



Future Teachers' Views on Teaching Profession and Mentoring during a TVET Practical Internship in the Field of Physical Education

Hassan Melki^{1,2*}, Mohamed Sami Bouzid^{1,2}

¹Higher Institute of Sport and Physical Education, ISSEP Ksar Said, TUNISIA

²Research unit ECOTIDI (UR16ES10)
 Virtual University, TUNISIA

*Corresponding Author

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Abstract: The attitude of futures teachers of physical education and mentorship, are two mainvariables that may affect the number of student teachers being part of the profession, particularly in physical education universities that offer technical and vocational education and training (TVET).Therefore, the purpose of this study is to investigate attitudes of pre-service teachers toward the physical education teaching profession. In addition, this research attempts to understand whether the relationship between mentors and students affects the transfer of learning from the university during a practical teaching internship.This is a quantitative study using a questionnaire to examine attitudes towards the teaching profession and understand the views on mentoring of 169 physical education students in Tunisia to illustrate the importance of professional mentoring work.A descriptive statistics including means and standard deviations were used to describe each item and the mean of all items for each scale. In this context, SPSS (Statistical Package for Social Sciences) 16.0 software was applied.It was revealed that student teachers' answers were significantly higher while taking into consideration both of university teaching methods and of advice of university supervisor. These findings pave the way for integral implications: a greater transition from university learning to practice, producing future teachers who are ready to integrate and implementing university practices in a new context.

Keywords: Physical education, attitude, pre-service teachers, teaching profession, pratical traineeship

1. Introduction

According to Arifin and Rasdi (2017), the practical training of future teachers labelled as the most integral part of teacher's education programmes period of traineeship was often described as stressful for future teachers' lives (Tang 2003, Glenn 2006, and Onderwijsraad (2014). In this regard, many researchers have identified that the process of supervising initial teacher education students is one of the main factors beyond the success of novice teachers in the initial stages of their teaching experience (Glenn 2006, Izadinia 2014). Future teachers also know the value of practical training, which is seen as the key to their preparation for the teaching profession, since it constitutes a real transition from the status of student to that of teacher (Foong et al., 2020). In the same context, 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 (Melki et al., 2020). A traineeship is a period during which future teachers integrate into real-life situations a variety of theories and skills to which they have been exposed in the teacher education program. Thereupon, Smith (2007) highlighted that Trainees need to be supervised at this stage. In doing so, they should schools once a week to make their theoretical knowledge into practice so that they ensure their independence

*Corresponding author: hmelki@yahoo.fr

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(McGee, 2019). In Tunisia, the initial training in physical education is identified by dual characteristics: a set of theoretical courses offered by a university professor and a practical field experience conducted by a cooperating teacher (Bennour et al., 2013). As mentioned by Tice and Nelson (2015), traineeship refers to a series of applied and organized activities that facilitate the tendency of preparing future teachers to ensure the transition from theoretical knowledge to the performance of applied scholarly activities. As indicated Sönmez (2014), teachers, students and educational programmes constitute the key components of the educational process. Indeed, teachers can be considered as the core of these components, as they are responsible for guiding students to achieve the desired outcome according to the educational programme (Hong, Son, My, & Loc, 2018). Considering, the role of the teaching profession is decisive and directive and goes beyond the other factors of the physical environment and the components of the educational process (Demirtaş, Cömert and Özer, 2011).

Mentors in training institutions go through several practices such as academic preparation, professional preparation and social preparation. They are structured to develop future teachers who are ready to meet the challenges of teaching and learning. Indeed, professional practice is a means of exposing the trainee to the principles of their teaching profession (Martin and Atteh, 2021). Şişman (1999), indicated that the effectiveness of the teaching profession depends on three crucial factors; the professional choices of pre-service teachers, the quality of teacher education, and teachers' personal beliefs about the teaching profession. In fact, traineeship proves to be an efficient ground for student teachers during which they can manage to apply for many exposed theories and skills teacher education programme in the real teaching situation (Balduzzi & Lazzarri 2015). Since future teachers need support at this stage (Stanulis & Floden 2009), various partnerships between schools and universities in the field of teacher education have been established (Balduzzi & Lazzarri 2015). For example, Aspfors & Fransson (2015) have emphasized that the main task of physical education trainers is to provide future teachers with a context for new and meaningful learning experiences and create opportunities to develop their teaching skills and strategies after being trained by the cooperating teacher and the university supervisor. According to Murray-Harvey et al (2000), mentors are an integral part of the initial education of future teachers due to their major role in developing professional skills because of their advice, assistance and professional knowledge. As Izadinia (2013) points out, mentoring activities involve two key members of the supervisory practice; a cooperating teacher and a university supervisor. Various studies, such as that of Gu & Benson (2015), have pointed out that many future teachers indicate differences between teaching strategies learned by the trainees at university and those developed by the cooperating teacher. In this sense, a significant proportion of cooperating teachers advise student trainees to leave what they have learned in university on practical internship and follow their training (Wright, 2012). Nevertheless, many cooperating teachers are less competent than university supervisors to use professional skills as a reference for their future teachers (Mukminin & Yanto, 2016).

All these analyses have enabled cooperating teachers and university supervisors to highlight their practical experiences instead of encouraging reflection on professional action (Tural and Kabadayı, 2014). In addition, some researchers have argued that mentors and student trainees are capable of developing a successful mentoring relationship once sharing each other's values, goals and roles. Overall, although several recent research findings have focused on the perceptions of teacher mentors (Draves, 2008) and others on those of future teachers (Izadinia 2013), some research has opted for including the views of both parties in their work (Bates et al. 2011.). Despite a variety of studies on mentoring from the perspectives of actors on both sides, further research is required to explore the ideas, values, expectations and understanding of mentors and mentees (Arifin & Rasdi, 2017). According to Andersson & Köpsén (2015), student trainees should be informed of the way mentors guide their development and the expectations they may have in this regard. From the student perspective, cooperating teachers are qualified with more experience than university supervisors (Hallinger, 2018) are. Consequently, the university supervisor's influence on the training process is usually reduced, or even neglected, by both trainee and cooperating teacher (Balduzzi and Lazzarri, 2015). In this sense, Shaw and Mahlios (2008) explained that university supervisors, rather than providing additional information and support, are seen as inspectors but not as collaborative partners. In the same context, Spooner-Lane (2009) notes in her study that university supervisors are considered less qualified to assess trainees compared to cooperating teachers.

To this end, regarding various characterizing dimensions of the practice of supervised training, determining the opinion of student trainees appears as the most important task indeed. Mentors should know the perceptions and attitudes of their future teachers to be more aware of their responsibilities in creating a positive experience and to be the forerunner to resolve conflicts that may arise during the internship. In addition, comprehending factors associated with positive attitudes toward teaching has been vital in order to improve the quality of teaching. The purpose of this study was to examine the pre-service physical education teachers' self-reported attitudes toward the teaching profession and understand whether the relationship between mentors and students affects the transfer of learning from the university during a practical teaching internship.

2. Literature Review

Teacher training was cited as the most appropriate 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 good perspective on the other hand. Tsangaridou, (2006) mentioned that there are studies that have elucidated how the belief system of teachers has been formed. Among them is the study by Kagan, (1992) which showed that the belief system is diverse from other factors that influence the quality of education because it is deeply resistant to change. For Pajares (1992) the belief system of teachers is formed in three consecutive periods: the first during their experiences at school, the second from their life experiences and the third during their professional teacher education programme at university. In this line, attitudes can be defined as an individual's mental, emotional, and behavioural forms of expected behaviour to an environmental object, social issue or experience. In line with these definitions, Kirel (2011) explained attitude as "personal feelings, ideas and adopting particular behaviours to other people, situations or objects". Teachers' attitudes can lead their decisions and may affect teacher's behaviours in this way (Pajares, 1992). From this perspective, studies examining the attitudes of pre-service teachers towards the teaching profession have analysed different variables. Terzi and Tezci (2007) reported that pre-service teachers have a positive attitude towards their profession. In contrast, previous studies with pre-service teachers suggest that culturally based assumptions regarding sport and physical education were important factors as pre-service teachers progressed through their professional development (Rovegno, 2003). Generally, the physical education teacher-training programme is set in the context of sport. Since most physical educators and pre-service physical education teachers share a sports background, it is important to study the effectiveness of this common sports culture on attitudes towards teaching. However, there is limited literature available on this issue. As with physical education, having a teaching parent in the family is another cultural element that trainee teachers may share (Pehlivan, 2008). However, there is insufficient literature examining the effects of this variable on attitudes in the context of physical education.

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 (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 & Nettleton 2007, Graves 2010). Some researchers argued that teacher trainers played an integral part in the initial training of teachers due to their major role in the professional skills development of future teachers (Glenn 2006, Izadinia 2014) by providing their guidance, assistance and their professional knowledge (Graves 2010, Lu 2010). Since, traineeship requires a successful established relationship between these two partners (Ambrosetti & 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 fulfill both the role of daily receiver and guide to trainees by putting into work a variety of professional activities and being constantly involved 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 a university supervisor and a cooperating teacher had that efficient 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) 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 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 if 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 & Lazzarri 2015).

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 proposed by Heikkinen, Jokinen, and Tynjälä (2012) their efforts were devoted to showing 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, Kessels 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 Hawani et al., (2020), 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, trainees 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 and 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

The present study used an exploratory survey design to examine the attitudes that futures teachers have of the physical education profession and to determine the importance of the preparation that they require from their university supervisors and cooperating teachers in order to respond effectively to the professional needs of these students within practical training. A quantitative study approach was used with the questionnaire to discover the situation of the study's objective. This questionnaire was distributed to trainees during the academic year 2019-2020. All participants were given 20 minutes to complete the questionnaire. To provide an open and non-threatening atmosphere, the two mentors (university supervisor and cooperating teacher) was not present when participants completed the questionnaire. This study is in line with the findings of Moberg (2008), in which university supervisors and cooperating teachers have played a key role in the professional development of future teachers. Practically, according to Jones & Turner (2006), all these student trainees was assigned to cooperating teachers who, in collaboration with the professors of the university, provide oversight, feedback and guidance during the traineeship period.

3.3 Participants

Participants were randomly selected from the four institutes of sport and physical education in Tunisia, with a total of 200 student trainees. After the elimination of unsatisfactory responses, the final participants numbered 169, including 93 men (%55) and 76 women (%45), as shown in the table below (Table 1). For ethical considerations, participants were already informed of the nature and purpose of the research, all students' teacher responses were anonymous and each participant maintains his/her informed consent. Overall, participants were treated in accordance with American Psychological Association ethical standards.

3.4 Procedures and Measures

A three-part survey tool has been adapted to the Tunisian context, in which answers were given on a five-point scale: "Strongly agree" 5, "Agree", "Uncertain" 3, "Disagree" 2, "Strongly disagree" 1. The first section focused on the "Attitude towards Teaching Profession Scale" (ASTTP) developed by (Erkus, et al., 2000). Accordingly, the questionnaire content covered administrative, social and economic factors in education, and the scale is a 10-point instrument consisting of six positive and four negative statements. The second part of the scale was carried out from an analysis of Marks' (2002) research results conducted by Asplin and Marks (2013) who identified four specific areas relating to students' attitudes towards their university supervisor and cooperating teachers during a practical teaching internship. This proposed study was based on three specific areas concerning (a) relations with supervisors (b) perceived knowledge and (c) the influence of supervisors' teaching practices. It was inferred that the highest point on the scale for each domain determined students' attitudes toward their supervisors' universities and their cooperating teacher. The third part of the scale consists of personal information regarding the responses. As such, we translated and adapted the questionnaire to our samples of future Tunisian teachers. To validate the questionnaire in the new research context, we asked 12 cooperating teachers and 12 university supervisors who teach and supervise students to give constructive comments. This allowed us to verify, clarify and simplify the questionnaire in order to obtain the best results when implementing the appropriate tools. 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 student trainees from their mentors was 119 and the lowest one was 75. To explore the validity of the instruments, since each questionnaire was subjected to exploratory factor analysis, was carried out to define the constructs determined 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 adapted questionnaire paves the way for high-reliability coefficients ($r = .83$).

3.5 Data Analysis

In achieving our research objective, descriptive statistics including means and standard deviations were used to describe each item and the mean of all items for each scale. In this context, SPSS (Statistical Package for Social Sciences) 16.0 software was applied to process research data with the help of calculations as mean, standard deviation, percentage, frequencies calculations, ANOVA test, Pearson Correlation test, which was used for quantitative evaluations. The significance level was determined to be 0.05. Descriptive statistics of all variables in the study were examined using frequencies. The minimum and maximum values for each variable were examined for the accuracy of data entry by inspecting out of range values, which did not show any outliers. Missing subjects were not detected either. The results section was organized according to each research question.

4. Finding

4.1 Trainees' Attitudes towards Teaching Profession

In this section, the variation in candidates' expectations was analysed. As shown in table 1, future teachers' attitudes of becoming physical education teacher were significantly higher ($= 86.35$); accordingly, this finding reveals that student trainees have very positive attitudes regarding the physical education teaching profession. In addition, we note that students' attitudes towards the teaching profession do not significantly differ by gender ($t=.83, p>.05$). By this finding, it can be concluded that gender is not a significant factor in future teachers' attitudes towards the physical education teaching profession.

Table 1 - Trainees' Attitudes towards Teaching Profession (n = 169)

	N	Gender	M(SD)	Min	Max	t	df
Trainee students	169	M : 93 F : 76	84.69 (10.40) 86.35 (12.47)	57	119	.83	213

Note: M: Male: F: Female: p: Signification $P>0.05$*

4.1 Trainees' Attitudes towards Cooperating Teachers

Future teachers feel that their cooperating teachers are responsible for evaluating their performance and they have to determine whether these trainees need further training, corrective measures or whether they are at risk of failure ($r = 0.700, p < 0.01$). Cooperating teachers are supposed to support the competence development of future teachers by offering content support with lesson planning in the role of the teacher. These future teachers feel that their cooperating teachers have supported their introduction to the teaching profession in an individual way and based on their own learning needs.

Future teachers perceived that cooperating teachers were open to differentiated support. In this sense, they modelled their teaching practices which made it possible for them to provide support with what they perceived as a positive outcome for their teacher candidates ($r = .445, p < .01$). Cooperating teachers wanted trainees in their classrooms and sought to provide them with a comfortable learning environment. Their willingness and attitude led them to adapt and differentiate their orientation and support. Future teachers have the attitude that their cooperating teachers have a predisposition to support them in their classrooms. They sought to understand the interests of their trainees and to assess their prior knowledge for the teaching role ($r=.333, p < .01$) (Table 2).

Table 2 - Trainees' attitudes towards cooperating teachers (n = 169)

	Teaching Practice(p)	Guidelines(p)	Professional Relationship(p)	Knowledge(p)
Cooperating Teachers	.445 ($p<0.01$)	.700 (< 0.01)	.478 (< 0.01)	.333 (< 0.01)

4.2 Trainees' Attitudes towards University Supervisors

Perceptions of future teachers of their university supervisor were related to the acquired learning strategy at the university. Student trainees reported that the university supervisor was very helpful in acting as a mentor and providing recommendations to help students with specific problems they were encountering with their students. Similarly, it was often necessary to provide feedback and suggestions for improvement. A moderate number of students mentioned being positive, supportive and available, while a few students indicated that being reliable, providing structure and acting as an intermediary with cooperating teachers was helpful ($r = 0.365, p < 0.001$). In this regard, several students indicated that

a bad orientation from the university supervisor was not helpful. Adequate knowledge ($r = .523, p < .001$) from the university supervisor and a lack of communication with the supervisor were also frequently mentioned. However, students indicated that appropriate feedback and direction from the university supervisor during the placement was helpful ($r = 0.318, p < .001$). Providing more feedback and having more time with the university supervisor ($r = 0.287, p < 0.001$) were the most frequently trainee's attitude toward university supervisors.

Table 3 - Trainees' attitudes towards university supervisors (n = 169)

	Teaching Practice (p)	Guidelines (p)	Professional Relationship (p)	Knowledge (p)
University Supervisor	.365 (p = .001)	.318(p < 0.001)	.287 (p < 0.001)	.523 (p < 0.001)

4.3 Correlations between Trainees' Attitudes toward University Supervisors and Cooperating Teachers

Teaching traineeships allow student trainees to gain practical teaching experience by immersing themselves in a school environment. During this period, the realities of teaching physical education are encountered. During this practical training, trainee students are supported by their cooperating teacher and their university supervisor. This triad relationship is essential to help promote their development into successful teachers. According to Table 4, results indicate that student trainees express considerable satisfaction regarding the guidelines in mentoring of their cooperating teacher with an overall average value (M = 6.78, SD = 1.16), than that of their university supervisor (M = 6.19, SD = 1.05). The difference is statistically significant (t = 4.66, p < 0.001). Future teachers think that their cooperating teachers train them effectively to plan comprehensive daily lesson plans, provide appropriate instruction to improve performance and provide immediate feedback at the end of each session. Regarding the teaching practices of both mentors, student trainees reported that this variable was more important (M = 6.20, SD = 1.49) than that of the university supervisor with an overall mean value (M = 6.20, SD = 1.24); the difference is significant (t = 5.11, p < 0.001). They perceive that their university supervisor is better at combining theory with practice in the teaching-learning process and at organizing regular meetings to discuss the individual and collective progress and performance of student trainees.

Table 4 - Correlations between trainees' attitudes (teaching practice, guidelines) toward university supervisors and cooperating teachers

	Teaching Practice			Guidelines		
	M (SD)	t	P	M (SD)	t	p
University Supervisor	6.20 (1.24)	5.11	<.001	6.78 (1.16)	4.66	<.001
Cooperating Teacher	6.32 (1.49)			6.19 (1.05)		

Among the most positive aspects of mentoring reported by student teachers is the collaboration that exists within each practicum team, which includes a student, a cooperating teacher and a university supervisor. In the traditional triad, the trainee is placed in a classroom with a cooperating teacher and is visited by the university supervisor. Student trainees who felt that it enhanced the teaching experience discovered the notion of collaboration. As shown in Table 5, future teachers perceived the level of knowledge of university supervisors (M = 6.33, SD = 1.10) as higher when compared to cooperating teachers (M = 4.03, SD = 1.09). At the same time, the difference was significant, t = 5.15, p < .001. Furthermore, trainees' perceptions of the professional relationship between them and their university supervisor (M = 5.37, SD = 1.17) and of their cooperating teacher (M = 5.22, SD = 1.34) was equivalent (t = 1.01, p = 0.214).

Table 5 - Correlations between trainees' attitudes (professional relationship, knowledge) toward university supervisors and cooperating teachers

	Professional Relationship			Knowledge		
	M (SD)	t	p	M (SD)	t	p
University Supervisor	5.37(1.17)	1.01	.214	6.33 (1.10)	5.15	<.001
Cooperating Teacher	5.22 (1.34)			4.03 (1.09)		

4.4 Trainees' Orientation towards the Best Monitoring Tools Proposed by University Supervisors and Cooperating Teachers

Future teachers were likely to opt for the best of one or all of the following monitoring tools of their cooperating teachers and university supervisors: University course, portfolio, feedback, workshop, other, and none. As shown in Table 6, only 10 (6.5%) of student teachers preferred to participate actively in training courses following the curricula prepared by the cooperating teachers. Whereas, 143 (93.5%) of them said that they are oriented to these tools, which is widely discussed with university supervisors. Following the selection of the portfolio, 71.9% choose the portfolio to be used during their training with their university supervisor, while 11 trainees chose the cooperating teachers. 71.9% of respondents chose the portfolio as the most successful mentoring tool in their practicum training by their cooperating teacher, while 11 trainees, representing 28% of participants, chose to follow the portfolio of their university supervisors. Also, 29% of the survey respondents revealed that they prefer to receive feedback from their university supervisors, while 70% of the respondents do so only with the cooperating teachers. For the workshops, 95% of respondents said that this supervision tool was largely worked with their university supervisors, while the contrast with cooperating teachers is 6%. Seven respondents (4.6%) received other preparation from the university supervisors, while 10 (6.5%) had no other supervisory practice with either supervisor.

Table 6 - Frequency distribution of trainees' orientation towards the best monitoring tools proposed by university supervisors and cooperating teachers (N=169)

	Training Course Nb (%)	Portfolio (%)	Feedback Nb (%)	Workshop Nb (%)	Other Nb (%)	None Nb (%)
University Supervisor	143 (93.5)	11 (28)	45 (29)	144 (94)	143 (93)	146 (95)
Cooperating Teacher	10 (6.5)	110 (71.9)	108 (70.6)	9 (6)	7 (4.6)	10 (6.5)

5. Discussion

The teaching internship is a means of enriching the learning experience of future teachers (Mlambo & Adetiba, 2020). It is considered an essential component of the initial teacher education programme because of its ability to influence prospective teachers to adopt the teaching profession. This component provides pre-service teachers with the relevant knowledge and experiences to approach teaching in a real-world context. During the supervised internship, student trainees respond differently in all respects, which in turn reflects the decrease or the increase in satisfaction with the constraints (Pham et al 2020). According to various studies, both experienced and new teachers believe that internship is one of the most powerful components of the teacher preparation programme (Freeman et al., 2014). Accordingly, future teachers have the opportunity to develop their teaching attitudes and practices during the internship (Shamim, 2012; Mukminin & Yanto, 2016). This study was guided in hand with the main objective of exploring the attitudes of future teachers towards the physical education teaching profession and the impact of the mentoring practices on the training of student teachers. In addition, concerning gender and experience, the difference in the attitude of future teachers towards the teaching profession was determined. According to the findings of this study, there were no significant differences in the attitudes of PE students towards the profession regarding gender. A similar study by Ingleby (2014) indicates that gender shall not affect the attitudes of teacher candidates. However, their studies by Balduzzi and Lazzarri 2015; Bedel, 2008 argue that gender alone fails to highlight the significant difference in teacher candidates' attitudes towards the profession. Hence, the results of these studies are consistent. Some other contributions indicate remarkable differences between attitude towards the profession and gender, in which students have higher attitude scores than male students (Hart & Memnun, 2015, Patrick, 2013). Similarly, Maier (2017) also indicate that female student trainees develop a more positive attitude than male students in respect to the physical education teaching profession.

Concerning, good mentoring towards cooperating teachers and university supervisors, findings suggest that the most significant factors in mentoring from student teachers attitude are encouragement and Knowledge, Professional relationship and Teaching Practice. While the objectives and goals of a mentoring relationship vary according to the training context, mentoring partners engage in the transfer of knowledge between a less experienced individual such as the future teacher and a more senior mentor (Aishah & Fariha, 2020). Our research findings indicate that there is mutual interaction between future teachers and mentors during the mentorship. Indeed, through university supervisory mentoring students trainees were capable of understanding the notion of distinct teaching styles and better transmit them. In previous studies, some researchers have reported that mentoring by cooperating teachers can help students develop their skills. Therefore, cooperating teachers supported future teachers in introducing new teaching styles and shaping their conceptions and practices (Heikkinen, Jokinen, and Tynjälä (2012). Student trainees perceived that cooperating teachers had a greater influence on their practical training than university supervisor did (Benoliel, 2018). In contrast, the results of this study suggest that university supervisors are more helpful to future teachers in facilitating their learning, whereas, the effect of mentoring provided by cooperating teachers is limited. From the perspective of future teachers, many cooperating teachers seem not to have adapted sufficiently to the increased responsibilities of mentoring student teachers, as they may not be aware of their role in the model of teacher training cooperation. This limitation can be explained in

part by the lack of clear communication between the university and colleges. The process of regular communication between the university and schools tends to be a division of labour in the training of trainers process rather than a collaborative approach. Indeed, the study of the collective dimension of labour has occupied an important place over the last thirty years (Barthe and Quéinnec, 1999; Benchekroun and Weill-Fassina, 2000). In this sense, Leplat, (1993) has indicated that collective mentoring is not a collection of individual activities on independent tasks but an activity where actors jointly carry out the same task, in the same place, or possibly in different places. It should be noted that the cooperating teacher and the university supervisor involved in the collective mentoring activity share the same supervisory task, that is, the same goal and working conditions, and that the activities of these trainers are interdependent. In a mentoring situation, a mentoring activity involves sharing work and managing the available collective resources (in terms of knowledge, skills, availability, etc.) according to the requirements of the supervisory situation.

The future teachers feel that the cooperating teachers have been supportive in helping them manage their classroom tasks and supervise pupils during teaching. In the light of previous research, these findings are not consistent with similar studies by Ukkonen Mikkola & Turtiainen (2016), who found that cooperating teachers did not always succeed in creating the conditions for effective teacher training. Students' attitudes towards university supervisors focus on planning comprehensive daily lesson plans, combining a theoretical perspective with practice in the pedagogical process, providing appropriate coaching to improve performance, and providing immediate feedback at the end of each course. These findings are consistent with the views of Rajuan et al., (2007) who noted that the academic supervisor plays an important role in the theory of linkages to practice in real-life situations that can assist student teachers in their success and professional development. There is no doubt that the university supervisor is one of the key players on whom the success of the teacher education program depends.

6. Conclusion

In light of the above discussion, it can be concluded that university supervisors and cooperating teachers are the most effective agents in enhancing students' experiences in the practical internship. Given that, since research has shown that future teachers perceive their cooperating teachers as the main person influencing students' teaching practice, we have predicted that several variables are correlated with this perceived influence. Overall, our students felt that the level of knowledge perceived by university supervisors was higher than that of cooperating teachers. Therefore, they reported that they were willing to follow the advice of their university supervisor than that of the cooperating teacher. The professional relationship with field supervisors that students seem to perceive was as good with their university supervisor as with their cooperating teacher. The present study was only a modest one in which the practical training of students takes place. It was not intended to provide definitive answers, but rather to promote further discussion and investigation into the design of the practicum training experience. Because previous research indicates that future teachers perceive their cooperating teachers as the major influencing agent during the trainee's training experience, several variables should be correlated with this perceived influence. In fact, we found that student trainees were more likely to use the ideas and resources of their cooperating teacher during their teaching experience. Nevertheless, we discovered that several areas in which student perceptions were no higher for their cooperating teacher than for their university supervisor. Our student trainees felt that the level of knowledge perceived by the university supervisors was higher than that of the cooperating teachers. They also reported that they were more willing to follow the advice of the university supervisor than the cooperating teacher was. In addition, a new and important aspect characterizes the relationship between the student and the supervisor. Many positive aspects in our data suggest that attending a course with a university supervisor before starting the course can lead to positive results in many aspects in the student experience. Future teachers who took a course with their university supervisor reported better relationships with them as they were considered as emblems of knowledge and they were more likely to report acceptance and implementation of their advice. The trainees also reported that their cooperating teachers were considered as more competent and followed their guidance more closely. Consequently, the influence of the scientific relationship seems to be slightly different from that personal perceived by the trainees with their academic supervisor. In this sense, students revealed good personal relationships with their university supervisor as with their cooperating teacher. They did report an increased positive personal relationship with their supervisor. To further this research, it is important to determine whether cooperating teachers or university supervisors who collaborate understand their role and the role of the mentoring relationship. For this reason, teacher education programs need to ensure that those responsible for teacher education are adequately prepared to model effective strategies to facilitate the practical teaching experience. This will better prepare future teachers for the realities of teaching. This will better prepare future teachers for the realities of teaching. This research is a step towards engaging trainees for physical education teaching to create a vision of inclusive and accessible physical education.

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