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The Role of Practical Educational Supervisors and the Cooperative Class Teachers in Developing Female Student- Teachers at the University of Nizwa teaching skills from their Point of View

Abdul Rahman Ibrahim Alsafafah

Abdullah bin Saif Altobi

Abstract

This study aimed at investigating the role of the practical educational supervisors and the cooperative class teachers in developing female student-teachers' teaching skills from their point of view at the University of Nizwa in terms of planning, implementation and assessment stages.

The researchers used a questionnaire of two parts. Part one was designed for the supervisors while part two for the cooperative class teachers. Each part consisted of (33) items distributed to (120) female student- teachers. Descriptive statistics and (t-test) were used to analyze the data.

The results of the study revealed that practical educational supervisors and cooperative class teachers greatly contributed in the development of female student-teachers' teaching skills; particularly planning, implantation and assessment.

They also revealed that there were differences in the estimation of the female student-teachers to both supervisors and cooperative class teachers. Cooperative class teachers helped them to acquire the planning stage, while supervisors helped in acquiring the implementation and assessment stages.

Keywords; practical educational supervisors, cooperative class teachers, female students- teachers, teaching skills.

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