

*

(53) (2)

(35)

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.1

(Yates,

1981)

-10)

(Guyton and McIntyre, 1990) (12

(Fulton, 1978)

(Strand and Johnson, 1990) (1983)

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(1975)

2005/2/14

2005/12/11

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(1988)

(Hunter and

Adimon, 1977)

(1997)

.1991

1996/1995

(Strand and Johnson, 1990)

)

(2000

.(Nixon and Vendiens, 1985)

(Watts, 1987)

:

(Zeichner, 1990)

1998/1997

(2)

(1)

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(1)

(2)

(Guyton

and McIntyre, 1990)

() .2

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.2

Practicum Problems

.2

(2)

Student-Teacher

Class Teacher

:)
(2.49-2) (1.99-1.75) :

((4-3) (2.99-2.50) :

(2) .1

2002/2001

(1)

			(2)			(1)		
101	67	34	53	36	17	48	31	17

(2)

6	5.6	2	23.5	4	(1.99-1.75)1
25	41.7	15	58.8	10	(2.49-2)2
12	25.5	9	17.6	3	(2.99-2.50)3
10	27.8	10	--	--	(4-3)4
53	%100	36	%100	17	

(3)

()

15	31•28•27•25•22•21•20•19•17•8•7•5•4•3•2		1
10	26•16•14•13•12•11•10•9•1 30		2
3	35•33•23		3
4	24•18•15•6		4
3	34•32•29		5
35			

(120)

:

(1995)

:

:

(215)

:

(%86.9)

(%83.4)

(1989)

(%78.6)

(1997)

(Ediger, 1994)

(70)

(30)

:

:

(Smith, 2000)

(2000)

(14)

1969

) 1999/1998

(31) (

() :

:

()

:

:

(Ruthstrom, 2002)

(2002)

(2)

(34)

2000/1999

.2001/2000

(16) 1997 (81)

(6-4) (29)

()

:

(0.01)

(1982)

(Offut, 1995)

(106) (60)

1981-1979

%98 (44)

%73 (35-21)

(1989)

:

(14) (20)

.(10)

:

(Stewart-Wells, 2000) (1999)

()

:

(19)

(20)

(53)

:

:

(Al-Barakat, 2003)

.3

(1)

(2)
2002/2001

2002/2001

.(1)

(101)

(53)

(2)
2002/2001

(%52.5)

(1)

(4)

(20)

1.75

3.76

(0.87)

4 3 2 1 :

(2)

/

(4)

.(α)

(5)

(4)

2002/2001

0.75	1
0.75	2
0.56	3
0.53	4
0.54	5
0.89	

(40)

(4)

$$: (5-1)$$

$$=) (4 =) (5 =)$$

$$.(=) (=) (3$$

(5)

(0.33)

(0.75)

$$:$$

$$3.67-2.34$$

$$5-3.68$$

$$2.33-1$$

(35)

(3)

(40)

(SPSS)

(35)

Way MANOVA
.(0.05)

.2-

(5)

5	4	3	2	1	
0.52	0.75	0.53	0.60	--	1
0.33	0.62	0.45	--		2
0.44	0.45	--			3
0.39	--				4
--					5

(6)

*

1	71.8	5.86	3.59	
2	70.6	3.27	3.53	
3	67.2	8.30	3.36	
4	65	2.33	3.25	
5	62.5	2.26	3.12	

(5) *

(7)

.4

(7)

(%37)

(13)

(4.47-3.69)

(6)

3.12

3.59

(8)

(7)

*

7		1.36	3.97		1
25		1.47	3		2
28		1.31	2.94		3
14		1.41	3.66		4
25		1.24	3		5
9		1.30	3.88		6
6		1.30	4.02		7
18		1.11	3.44		8
1		0.06	4.47		9
20		1.30	3.27		10
30		1.47	2.88		11
8		1.33	3.94		12
10		1.40	3.83		13
5		0.10	4.05		14
19		1.29	3.38		15
34		1.44	2.61		16
29		1.60	2.91		17
16		1.34	3.52		18
11		1.16	3.75		19

25		1.43	3		20
3		1.07	4.22		21
13		1.09	3.69		22
12		1.11	3.72		23
22		1.27	3.13		24
14		1.45	3.66		25
24		1.29	3.05		26
33		1.18	2.75		27
35		1.07	2.13		28
31		1.14	2.80		29
2		1.05	4.25		30
4		1.02	4.08		31
23		1.14	3.11		32
31		1.06	2.80		33
17		1.42	3.47		34
21		1.36	3.25		35

.(5)

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.(0.05)

(9)

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(8)

13.7603	120.7059	17		
19.5069	119.7778	36		
13.6443	114.1667	6	1	
19.9255	119.8800	25	2	
16.0537	128.0833	12	3	
14.0337	114.5000	10	4	

(9)

	()	()	" "		
	75	5	50.26	0.98	
	249	20	0.93	0.79	
	207	15	0.66	0.88	×) (

.%62.5

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%71.8

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%70.6

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%67.2

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(119.8800)

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Practicum Problems Encountered by Classroom Student Teachers at the Hashemite University

*Saleh D. Hindi**

ABSTRACT

This research aimed at investigating the problems encountered by classroom student teachers at the Hashemite University during their practicum courses. The research sample constituted of (53) student teachers who have registered in the practicum course (2). For the purpose of the research, a questionnaire was constructed by the researcher that included (35) problems distributed within five domains.

The results of the research revealed that the most important problems encountered by the student-teachers are those related to the cooperating schools, the supervision process, the practicum program, the assigned study curriculum, and finally the problems related to the pupils of the cooperating schools. Moreover, the results of the research revealed no significant differences between the means of the practicum problems due to student teachers' gender and their GPAs.

In light of the research results and assumptions, the researcher recommends that a number of solutions be taken in order to meet the problems encountered by the student-teachers during their practicum courses, including the five domains. Furthermore, the researcher suggests that further studies and research, related to the aspects of the above mentioned problems, to be carried on in the future.

Keywords: Curriculum and Instruction, Practicum, Student-Teacher, Teacher Training, Class Teacher, Hashemite University.

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