's supervisors. We analysed data to identify specific categories about expectations of university supervisors of cooperating teachers during a practical traineeship related to (a) collegueship (b) guidance (c) leadership and (d) counselling. Second, we established an interview guide specifically for this study based on our conceptual framework and research question it mainly consists of six questions, each of which has sub-questions that can be inquired if the participants did not cover the content spontaneously. In general, sessions lasted about 30 minutes, in which we tended to encourage participants to explain their views and experiences during their sport careers.

The scale was prepared as a five-point Likert-type and the identification levels of the terms were graded as 1: Strongly Disagree, 2: Disagree, 3: Uncertain, 4: Agree, and 5: Strongly Agree. The reliability coefficient (Cronbach alpha) of the scale was determined to be .99. It has been deduced that the highest point in the expectation Scale Related to university supervisors from cooperating teachers was 105 and the lowest point was 32. Since each questionnaire was subjected to an exploratory factor analysis to explore the validity of the instruments, factor analysis was carried out to define the constructs measured by the questionnaires. For each factor, internal consistency coefficients were acquired to investigate the reliability of the tool. In this light, reliability analysis indicated that the maintain questionnaire used paves the way for high-reliability coefficients ($r = .83$).

The comments were coded in the semi-structured interview using the university supervisor's components of expectations. One of the principles of Sacks (1992) has been respected; the decomposition and development of actions into small units. The primary concepts of the same nature have been registered and grouped into pre-established and emerging classifications. This methodological choice was based on a content analysis method; therefore, it involves classifying the elements to better comprehend their characteristics and significance (L'Écuyer, 1990). The information was collected from the written answers to the following issue: "What are your expectations of a mentoring trainee regarding the cooperating teacher to succeed in your professional practice?"

3.5 Data Analysis

The quantitative data acquired through the survey on university supervisor anticipations were analysed due to an independent t-test and a unidirectional ANOVA test using, the SPSS (Statistical Package for Social Sciences) 16.0 software. The analysis of independent samples t-test was implemented to identify whether there was a significant difference in the university supervisor's expectations towards cooperating teachers in terms of gender and supervising experience. Besides, an analysis of frequency was required to identify university supervisors' expectations of cooperating teachers in physical education teaching. As in Weasmer and Woods (2003) research, to determine words, expressions, patterns and events that should be reported, we analysed the qualitative data collected by the inductive analysis method. According to the data, the words and expressions identified were "coding categories" that served to sort the descriptive data while making them easier to manage (Bogdan and Biklen, 1982). After using triangulation to improve the design of this research study, the "credibility" and "reliability" of the data were increased, respectively (Merriam, 2002). To improve the credibility of the results, the triangulation was carried out by combining the interview data with the questionnaire and peer reviews were conducted throughout the data analysis process (Lincoln & Guba, 1985).

4. Results

In this section, the variation in candidates' expectations was analysed. As shown in table 2, university supervisors' expectations of cooperating teachers were average (= 56.55); accordingly, this finding demonstrates that these university supervisors have common anticipations of cooperating teachers.

Table 2- Funding of University Supervisors Expectations Candidates (n = 148)

	N	M(SD)	Min	Max
University Supervisors	148	56.55 (6.32)	32	105

4.1 Descriptive Statistics of Expectations of University Supervisors

Considering our research question, the results indicate that the university supervisors had numerous expectations toward the roles of cooperating teachers in themes of guidance, leadership, collegueship, and counselling. Table 3 shows the descriptive statistic data of university supervisors' expectations.

Table 3 - Descriptive Statistics of University Supervisors' Expectations (n = 148)

Expectations	Gender	Nb	M(SD)	df	t	p*
Guidance	1	88	66.50(6.11)	139	15.23	0.05
	2	58	45.54(5.81)		12.62	0.05
Leadership	1	88	57.51(6.71)		6.79	0.03
	2	58	55.49(6.71)		6.70	0.03
Colleagueship	1	88	67.51(5.01)		5.55	0.05
	2	58	44.56(5.10)		5.33	0.05
Counselling	1	88	57.52(4.31)		4.47	0.05
	2	58	56.55(4.45)		4.28	0.05

Note: 1: men, 2: women, p: Signification P<0.05*

It has been shown in table 3 that the expectations of university supervisors that focused on guidance were significantly higher than the theoretical average of 7.5 for both sexes of university supervisors (males: $t = 15.23, p < .05$ females: $t = 12.62, p < .05$). The results show statistically significant changes in both sexes of university supervisors. Acting as leadership for future teachers decreased significantly ($t = 6.73, p = 0.03$) in men and nearly the same in women. Moreover, by allowing trainees to assume a collaborative role in a powerful communication atmosphere, we find that both sexes have experienced significant changes in colleagueship and counselling. The male group has an increased expectation for colleague ($t = 5.55, p < 0.05$) on the one hand and a decrease in Stakeholder level ($t = 4.47, p < 0.05$) on the other hand. In the female group, colleague perception also increased ($t = 5.33, p < 0.05$) and Stakeholder ($t = 4.28, p < 0.05$).

4.2 Identification of University Supervisors' Expectations

Regarding our research question of the theme of university supervisors' expectations of cooperating teachers, the descriptive statistics demonstrates that guidance occupies the first rank (36 %), while counselling the final one (15%). Leadership embodies the second rank with (30%), and treating student teachers as colleagueship follows the third position (19%), these rank orders are presented in table 4.

Table 4 - Descriptive Statistics of University Supervisors' Expectations

Expectations	Ranking by %
Guidance	36
Leadership	30
Colleagueship	19
Counselling	15

The regression coefficients of the model that identifies university supervisors' expectations indicate that male supervisors strongly determine guidance of trainees by cooperating teachers at the second level of measurement ($\beta_1 = 0.53, p < .05$). University supervisors' leadership was strongly identified for men ($\beta_1 = 0.55, p < .05$) and for women ($\beta_2 = 0.53, p < .05$). The Colleagueship models of University supervisors' showed a strong homogeneity between the men and women ($\beta_1 = 0.68, p < .05; \beta_2 = 0.59, p < .05$). In addition, the expectation of counselling positively identified by the men university supervisors' ($\beta_1 = 0.08, p < .05$), and the women university supervisors' ($\beta_1 = 0.06, p < .05$).

With respect to our research question, the results indicate that university supervisor had different expectations of the role of cooperating teachers in the following themes: Guidance is the first category in which there is an agreement that future teachers expect their cooperating teachers to observe their practices, work together on their lesson plans, make suggestions on lessons in advance, share the necessary classroom information and provide constructive feedback after the lesson.

Table 5- Findings of Structural Equation Formulas Used to Identify Gender-Based Expectations of University Supervisors (*p < 0.05.)

Expectations	University Supervisors' Expectations	
	Men	Women
Guidance	0.53	0.59*
Leadership	0.55	0.53*
Colleagueship	0.68	0.59*
Counselling	0.08*	0.06*

From the interviews with participants on the theme of guidance, expectations have focused on planning, choosing appropriate strategies for classroom management and instruction, and providing feedback on their practices, which are the technical aspects of the teaching profession:

"I think cooperating teachers should observe the trainee sessions, share their lesson plans with them and develop them, give information about the students in the class, make suggestions about methods and materials they can use in the planning process. Cooperating teachers should talk to their students so that their behavior towards the trainee is more desirable, I would like cooperating teachers to say the gaps and mistakes after the sessions, you should be a teacher to these students..." line 11-17

The second theme of university supervisors' expectations from cooperating teachers is related to the ability to be model and leader. In fact, they anticipate their cooperating teachers to be professional in their field, to be experts in supervision methods, to be wholly dedicated to their profession creative, to be a part of the solution rather than the problem, to use supportive language towards trainee. Some of the expectations of the university supervisors' in this area are below:

"I expect cooperating teachers to be well prepared in terms of knowledge, to be competent in the knowledge base. I expect that be sincere about their support task, to be pleasant to their trainees. They must maintain a democratic relationship with them, to be able to practice new techniques, to use favorable language, to participate in the solution and not the problem, to have an encouraging attitude towards their trainees, while knowing that we are all in the same register, etc" line 14-20

Colleagueship is a theme that was most often mentioned among the expectations of university supervisors. In this, essence university supervisors reported that they expected cooperating teachers to refrain from intervening during feedback, to share their experiences, to respect, and help to understand the merits of the profession. In this category, these expectations tend to be philosophical as it allows the acceptance of the presence of future teachers and psychological as a matter of professional motivation. Some of the significant university supervisors' expectations in relation to this theme were described below:

"...Usually, cooperating teachers should not intervene during the training sessions conducted by these trainees. They should understand they should not take offence in front of the student's mistakes; they should not make gestures that could distract the trainee during the implementation of the exercises. Cooperating teachers should be sincere in class towards their trainees; they should not assign lessons that have already been presented; they should share with them their good and pleasant experiences. etc." line 22-29

In counselling, as the last theme of expectations. University supervisors would like cooperating teachers to be more companionable, active and good listeners, be patient toward offending behaviors and tolerant. Some of the selected statements elaborated by University supervisors under this theme are the following:

"... Cooperating teachers should be very companionable, sincere and honest in their communication; they should use a language in their criticism and suggestions that will not alienate us from the profession; they should be in communication with futures teachers, etc." Line 33-36

5. Findings and Discussion

Two key supervisory staff have chosen to be a part of the practical traineeship; a cooperating teacher and a university supervisor (Melki et al., 2018). Both trainers interact with the same trainees from two different realities, school and university (Mukminin & Yanto, 2016), and it was assumed if they could consult each other for the benefit of future teachers. In this way, our study set out to explore the expectations of university supervisors concerning cooperating teachers, who are the main actors in the practical traineeship in the field of physical education teaching. Expectations for university supervisors are classified in order in terms of orientation, of leadership, of treatment of student teachers as colleagues and counselling. With respect to the classification of university supervisors, Graves (2010), Ingleby (2014), Leshem (2012) and Benoliel (2018) reported orientation, collegiality, counselling and leadership. The results seemed promising when identifying university supervisors' expectations by gender since the regression coefficients showed that male supervisors precede in rank women in the themes of guidance, Leadership, Colleagueship and Counselling trainees by cooperating teachers. According to Darling-Hammond (2006) and Maier (2017), since gender is not the most important factor in determining trainers' expectations of supervision, teaching experience can be seen as an efficient alternative that creates expert teachers in their domain.

In similar research akin to our study, many topics of expectations were identified, for instance, Demirkol (2004), Atputhasamy (2005) and Nguyen and Hunter (2018) addressed four themes: which are mainly orientation, collegiality, counselling and leadership. Even though our questionnaire study results maintained the same themes, the rank order of priority is relatively different in which as Guidance precedes Leadership and Counseling occupies the final rank order, precisely after Colleagueship. It is important to assert that guidance can determine cooperating teachers' quality of effectiveness when teaching their student trainees (Allsopp et al., 2006). Despite a variety of researchers' assertions about

the important role of guidance, this concept-that supposed to facilitate the traineeship experience- often remains under implementation in teaching (Kiraz, 2003). In this proposed study, it seems that our findings act in affinity with research (Shamim, 2012), in which the mentor described his role as an expert, guide and effective supporter for the novice teacher. Accordingly, each of these roles has an impact on student learning, to the extent that many participants acknowledge the fact guidance improves their teaching skills and encourages self-reflection. Although the results of this research were not revolutionary on the nature of the themes of university supervisors' expectations of cooperating teachers; nevertheless, it foregrounded that university supervisors expect the role of a leader to be reserved for facilitating the traineeship experience as well as for encouraging their growth and success in a teaching career. In addition, anticipation revolves around the theme of leadership, in such that cooperating teachers are expected to act as a role model and leader for future teachers on both the professional and personal side (Balduzzi and Lazarri, 2015).

The third theme that brought into the light was that of collegiality. According to Ambrosetti (2014), the expectations related to Collegueship are associated with the demonstration of camaraderie, friendliness and sincerity, collaboration and trust. In this context, Ambrosetti (2014) claimed that university supervisors expected cooperating teachers to be well briefed, experienced, professional and reflective. Discussing the importance of collaboration, patience, good communication skills, trust and respect are other fundamental issues that being tackled within their research study for the development of effective mentoring relationships.

6. Conclusion

To ensure the quality and integrity of the training program for future teachers, the university supervisor occupies fundamental roles as a facilitator in the triad of student training, as an active agent between the school and the university and as a defender of the teaching profession. For many researchers, cooperating teachers are often the most influential factor in the development of novice teachers, due to their close relationships in contact and communication. Accordingly, it is crucial to develop a better understanding of cooperating teachers' involvement in teaching physical education. Regarding our research result, we had the opportunity to describe the expectations of university supervisors of cooperating teachers, who are the main actors in the practical teaching traineeship in the field of physical education teaching. Our study topics and its findings are worthy because the conclusions of the study appreciate the dedicated contribution and effort that cooperating teachers make in helping student teachers in their training. It has been achieved that university supervisors expect cooperating teachers to foster the growth of the future teacher, learn to observe and develop a sense of confidence; therefore, some futures teachers described their relationship with the cooperating teacher as a protection for them. In summary, not all teacher candidates have provided positive comments about their cooperating teachers, although some others have praised their effective roles as guides and mentors. Many future teachers report a disconnection between the strategies that they have learned at the university and those modelled by the cooperating teacher. Studying the interaction between the university supervisor and the cooperating teacher may offer clarity for role definitions, training, support, and self-efficacy of the cooperating teacher during the traineeship. In reality, as it may be difficult to find appropriate traineeships for future teachers the university supervisor needs to be collaborative with cooperating teachers in creating environments that enhance the practical experience of teaching students, show respect and support, provide training for university supervisors. This training should cover expectations through providing ways to support student teachers and cooperating teachers as well as to deal with difficult situations. In addition, since university supervisors play an important role in orienting and supporting cooperating teachers, their workload must be reasonable so that they can spend more time working with cooperating and future teachers. Finally, to ensure that university supervisors are doing well their job, they should be evaluated.

To further this research, it is important to determine whether cooperating teachers or university supervisors understand their role and the expectations of the mentoring relationship. For this reason, teacher education programs need to ensure that teacher educators are adequately prepared to model effective strategies to facilitate the practice teaching experience. This will better prepare future teachers for the realities of teaching. This will better prepare future teachers for the real world of teaching.

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