

A B S T R A C T

This study was concerned with the influence of the cooperating teacher on the attitudes of the prospective teacher toward science and science teaching during the full-time training period in the West Bank.

It had been supposed that during full-time training the cooperating teacher was the source of change in the scientific attitudes of his trainee, whether the change was positive or negative. The effect of the variables of sex, laboratory availability, and cycle-taught level were studied. An instrument for measuring attitudes was developed and applied at the beginning and at the end of the training period as a pretest and a posttest.

The population included all the 42 student teachers majoring in science teaching at teacher institutions in the West Bank, those students spending four weeks of full-time training at 24 cooperating schools. It also included the forty nine science cooperating teachers at those schools.

The technique of "frequency-of-change-in-product-moment" was used to analyze the scores. Analysis of variance and chi-square were used to test the significance of the results at the level of $\alpha = 0.05$.

The findings were the following:

1. The cooperating teacher was the source of any positive change in the attitudes of the student teacher.

2. The student teacher was the source of any negative change in the attitudes of the cooperating teacher.

3. The influence of the cooperating teacher was greater than the influence of the student teacher.

4. No effect was found of sex, laboratory availability, or cycle-taught on the attitudes of the student teacher or the cooperating teacher.