

## **Level of Support by Collaborator Teacher for Field Training in Special Education at Jordanian Universities**

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### **Abstract**

*This study aimed to establish the degree of support offered by collaborator teachers in special education from the perspective of teacher trainees, and its relationship with variables of student' gender and GPA level, in Jordan. The answers to a valid and reliable questionnaire of 30 items of 183 subjects (males and females) in field training provided the*

*data for this study. The study found that the level of support presented by collaborator teachers for field training, in general, was average. A statistically significant difference ( $\alpha \leq 0.05$ ) in the level of support was due to the variable of gender of students, in favor of females.*

**Keywords:** *level of support, collaborator teacher, field training students, specialization of special education, Jordanian Universities*

## **Introduction**

Field training programs constitute the basic building block of the application of knowledge, skills and theoretical strategies the student has acquired during his/her study of the major courses in special education.

In general, field training results in lots of pressure for most students in the educational fields, as the students try to turn theory into practice. And, in spite of the importance of field training the extent to which the student received the appropriate training and method implementation is still unknown (Begeny & Marten, 2006). Many researches and practitioners agree on assuming that the student's study of different theoretical academic courses does not guarantee successful practice of the teaching profession (Black and Halliwell, 2000). Therefore, we would rely on the training program that poses the final ring of a series of teacher preparation programs (Almakanin, 2015).

The field training programs in special education seek to enable trainee students, and develop their perceptions and knowledge, concerning the basic concepts of teaching students with disabilities, such as, real teaching experiences, identifying the learners' growth stages, its natural and unnatural indicators; managing the individual differences among the students during the teaching process. The concepts also include availing teaching opportunities proportional to these differences; planning the teaching process according to the results of the evaluation and diagnosis, in a way that suits the needs and characteristics of the learners, and supports the employment of teaching strategies that booster the students' development, and provides methods of problem solving and performance skills. Moreover, they include application of the behavior management skills through the preparation of a learning environment that encourages the positive social interaction and effective participation in the learning process (CEC, The Council of Exceptional Children).

The criterion for the field training quality forms one of the most important standards set by the National Council for Accreditation of Teacher Education (NCATE). This criterion has many related sub-dimensions, such as level of partnership between the schools and teacher preparation institution to provide field services, implement and evaluate them in a manner that helps student teacher develop their knowledge, skills and necessary trends in the teaching system (NCATE, 2000).

As such, for the programs to succeed, the principle of the profession based on partnerships should be established and rooted between the teacher preparation institutions,

such as institutes and universities, on one hand, and the local training institutions, on the other. Furthermore, many other elements should be readily available for the success of these programs, such as providing moral support by the participant teachers (collaborators) in field training; developing the positive relationship between the student teacher and collaborating teachers; size of the burden on the student teacher; harmony in the educational content related to the curricula, educational programs and teaching methods. There are also additional factors, such as feedback, which affect the teacher- student achievement during the training period, in particular. This is especially important once these programs are offered through humanitarian and ethical ways, to guarantee the benefit of the teacher-student of the academic knowledge within a social vocational context (Beck, 2002).

Field training programs are based on several parties that include special education department, field training supervisor, the trainee student, the collaborating school and the collaborating teacher. Thus, it is a must to assess these programs and know their positive and negative aspects; the challenges they face to know the reality of the roles of the parties involved in training, to realize the required vocational training, and prepare the desired special education teacher. This is particularly of vital significance, given that the role of the collaborating teacher is one of the most important and influential elements in the educational process. It has a major role in assisting the trainee students to face the problems they may encounter, the most important of which was termed in the educational literature "*The Reality Shock*", through discussing the problems, identifying the curricula, teaching methods, planning ways, application and implementation styles, and the use of modern techniques in teaching.

Thereupon, no wonder if the modern educational systems place utmost attention to the teacher, such as methods for selecting him/her, teachers' building and training programs, based on the notion that all the educational reforms are subject to the reformation of the workers' quality and personality in this field (Abu Shandi, Abu Shaireh & Ighbari, 2009). This made the effectiveness and quality of the field education in the special education departments rely, in one of its dimensions, on the vocational support and booster level, provided by the field education institution, through its collaborating teachers, whether such institutions were a training institute, special center for disability or mainstreaming education program.

In the light of the above, many studies targeted exploring the role of the collaborator teacher in building the trainee students on the knowledge, skills and behavior. For instance, Al-Oqool (2012) conducted a study aimed to identify the role of the collaborator teacher in the application schools as viewed by the teacher students in King Saud University. The study showed that the collaborator teacher is performing the role assigned to him satisfactorily, in the domains of the teacher students' interaction with the school life and school activities. On the other hand, it showed low satisfaction level in the follow-up of the collaborator teachers of the academic performance of the teacher students. The study concluded that the collaborator teacher should perform the roles assigned to him in a better manner; and assume the supervision process, which is currently assigned to the collaborator teacher, to teachers of high experience and skills in the area of the educational work. The study of Al-Sha'er (2011) showed a difference in the means of the effectiveness degree of the teacher's role in the educational process in the Jerusalem Open University, as practically viewed by students in

the Bethlehem area, attributed to the gender variable, in favor of the males. There were other differences attributed to the specialization variable, in favor of English Language. The results of Al-Abbadi study (2007) showed that the college supervisor performed the role required from him, and the school principal performed the role assigned to her at low degrees; and the collaborator teacher performed the role assigned to her at a medium degree. In addition, the results showed disadvantages in the practical training programs and the college procedures. Finally, the study showed statistically significant differences between the viewpoints of the learner students in their assessment of the supervisor's role and the collaborator female teacher's role and the college procedures, attributed to the specialization variable.

Al-Qasem's study (2007) aimed at identifying the problems that preclude the training of the teacher students in the practical education program in the Jerusalem Open University. The results showed that availability of the potentials domain ranked first among other axis, in terms of the appearance of problems; meanwhile the collaboration axis by the part of the collaborator teacher ranked last. The results did not show statistically significant differences attributed to the teacher student's gender; but there are statistically significant differences attributed to the specialization of the teacher student, in favor of the elementary education and Arabic language. Finally, there were statistically significant differences attributed to the educational district, in favor of Nablus district.

Rashid and Al-Shabbal study (2006) showed that the role of the collaborator teacher in all the practical educational areas was good, and the most positive practical education, in terms of the role of the collaborator teacher, was the classroom environment and supplies domain. While the least positive areas were the both the evaluation methods and teaching materials, which indicated that the role of the collaborator teacher in guiding the teacher student was acceptable. The results did not show statistically significant differences in the role of the collaborator teacher, in guiding the teacher student in the practical education, as viewed by the class teacher students, attributable to their gender, stream of their secondary education, and their accumulative average variables.

Attar and Kinsara (2005) conducted a study, which results showed that the benefit from the collaborator teacher in the area of using the teaching aids, as viewed by the teacher students in Umm Alqura University and Teachers College, Mecca Mukarramah, was high. The results further showed statistically significant differences in the benefit from the collaborator teacher in the teaching aids area, attributable to the experience variable, in favor of those over ten years of experience. Ambabi's study (2002) showed lack of sufficient collaboration from the class teacher, misguidance and lack of attempts to establish friendly relations with the teacher student. The study further showed that the (teacher trainees) were assigned to fill lessons, which are originally allocated for the in-service teachers, carry out administrative works, and not allowing them attend lectures in the college.

Al-Sho'awan (2000) conducted a study aimed at defining the degree of participation of the collaborator teacher in the field education, as viewed by the school principals and the trainee students. The results showed that the degree of involvement of the collaborator teacher in the field training was medium, in general. His participation was mostly present in the emotional aspect, while his degree of involvement in the vocational aspect was less than that of the emotional. The results further showed statistically significant differences, in favor

of the school principals, and other differences among the results of both the emotional and vocational dimensions, in favor of the former. The study also concluded that there is a need to increase attention to the role of the collaborator teacher in field education, and conduct similar research that takes into account exploring the role of the teacher, in the light of educational variables not included in this study.

Al-Ajjaji (1997) made a study which showed that only 16% of the sample participants were highly satisfied with their role toward the teacher student. Meanwhile, 47% of the participants showed medium satisfaction degree of their roles; and that 44% of the teachers take part in evaluating the teacher student. On the other hand, over 46% of the teachers indicated their non-involvement in the evaluation process. As for the nature of the relationship between the collaborator teacher and the teacher student and college supervisor, the results showed that 60% of the teachers of the sample reported that their relationship with the teacher student was good. Meanwhile, the results showed a poor relation between the collaborator teacher and the college supervisor.

Results of the study of Kathy and Nadine (1995) showed that the collaborator teacher provides valuable assistances to the trainee student, particularly in providing him freedom and encouragement in finding the modern teaching methods and styles. Finally, the study of Al-Qahtani (1994) showed that the role of the collaborator teacher was relatively moderate in providing the teacher student classroom management skills, teaching skills and evaluation; and introducing him to the school management, system and examinations. Yet, the results showed shortcomings of the teacher student's performance, which might be due to the fact that he did not know the role he would perform. In this regard, the role of the collaborator teacher does not go beyond offering certain simple contributions. For instance, receiving the trainee student in the beginning of the training stage. As a result, the study recommended the necessity of preparing the collaborator teacher, to be aware of the nature of the role assigned to him.

In the light of the results of the previous studies, it is clear that there is a fluctuation in these results concerning the role of the collaborator teacher. Some studies emphasized the role of the collaborator teacher in providing support to the trainee students; others assert lack of or poor role of the collaborator teacher. Here the position of the current study becomes sufficiently clear in its serious attempt to investigate the role of the collaborator teacher in a practical cognitive area, not particularly addressed by previous studies. The area of the field training, specifically in special education, imposes the need to find out the role of the collaborator teacher, due to the very privacy of this field domain, as it targets preparing the students with different specialty in dealing with special categories in mental, cognitive, behavioral and physical aspects.

### **Study Problem and Questions**

Researchers noted, in the light of their experience in the academic teaching domain, field supervision, close knowledge of the field-training course in special education, obscurity surrounding the role of the collaborator teacher, and in the learning resource rooms, which collaborate with the special education departments in the Jordanian universities. Particularly, there is a recurrent complaint of the field-training students from the poor cooperation and

support provided by the collaborating institutions, most apparent in the poor role of the collaborator teacher in supporting the trainee students. This was further assured by Taskin (2006), who found that the trainee students, in certain practical training situations, find out that their opportunities to obtain the actual teaching experiences is almost very close to zero. In addition, results of the revision of many related studies on the assessment of the practical education programs, and identifying the problems of the teacher students, during the field training period, were similar to the results of our study. For instance, Al-Zaidi (2016); Al-Ja'afreh & Al-Qatawneh (2011); Al-Ajez and Halas (2011); Mahaftheh (2008); Al-Tarawneh & Al-Huwaimel (2008); Al-Hind (2006); Alabbadi (2004); Abu Nimreh (2003); Alqow (2001); Al-Agha (2000) and Guyton & McIntyre (1996). All of which showed shortages in the collaborator teacher's assistance to the teacher trainee student; a case that may lead to that the trainee student would not appreciate the collaborator student; in addition to the inefficiency of the collaborator teacher, and his poor role in supporting the trainee students.

In order not to allow an inevitable fact that the role of the collaborator teacher is weak in the special education domain, specifically, based on the recurrent students' complaints, this study was made. The main objective of this study was to identify the level of the collaborator teacher's support to the special education major students, during their field training courses in the special education institutions. It also aimed at revealing the fact that this support provided by the study population was not addressed before in the previous studies. In this concern, the aim is to identify the factual role of the collaborator teacher, as one of the participant parties in the field training programs, as seen by the field-training students; who are the closest to the collaborator teacher's role, being in his classroom on a daily basis. They are very close to him, and the most capable to identify the actual professional role through him. In addition, this study also aimed at measuring the effect of the trainee student-related variables, i.e. gender, accumulative average, and collaborator teacher-related variables, i.e. gender, academic, academic degree and experience.

In the light of the above, and more specifically, the study problem is clear in its attempt to answer the following questions:

- 1- What is the level of support offered by the collaborator teacher to the field-training students in special education major at the Jordanian universities?
- 2- Are there statistically significant differences in the support level of the collaborator teacher to the field-training students in special education major in the Jordanian universities, attributable to student gender and GPA level?

### **Importance of the Study**

The importance of this study is represented in two aspects, one is the theoretical and the other is the empirical. In the theoretical domain, the study is a scientific research effort to reveal the actuality of the collaborator teacher's role in implementing the field training procedures, which are directed to the special education major students. To the best knowledge of the researchers, this topic was not clarified or identified in many of the previous studies, which were conducted to explore the role of the collaborator teacher. In spite of the large amounts of the readily available research works on the educational

specializations, yet, special education remained largely limited to the theoretical issues; no study was conducted to invest in the training, practical field sufficiently. This may be one of the reasons of conducting this study, which results form an actual opportunity to evaluate the support level of the collaborator teacher, as a main factor in the field-training programs.

On the practical aspect, it is hoped that the results of this study will benefit in assessing the field training programs, and improve the training level provided by the collaborator teacher in the field-training institutions, to provide the best training conditions to the trainee student. In addition, the study instrument is of vital importance in assessing the role of the collaborator teacher, and the possibility of utilizing the results of the current study to construct various training programs for the collaborator teachers.

## Method

The researchers employed the descriptive method to identify the support level of the collaborator teacher to the field-training students specialized in special education in the Jordanian universities as seen by the trainee students and its relation with certain variables.

## Study Population and Sample

The study population consisted of all the special education major students in the Jordanian universities, who are already enrolled for the field-training course in the second semester of the academic year 2015/2016 (n=583 male and female students). The students are assigned by their universities for training in the special education centers and resources rooms, of both the public and private sectors, which are designated as collaborators in the field-training. The study sample consisted of (183) male and female students, representing (31%) of the total study population, who were randomly chosen. Tables (1) and (2) illustrate this.

**Table 1. Distribution of the Sample Participants by Students Gender and GPA level Variables**

Variables		No	%
Gender	Male	60	33
	Female	123	67
GPA level	Excellent	18	10
	Very Good	67	37
	Good	66	36
	Acceptable	32	17
Total		183	100

## Study Instrument

The researchers developed a measurement instrument to measure the role of the collaborator teacher's support to the students in special education, during their field training. The instrument consisted of 30 items distributed on a graded answer scale from (1-5) degrees, in compliance with Likert five-point grading scale. The degrees were as follows: Always= 5

points; often=4 points; sometimes=3 points; rarely=2 points; and never= 1 point. The researches adopted the following scale to judge the satisfaction degree of the items:

- Low level: 1-2.33
- Medium/moderate level: 2.34-3.66
- High level: 3.67-5.00

This measure was achieved through dividing the range into three categories:  $\{(5-1)/3=1.33\}$ .

### **Validity of the Instrument**

Following to the construction of the instrument in its initial form, the researchers verified its validity in two ways: content validity and construction validity. The functions of the content validity were verified by presenting the instrument to 11 arbitrators, who are faculty members of the following universities: Hashemite University, University of Jordan, Balqa' Applied University, Tafila Technical University. In addition to the above arbitrators, five highly experienced, efficient, and capable collaborator teachers in the domain of field training, were selected to be arbitrators. They were all requested to review the items, judge them and identify their suitability to the study objectives, and state their views on the clarity and belonging of the items; so that the validity of the content and construction of the instrument be achieved. The arbitrators made a consensus judgment that the items belong to the study objectives. Their comments, following to the retrieval of the instruments, showed a (100%) consensus agreement on keeping all the items as they are. However, the remaining of their comments were on paraphrasing some items such as (19,27 and 28) and replacement of certain vocabularies by clearer ones.

### **Instrument Reliability**

The researchers used Chronbach Alfa equation to calculate the reliability of the instrument. The results of the analysis showed high reliability degrees of the instrument (0.89). This result was pursuant to the performance of 24 male and female trainee students, from outside the sample, who are enrolled in the field training course in three main universities; the Hashemite University, University of Jordan and Balqa' Applied University, at the rate of eight students per each.

### **Procedures**

To realize the study objectives, the researchers applied the following procedures:

- Review of the in-depth theoretical literature related to the collaborator teacher, within the framework of the practical education, for the preparation of the study instrument.
- Construct the instrument that takes into consideration the roles of the collaborator teachers in the special education area, and the privacy of the roles expected of them.
- Present the instrument to a pool of arbitrators and experts of the faculty members and neutral teachers, whose schools were not targeted by this study to include any of the trainee students.



- Call the field-training students in special education in the targeted universities, individually, for a general meeting, to get them aware of the importance of the current study. They were also informed the vitality of responding objectively; and the entailed effects of their results of the evaluation of the nature of the anticipated roles of one of the most important collaborator parties in the special education area.
- Distribute the instrument over the sample participants, who did not participate in the reliability sample. The students were given sufficient time to answer the items. The researchers collected the instrument after making sure of the completion of the responses on the items.
- Carry out the relevant statistical analyses and obtaining the results.

### Statistical Processing

To answer the first question of the study, the researchers used the means and standard deviations. On the other hand, for answering the second question, they used the t-test and one-way ANOVA analysis.

### Results and Discussion

Question one: "What is the level of support of the collaborator teacher to the field-training students in special education major in the Jordanian universities?"

To answer this question, the researchers obtained the M's and SD's of the measure of the collaborator teacher's support level to the field training students in special education major in the Jordanian universities, as illustrated in Table (2).

**Table 2. M's and SD's of the Collaborator Teacher's Support Level to the Field Training Students in Special Education Specialization in the Jordanian Universities Arranged in a Descending Order.**

No.	Rank	Item	M	SD	Degree
22	1	The teacher helps me develop the individual educational plan and goal coining.	3.39	2.693	Medium
12	2	The teacher provides chances for selecting the theory, practice and application in the class.	3.07	0.836	Medium
3	3	The teachers check my field-training plan and follows-up its implementation.	3.05	0.930	Medium
14	4	The teacher cooperates with the training supervisor in the University, and informs him the course of the training process (what is	3.04	0.880	Medium

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		achieved and not yet achieved)			
5	5	The teacher provides me forms of education (teaching, training) which avail me a chance to learn about his experience and methods.	3.02	0.815	Medium
4	6	The teacher provides me the teaching aids and necessary instruments I need.	3.00	0.877	Medium
11	7	The teacher calls me to adopt positive attitudes towards the student and the teaching profession.	3.00	0.883	Medium
9	8	The teacher encourages me to cooperate with the multidiscipline team members, and pushes me to an active communication with them.	2.99	0.866	Medium
8	9	The teacher provides me feedback about my performance, regularly.	2.97	0.811	Medium
15	10	The teacher avails to me opportunities to engage in educational activities and assigns to me certain tasks during these activities.	2.93	0.843	Medium
16	11	The teachers provide me sufficient information about the students.	2.93	0.753	Medium
6	12	The teacher shows me pattern of the child's performance.	2.92	0.788	Medium
2	13	The teacher facilitates to me integrating with the working cadre in the institution.	2.91	1.678	Medium
7	14	The teacher tolerates my stumbling in training- if occurred- directs and guides me.	2.90	0.815	Medium
13	15	The teacher calls me to use the available learning resources in the institution.	2.89	0.860	Medium
1	16	The teacher explains to me the work system in the institution, and provides me directives.	2.83	0.749	Medium
17	17	The teacher shows me the students' record and files.	2.79	0.749	Medium
19	18	The teacher helps me analyze and interpret the	2.63	1.311	Medium

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18	19	results of the exams and nature of the data obtained. The teacher avails to me the exams used to evaluate the children, and directs me how to use them.	2.56	1.207	Medium
20	20	The teacher helps me in writing the report for the child's evaluation and progress.	2.50	1.342	Medium
30	21	The teacher guides me to the necessity of knowing the profession standards and adherence to them.	2.49	1.257	Medium
23	22	The teacher helps me in developing and implementing the individual educational plan.	2.44	1.336	Medium
24	23	The teacher assists me in planning for the behavior management programs.	2.42	1.327	Medium
25	24	The teacher helps me in the use of the active behavior management methods.	2.41	1.297	Medium
10	25	The teacher facilitates to me communications with the child's family and encourages me do so.	2.38	1.324	Medium
27	26	The teacher helps me overcome the problems that face me within the training framework.	2.35	1.283	Medium
29	27	The teacher allows me carrying out amendments and adaptations required for the learning environment and task presentations.	2.30	1.263	Poor
21	28	The teacher gradually makes me hold the student's teaching responsibility in the classroom.	2.25	1.319	Poor
28	29	The teacher accepts my suggestions and allows me assign my viewpoint in certain discussions.	2.15	1.217	Poor
26	30	The teacher assists me in developing and preparing the required teaching aids.	2.15	1.253	Poor
<b>Total</b>			<b>2.72</b>	<b>0.782</b>	<b>Medium</b>

Table 2 illustrates that the level of the collaborator teacher's support to the field training students specialized in special education, at the Jordanian universities was medium, with (2.72) overall mean. The means ranged between 2.15 and 3.39, with the item providing, "The teacher helps me develop the individual educational plan and goal coining", ranking first with a (3.29) mean and medium support level. The researchers attribute this result to that the development of the individual educational plan and goal coining represent the base of work with the disabled individuals, in the different special education institutions. This requires providing support to the trainee students in building the individual educational programs, which form the foundations for building the subsequent individual educational plans. This result is in line with the study of Al-Abbadi (2007), which indicated that the collaborator teacher carries out the required role at a medium level. This result is also in line with the studies of Al-Sha'awan (2000), Al-Qahtani (1994), and Al-Qasem (2007), which all indicated that the focus of collaboration by the part of the teacher was high. This result further came in the last rank among the problems that may impede the students' training.

As for the poor assistance provided by the collaborator teacher to field training students, in the domain of developing and preparing the required educational aids, it ranked last, with (2.15) mean, the lowest of all the items. The researchers ascribe this to the persuasion of the collaborator teachers in the ability of the trainee students to design and produce the required educational aids. Particularly, because these students had taken courses on these topics in the university, which are designed for this purpose. Accordingly, the field-training students are not in need for further clarification or guidance in this concern. This result agrees with those of Al-Aajez and Halas (2011) and Al-Abbadi (2004), which both reported that the most frequent problems facing the trainee students is the rarity of the educational aids, and difficulty in providing them in the collaborator school, as well as the poor support for producing them. Moreover, this result is in agreement with that of Imbabi (2002), which indicated the insufficient cooperation of the collaborator teacher with the field-training students, especially in preparing the aids, which is one of the cooperation domains the teacher should support. On the other hand, this study is not in line with that of Al-Attar and Kinsara (2005), which indicated that the benefit provided by the collaborator teacher in the area of utilizing the educational aids, as seen by the trainee students, was high.

**Question two:** Are there statistically significant differences in the support level of the collaborator teacher to the field-training students in special education major in the Jordanian universities, attributable to trainee student gender and GPA level?

To answer this question, the researches obtained the M's and SD's of the support level of the collaborator teacher to the field training students, who are specialized in special education in the Jordanian universities, by the student's gender and GPA level. Table (3) illustrates this.

**Table 3. M'S and SD's of the Collaborator Teacher's Support Level to the Field-Training Students, by Gender and GPA level**

Variable	Level of Support			
	Number	Mean	Standard Deviation	
Gender	Male	60	2.42	0.68

GPA level	Female	123	2.86	0.78
	Excellent	18	2.97	0.87
	Very Good	67	2.61	0.77
	Good	66	2.83	0.77
	Acceptable	32	2.57	0.71

Table 3 indicates statistically significant differences in the means and standard deviations among the variables of the study (gender and GPA level), in the support level of the collaborator teacher. To account for these differences, the t-test was applied to identify the differences by gender variable and the one-way ANOVA of the GPA level variable, as explicitly shown in Table No. (4).

**Table 4. Analysis of T-test Variance of the Collaborator Teacher's Support Level to the Special Education Trainee Students by Gender**

Variable	Gender	M	D f	F Value	Significance
Level of Support	Males (n=60)	2.42	181	-3.750	.000
	Females (n=123)	2.86			

Table 4 shows statistically significant differences in the support level of the collaborator teacher to the training of special education students, by the gender of the students. The differences were in favor of the female students, with a (2.42) mean. On the other hand, the mean of the male students was (2.86) with (-3.750) F value, which is statistically significant at ( $\alpha=0.05$ ) level. The researchers attribute the result to that the female students are more interested in the field training and implementing its requirements to the best possible level. This always reflects care and attention of their female teachers for the necessity of supporting and training the female trainee students. Meanwhile, most of the male students do not show the required level of attention and interest in the field training, and thus the student is not careful to evaluate the collaborator teacher's support level. This result is not in line with that of Al-Sha'er (2010), which results showed statistically significant differences in the activity level of the collaborator teacher in the practical education in Jerusalem Open University from the viewpoint of the practical education students, attributed to the gender variable, which was in favor of the males. On the other hand, our study is also not in line with that of Al-Jaafreh and Al-Qatawneh (2011), which did not show statistically significant differences in the factuality of the practical education attributed to the gender variable. Table 5 illustrates this.

**Table 5. Results of the One-Way ANOVA of the Collaborator Teacher's Support Level to the Field Training Students by the GPA level Variable**

Variable	Variance Source	Total Squares	D f	Squares Mean	F Value	Sig.
Level of Support	Between group	3.622	3	1.207	2.009	0.11
	Within group	107.538	179	0.601		
	Total	111.159	182			

The above table shows that there are no statistically significant differences in the support level of the collaborator teacher to the special education teacher trainees, attributed to

the students' GPA level. The researcher ascribes this to the fact that the objective estimation of the collaborator teacher's support level does not necessitate possession of a certain level of the GPA. This result is not in line with that of Al-Ja'afreh (2011), which results showed statistically significant differences in the reality of the practical education, attributable to the GPA level, in favor of those with excellent GPA level.

### Recommendations

In the light of the study results, the researchers recommend the following:

- 1- Assigning the supervision and follow-up of the field-training students, specialized in special education, to efficient, highly experienced teachers, with at least 5 year-experience.
- 2- Holding training courses and semester meetings for the collaborator teachers to develop their abilities, improve their viewpoints on training, and deepen their feeling of responsibility, to be actual supervisors, capable to direct the trainee students.

Conducting other studies aiming at identifying the factuality of the challenges that face collaborator teachers, and impede providing the optimal supervision and training.

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