

# THE EXTENT OF EFFECTIVENESS OF THE PRACTICAL EDUCATION PROGRAM IN MEETING THE TRAINING NEEDS OF THE STUDENT TEACHERS MAJORING IN VOCATIONAL EDUCATION FROM THEIR PERSPECTIVE

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## ABSTRACT:

The present study aimed to explore the extent of effectiveness of the practical education program in meeting the training needs of the student teachers majoring in vocational education from their perspective. The sample consists from 85 female and male students who are specialized in vocational education from a practical education course. Those students were selected during the second semester of the academic year (2018 / 2019) from Al-Huson University College which is affiliated with Al-Balqa' Applied University. They were chosen through the purposive sampling method. To meet the study's goals, a thirty-seven item questionnaire was used. It was found that the extent of effectiveness of the practical education program in meeting the training needs of the student teachers majoring in vocational education from their perspective is high in all the areas. Those areas are: planning, teaching, and assessment. It was found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to gender. It was found that there is a statistically significant difference between the respondents' attitudes which can be attributed to GPA. The latter difference is for the favor of the students whose rating is excellent. It was found that there are several obstacles hindering the practical education program from meeting the intended goals. Such obstacles include: the lack of raw materials and instruments. The researcher suggested several recommendations. For instance, he recommends providing more attention to the practical education program at Al-Balqa' Applied University in planning, teaching, and assessment.

## Keywords:

Extent of effectiveness, practical education program, training needs, student teachers.

## 1. INTRODUCTION

Education has been always provided with major attention by all people in society. That is attributed to several reasons. For instance, education plays a significant role in developing the future and the coming generation. It plays a significant role in developing society and resources. It plays a major role in providing society with trained and qualified human resources. It involves an interaction between the members of society and institutions. It aims changing people's attitudes and enabling them to handle future changes and keep up with the developments.

The teaching profession receives much attention due to several reasons. For instance, it plays a significant role in achieving development and improving the living conditions of people. It is considered a sacred profession. For instance, it is mentioned in the Holy Quran in the following verse: (As We have sent among you a Messenger (Prophet Muhammad) from yourselves, to recite to you Our verses and to purify you, who will teach you the Book and Wisdom, and teach you that of which you have no knowledge) (Al-

Baqarah Surah, Verse No. 151). There are various educational institutions in society. Such institutions include: schools. Schools aims at enabling people to interact effectively with society. They aim at developing students in technical and practical areas. They aim at providing students with expertise and developing their skills (Talafhah, 2010).

The ability of schools to meet their goals is mainly affected by teachers. That's because teachers are the main pillars in schools, regardless of how developed the capital resources in school area. Therefore, teachers must be highly qualified to ensure that schools meet their intended goals and develop the future generation. Thus, it's necessary to develop teachers (Al-Qa'ood, 2009).

Although there are many developments that contribute to developing the teaching process, teachers are still the main factor affecting the quality of the provided education. For instance, teachers are responsible for developing students' skills, expanding students' knowledge and shaping students' attitudes and

interests. They are responsible for changing students' behaviors (Al-Ajez, 2012). Recruiting qualified teachers shall improve the learning outcomes and enable society to keep up with the developments (Al-Hamran, 2012).

The practical education programs play a significant role in developing student teachers. For instance, they enable student teachers to carry out their responsibilities. They provide student teachers with the competencies needed for improving their performance (Al-Sayed, 2010).

Educators suggest that the teacher professional development programs must target: academic, educational, professional and cultural areas. They add that such programs must target practical and theoretical areas (Hindi, 2012). In this regard, it should be noted that it's necessary to develop the vocational education (VE) teachers. That's because vocational education contributes to developing human resources and meeting the needs of the labour market (Ibrahim, 2010).

Delivering vocational education has become an urgent need. There is also a need for developing vocational education in theoretical and practical areas (Chen & Shih, 2014). Vocational education provides people with several skills and provide society with various professionals (Al-Ahmad and Qasees, 2017).

Teachers significantly affect the effectiveness of the learning process. They affect the development of students in cognitive, social and physical areas. They affect the development of students' personalities. They are responsible for promoting creativity and innovation among students and unleashing students' potentials. They must provide students with feedback and encourage students to use their cognitive abilities. Thus, teachers' role isn't limited to the delivery of information and facts. (Al-Makhethi, 2016).

Vocational education department at Al-Huson University College contributes to providing the Jordanian society with qualified vocational education teachers who hold BA degree. The student teachers majoring in VE at the latter college are provided with practical education program. Through this program, the student teacher receives training for a whole semester in a school and practices the teaching profession under supervision (Abdullah, 2014).

## 2. STATEMENT OF THE PROBLEM:

Due to the significance of the practical education program at Al-Huson University College, the researcher conducted this study. This study aimed to explore the extent of effectiveness of the practical education program in meeting the training needs of the student teachers majoring in vocational education from

their perspective. It aimed to explore the strengths and weaknesses of the latter program and provide the concerned decision makers with feedback in this regard.

Through the practical education program, the student teachers shall practice the teaching profession under supervision for one semester. The researcher is responsible for supervising the student teachers enrolled in this program. Thus, he noticed that there are weaknesses in this program. There isn't any study that aimed to assess the latter program at Al-Huson University College or explore the barriers hindering this program from meeting its intended goals. Thus, the researcher decided to make this study. The problem of this study is represented in exploring the extent of effectiveness of the practical education program in meeting the training needs of the student teachers majoring in vocational education from their perspective. To be more specific, this study aimed to answer the questions listed below:

Q.1)- What is the extent of effectiveness of the practical education program in meeting the training needs of the student teachers majoring in vocational education from their perspective?

Q.2)- Is there any statistically significant difference between the respondents' attitudes which can be attributed to gender, or GPA?

Q.3)- What are the obstacles hindering the practical education program from meeting the intended goals from the perspective of the student teachers majoring in vocational education?

## 3. SIGNIFICANCE OF THE STUDY:

This study is significant due to the significance of the practical education program. For instance, the practical education program at Al-Huson University College enable student teachers to develop their skills and competencies. It enables student teachers to turn students into active learners and develop the future generation. To be more specific, this study is significant due the reasons below:

1)- This study contributes to developing the performance of student teachers majoring in VE through teacher development program

2)- This study contributes to developing the competencies and learning outcomes of student teachers through teacher development program

3)- This study contributes to developing the teacher development programs

4)- This study contributes to providing decision makers with information about the way teachers ought to be trained and provided with professional competencies

#### 4. PREVIOUS STUDIES:

This part presents several studies that were reviewed. Those studies are presented based on the year of publication:

Talafhah (2010) aimed to assess a practical education program in Teacher College in Tabuk. He aimed to explore the strengths and weaknesses in this program from the perspective of student teachers in the following areas: (student teachers, academic supervisors and school principals). To meet the intended goals, three questionnaires were used. The questionnaires include 106 items. 148 student teachers were sampled. It was found that respondents have moderate attitudes towards the effectiveness of practical education program in Teacher College in Tabuk in the following areas: (student teachers, academic supervisors and school principals). The researcher found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to major, academic qualification and experience

Smith & Lev-Ari (2011) aimed to explore the effectiveness of a practical education program that targets student teachers. They aimed to explore the sources of support provided for student teachers while they receive practical training. The sample consists from 480 student teachers who were selected from Texas, the United States of America (USA). Data was collected from those student teachers through filling a sixty-eight item questionnaire. The researcher found that the practical education program plays a significant role in developing student teachers and providing them with the skills needed for practicing the teaching profession. It was found that the practical education program focuses on theoretical areas more than practical areas. It was found that the most important sources of support provided for student teachers while they receive practical training are: academic supervisors and colleagues. It was found that school principals didn't provide adequate attention and support to student teachers.

Al-Ja'afreh and Al-Qatawneh (2012) aimed to assess the practical education program at Mu'tah University from the perspective of student teachers. They adopted a descriptive survey-based approach. They used a survey consisting from 74 items. This survey sheds a light on 4 areas. The study's sample consists from 69 female and male students. It was found that the effectiveness of the practical education program at Mu'tah University in meeting the intended goals is moderate in all the targeted areas. The targeted areas are: student teachers, school principals, academic supervisors and assessment. The latter researchers found that there isn't any statistically significant difference between the respondents' attitudes which

can be attributed to gender. They found that there is a statistically significant difference between the respondents' attitudes which can be attributed to GAP for the favour of the ones whose rating is excellent.

Al-Khraisheh et al. (2012) aimed to explore the challenges facing the student teachers enrolled in the practical education program at Hashemite University and Isra' University. They adopted a descriptive approach. The sample consists from 133 female and male students. The researchers used a questionnaire that consists from 26 items. They found that the severity of the challenges facing the student teachers enrolled in the practical education program at Hashemite University and Isra' University is high. The most important challenge include: having crowded classrooms, the high teaching load of student teachers and the great distance between the student teacher's house and the location of the school. The researchers found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to gender nor major

Abu Shendi et al. (2012) aimed to assess the practical education program at Zarqa University from the perspective of student teachers. They aimed to offer suggestions for improving the latter program. They used a questionnaire that consists from 59 items. The study's sample consists from 96 female and male student teachers. The latter researchers found that the respondents' attitudes towards the practical education program at Zarqa University are moderate in all the targeted goals. The targeted goals are: planning, teaching, using technology and assessment. They found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to gender, major nor GPA.

Al-Faq'awi (2013) aimed to assess the effectiveness of the practical education programs in developing the student teachers at the faculties of education in Gaza. He aimed to explore that from the perspective of the student teachers. He adopted a descriptive approach. The sample consists from 237 female and male student teachers. Two scales were used. The first scale aims to assess the program in practical areas. The second scale aims to assess the program in theoretical areas. The researcher found that the respondents have moderate attitudes towards the practical education programs at the faculties of education in Gaza in the following areas: (planning, teaching, using technology and assessment). He found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to gender, major nor GPA.

Al-Haleeq (2013) aimed to assess a practical education program from the student teachers perspective. 73

female and male student teachers were sampled. The researcher used a questionnaire that consists from 48 items. This questionnaire sheds a light on 48 items. The researcher found that the effectiveness of the practical education program in meeting the intended goals is high from the perspective of the student teachers majoring in physical education. The latter result applies to supervision, assessment and teaching competences. The effectiveness of the practical education program in meeting the intended goals is moderate in the following areas: (organization and potentials). There isn't any statistically significant difference between the respondents' attitudes which can be attributed to gender, nor GPA

Al-Ghayashan and Al-Abbadi (2013) aimed to assess the practical education program at Al-Zaytoonah University from the perspective of student teachers. They adopted a descriptive survey-based approach. They used a forty-item survey that targets the following areas: educational supervisor, principals, and student teachers. The sample consists from 147 female and male student teachers. The researchers found that the effectiveness of the practical education program at Al-Zaytoonah University in meeting its intended goals is moderate. There isn't any statistically significant difference between the respondents' attitudes which can be attributed to gender, major nor GPA.

Borko& Mayfield (2014) aimed to explore the relationship between student teachers and supervisors from another hand. They aimed to explore the impact of such relationships on math skill acquisition of student teachers in Colorado, USA. They collected data through observation and interviews. They collected data about the respondents' knowledge, way of thinking and attitudes.

Grove &Strudler (2015) aimed to explore the attitudes of 16 teachers at public schools in south western areas of USA towards the role of student teachers development programs in enabling student teachers to use technologies in education. Data was obtained from electronic records, discussions via email, workshops, field observation and seminars held by the teachers supervising the student teachers. The researchers found that the teachers supervising the student teachers acknowledge the significance of providing psychological support to the student teachers. Such support must enable student teachers to feel comfortable and ask questions without feeling embarrassed.

Beck (2015) aimed to explore the type of feedback that must be provided to student teachers and the mechanisms that should be used to develop the student teachers. The sample consists from 65 student teaches in Toronto, Canada who were enrolled in the practical

education program. Interviews were conducted with student teachers. A thirty-item questionnaire was used for collecting data. The researcher found that the factor affecting the effectiveness of the practical education program in meeting the intended goals are: the extent of psychological support provided for student teachers and the relationship between the student teachers and the teacher supervising them. Such factors include: the extent of cooperation between the student teachers and the teacher supervising them. They include: the teaching method, and the academic content.

Shaheen (2015) aimed to explore the practical education program at Al-Quds Open University. He aimed to explore that from the perspective of the student teachers. The study's sample consists from 63 female and male student teachers. The latter researcher used a questionnaire that consists from 63 items. The questionnaire targets areas, which are: (academic supervisors, the teacher supervising the student teacher, the management of the school, and the goals & procedures of the program). It was found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to gender, marital status nor major.

Assaf (2017) aimed to explore the effectiveness of practical education course (2) from the perspective of the student teachers majoring in (child education major) and the student teachers majoring the (classroom teacher major) at the University of Jordan. The sample consists from 91 female and male student teachers enrolled at the latter university. Those students were selected during the second semester of the academic year (2013 / 2014). The researcher developed a questionnaire for meeting the study's goals. He found that the extent of effectiveness of practical education course (2) in meeting the intended goals is high from the perspective of the student teachers majoring in (child education major) and the student teachers majoring the (classroom teacher major) at the University of Jordan. It was found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to major.

## **5. METHODS AND PROCEDURES:**

This part presents a description for the respondents and the study's instrument and its validity and reliability. It presents information about the study's procedures and steps. It presents data about the statistical instruments used for analysing data to reach results

## **6. THE STUDY'S METHODOLOGY**

The researcher adopted a descriptive survey-based approach.

### **6.1. Sample**



The researcher selected 85 female and male student teachers. Those student teachers were enrolled at Al-Huson University College and majoring in vocational

education. They were selected from the practical education course. Data about the respondents' gender and GPA was collected. It is shown in table (1) below

Table (1): The respondents' gender and GPA

Variable	Category	Frequency
Gender	Male	35
	Female	50
	<b>Overall</b>	<b>85</b>
GPA	Excellent	23
	Very good	31
	Good	16
	Average	15
	<b>Overall</b>	<b>85</b>

## 6.2. The study's instrument

The researcher designed a questionnaire that consists from 2 parts. The first part collects data about gender and GPA. The second part collects data about attitudes.

## 6.3. Procedures:

The present study was conducted through following the steps below:

1)-The researcher reviewed the relevant literature. Reviewing some studies (Asaf (2017) and Talafhah (2010)) enabled the researcher to develop the instrument

2)- The researcher developed the instrument that consists from 44 items

3)- The researcher passed the initial version of the questionnaire to several experts (i.e. experts in psychology and experts in teaching methods and curricula) to assess the questionnaire

4)- The researcher made changes to the questionnaire based on the experts' views

5)- The researcher drafted the final version of the questionnaire. Some items were merged with each other. Some items were deleted because they were approved by less than 85% of the experts. The final version of the questionnaire consists from 37 items. It sheds a light on the following areas: planning (13 items), teaching (12 items) and assessment (12 items). The researcher put an open question at the end of the questionnaire. This question aims to collect data about the obstacles hindering the practical education program from meeting the intended goals from the perspective of the student teachers majoring in vocational education

6)- The researcher used the five point Likert scale. The rating categories of the latter scale are: strongly agree,

agree, neutral, disagree, and strongly disagree. They stand for the the following scores respectively: 5, 4, 3 2 and 1.

7)- After collecting data, SPSS software was used.

**The means are classified into high, moderate and low based on the following criteria:**

1-2.33: Low

2.34 – 3.67: Moderate

3..68 – 5: High

## 6.4. Validity of the Instrument:

The researcher measured the face validity of the questionnaire through passing the questionnaire to 11 experts to assess it. Those experts were asked to assess the instrument in terms of language, and relevancy to area. Changes were made based on the experts' comments, and the final version of the questionnaire was drafted.

## 6.5. Reliability of the Instrument

The researcher measured the reliability of the questionnaire through the test-re-test method. For instance, the questionnaire forms were passed to the members of an exploratory sample that consists from 20 students. They were passed again to the same members after two weeks. Then, the Pearson correlation coefficient values were calculated. The reliability coefficient value of the instrument is 0.90

## 6.6. The study's variables:

The researcher of the present study targeted the variables that are shown below

a)- Dependent variables: They include the following ones:

- Gender: Male and female

-GPA: Excellent, very good, good and average.

b)- Independent variables: They include the following ones:

- The extent of effectiveness of the practical education program in meeting the training needs of the student teachers majoring in vocational education

-The obstacles hindering the practical education program from meeting the intended goals.

#### 6.7. Statistical analysis:

The researcher conducted a statistical analysis to analyze the collected data. For instance, he calculated means and standard deviations to answer the first and

second questions. He conducted the t-test to answer the third question

#### 6.8. Results and discussion

Results and discussion related to the first questions:

Q.1)- What is the extent of effectiveness of the practical education program in meeting the training needs of the student teachers majoring in vocational education from their perspective?

The researcher calculated means and standard deviations for the targeted areas. Those means and standard deviations are shown in the table below:

Table (2): Means and standard deviations for the targeted areas

Rank	Area	Mean	Std.	Extent of effectiveness
1	Teaching	4.10	0.82	High
2	Planning	3.88	0.88	High
3	Assessment	3.53	0.81	High
	Overall	<b>3.93</b>	<b>0.84</b>	High

Based on table (2), the overall mean is 3.93 which is high. Thus, the extent of effectiveness of the practical education program in meeting the training needs of the student teachers majoring in vocational education is high from their perspective. The mean of the teaching area is 4.10 which is high and ranked first. The mean of the planning area is 3.88 which is high and ranked second. The mean of the assessment area is 3.53 which is high and ranked third.

The researcher presented below the results related to each area

#### First: The planning area:

Means and standard deviations are calculated to explore the extent of effectiveness of the practical education program in meeting the training needs of the student teachers in the planning area. They are shown below

Table (3): Means and standard deviations are calculated to explore the extent of effectiveness of the practical education program in meeting the training needs of the student teachers in the planning area.

Rank	Item no.	Item	Mean	Std.	Extent of effectiveness
		The practical education program improves my ability to:			
1	1	Develop a daily lesson plan	4.29	0.92	High
2	2	Develop a semester plan	4.24	0.88	High
3	10	Develop plans for using technology to meet the intended goals	4.21	0.80	High
4	4	Write the outcomes in a procedural manner	4.18	0.77	High
5	3	Write the general outcomes	4.12	0.81	High
6	5	Determine the instruments and academic materials that are needed to develop a specific skills	4.09	0.73	High
7	7	Determine the appropriate teaching strategies	4.00	0.77	High
8	6	Determine the learning sources that are needed to develop a specific skills	3.88	0.80	High
9	9	Organize the intended outcomes in a manner that fits with the method used for achieving them	3.84	0.79	High
10	8	Ensure that the intended outcomes target cognitive, emotional and psychomotor areas.	3.81	0.82	High
11	13	Design various activities to achieve the intended outcomes	3.80	0.79	High

12	12	Analyse the lesson content	3.79	0.81	High
13	11	Create a convenient learning environment to achieve the intended outcomes	3.67	0.81	Moderate
		Overall	3.88	0.88	High

Based on table (3), the extent of effectiveness of the practical education program in meeting the training needs of the student teachers in the planning area is high, because the overall mean is 3.88. The means in the latter table are within the range of 3.78 – 4.29. The mean of statement No. 1 is 4.29 which is ranked first. The latter statement states the following: (The practical education program improves my ability to: develop a daily lesson plan). The mean of statement No. 11 is 3.67 which is ranked last. The latter statement states the following: (The practical education program improves my ability to: create a convenient learning environment to achieve the intended outcomes).

The respondents believe that the practical education program at Al-Huson University College is effective in meeting the training needs of student teachers. That may be attributed to the fact that the faculty members supervising the student teachers in the latter college have much expertise in the field of educational supervision. It may be attributed to the fact that the latter faculty members deal in a flexible manner with students. It may be attributed to the fact that the latter faculty members are recruited based on scientific methods. Such scientific methods are: experience, personality and academic qualification. In addition, the management of the latter college seeks recruiting academic supervisors for following up the process of training student teachers at schools. Those academic supervisors carry out their responsibilities as planned in the practical education program. They follow up the student teachers and provide them with supervision services. They contribute to improving the performance of student teachers and motivate the

student teachers to exert more effort. The latter result may be attributed to the fact that the practical education program at the latter college offers much attention to the process of meeting and setting behavioural goals.

The latter result is consistent with the result reached by Abu Numrah (2015). The latter researcher found that the attitudes of the student teachers towards the practical education programs at the faculty of educational sciences at private universities in Jordan are positive in the planning field. The latter result is not consistent with the result reached by Al-Ayasrah (2010). The latter researcher found that the effectiveness of the practical education program at the faculty of education at Sultan Qaboos University in meeting the training needs of student teachers is moderate in the field of lesson planning. The latter result is not consistent with the result reached by Abu Shendi et al. (2012). The latter researchers found that the respondents' attitudes towards the practical education program at Zarqa University are moderate in the planning area. The latter result is not consistent with the result reached by Al-Faq'awi (2013). The latter researcher found that the respondents have moderate attitudes towards the practical education programs at the faculties of education in Gaza in the planning area.

#### Second area: The teaching area:

Means and standard deviations are calculated to explore the extent of effectiveness of the practical education program in meeting the training needs of the student teachers in the teaching area. They are shown in the table below:

Table (4): Means and standard deviations are calculated to explore the extent of effectiveness of the practical education program in meeting the training needs of the student teachers in the teaching area.

Rank	Item no.	Item	Mean	Std.	Extent of effectiveness
		The practical education program improves my ability to:			
1	2	Introduce the lesson through connecting the students' prior experience with the subject of the lesson	4.25	0.94	High
2	3	Choosing the teaching method in a manner that fits with the skills to be taught	4.15	0.93	High
3	1	Using various methods to attract students' attention	4.12	0.89	High
4	6	Ensure compliance with public safety measures while practicing a skill	4.10	0.87	High
5	7	Seek motivating students while practicing a skills	4.09	0.90	High
6	5	Use the modern technologies needed that are related to a skill	4.00	0.93	High

7	4	Use the suitable tools and materials for practicing a skills	3.97	0.88	High
8	12	Give students an opportunity to practice a skill independently	3.95	0.87	High
9	11	Practicing a skill before students	3.94	0.90	High
10	8	Comply with the principles of learning and teaching while practicing a skill	3.93	0.85	High
11	10	Take the individual differences between students into consideration while giving the lesson	3.88	0.90	High
12	9	Present the academic material in a sequenced manner that fits with the academic level of students	3.66	0.88	Moderate
		Overall	4.10	0.82	High

Based on table (4), the extent of effectiveness of the practical education program in meeting the training needs of the student teachers in the teaching area is high. That is because the overall mean is 4.10. The means that are in the latter table are within the range of 3.81 – 4.25. The mean of statement No. 2 is 4.25 which is high and ranked first. The latter statement states the following: (The practical education program improves my ability to: introduce the lesson through connecting the students' prior experience with the subject of the lesson). The mean of statement No. 2 is 3.66 which is high and ranked last. The latter statement states the following: (The practical education program improves my ability to: present the academic material in a sequenced manner that fits with the academic level of students).

The latter result may be attributed to the fact that the practical education program at the latter college provides the student teachers with much knowledge about the teaching methods and strategies and the way of implementing them in classroom. It may be attributed to the fact that the practical education program provides much attention to the process of linking theoretical knowledge with the practical one.

The latter result is consistent with the result reached by Abu Numrah (2015). The latter researcher found that

the attitudes of the student teachers towards the practical education programs at the faculty of educational sciences at private universities in Jordan are positive in the teaching field. The latter result is not consistent with the result reached by Al-Ayasrah (2010). The latter researcher found that the effectiveness of the practical education program at the faculty of education at Sultan Qaboos University in meeting the training needs of student teachers is moderate in the teaching area. The latter result is not consistent with the result reached by Shendi et al. (2012). The latter researchers found that the respondents' attitudes towards the practical education program at Zarqa University are moderate in the teaching field. The latter result is not consistent with the result reached by Al-Faq'awi (2013). The latter researcher found that the respondents have moderate attitudes towards the practical education programs at the faculties of education in Gaza in the teaching area.

### Third: The assessment area:

Means and standard deviations are calculated to explore the extent of effectiveness of the practical education program in meeting the training needs of the student teachers in the assessment area. They are shown in the table below:

Table (5): Means and standard deviations are calculated to explore the extent of effectiveness of the practical education program in meeting the training needs of the student teachers in the assessment area

Rank	Item no.	Item	Mean	Std.	Extent of effectiveness
		The practical education program			
1	10	improves my ability to carry out self-assessment practices while giving the lesson	4.19	0.88	High
2	6	Enables me to benefit from formative assessment in carrying out enrichment activities	4.17	0.85	High
3	12	Improves my ability to use modern technologies in assessing students	4.15	0.89	High
4	5	Enables me to benefit from the results of the summative assessment to acquire new expertise	4.10	0.79	High



5	4	Enables me to benefit from feedback while giving the lesson	4.02	0.80	High
6	1	Expands my knowledge about various assessment methods and strategies	3.99	0.83	High
7	2	Improves my ability to choose the suitable assessment method for assessing the extent of mastering a certain skills	3.91	0.84	High
8	3	Improves my ability to use various assessment methods and instruments	3.88	0.84	High
9	9	Teach me to follow certain steps and enables me to comply with certain fundamentals when developing tests	3.71	0.87	High
10	8	Improves my ability to design tests based on standards	3.67	0.79	Moderate
11	7	Enables me to benefit from assessment in carrying out therapeutic activities	3.66	0.79	Moderate
12	11	improves my ability to communicate with parents and hold discussions with them about the results of the assessment	3.61	0.80	Moderate
Overall			<b>3.53</b>	<b>0.81</b>	High

The extent of effectiveness of the practical education program in meeting the training needs of the student teachers in the assessment area is high. That is because the overall mean is 3.53. The means that are in the latter table are within the range of 3.61 – 4.19. The mean of statement No. 10 is 4.19 which is high and ranked first. The latter statement states the following: (The practical education program improves my ability to carry out self-assessment practices while giving the lesson).

The mean of statement No. 11 is 3.61 which is moderate and ranked last. The latter statement states the following: (The practical education program improves my ability to communicate with parents and hold discussions with them about the results of the assessment).

The latter result may be attributed to the fact that the faculty members supervising student teaching are keen on providing the student teachers with knowledge about the objective assessment that is based on objective scientific standards. It may be attributed to the fact that faculty members have much expertise in the assessment field and the university courses provided student teachers with much knowledge on assessment and measurement.

The latter result is in agreement with the result reached by Abu Numrah (2015). The latter researcher found that the attitudes of the student teachers towards the practical education programs at the faculty of educational sciences at private universities in Jordan are positive in the assessment area. The latter result is in agreement with the result reached by Al-Haleeq (2013). The latter researcher found that the effectiveness of the practical education program in meeting the intended goals is high from the

perspective of the student teachers majoring in physical education in the assessment field.

The latter result is not in agreement with the result reached by Al-Ja'afreh and Al-Qatawneh (2012). The latter researchers found that the effectiveness of the practical education program at Mu'tah University in meeting the intended goals is moderate in the assessment field. The latter result is not in agreement with the result reached by Al-Ayasrah (2010). The latter researcher found that the effectiveness of the practical education program at the faculty of education at Sultan Qaboos University in meeting the training needs of student teachers is moderate in the field of assessment. . The latter result is not in agreement with the result reached by Abu Shendi et al. (2012). The latter researchers found that the respondents' attitudes towards the practical education program at Zarqa University are moderate in the assessment area. The latter result is not in agreement with the result reached by Al-Faq'awi (2013). The latter researcher found that the respondents have moderate attitudes towards the practical education programs at the faculties of education in Gaza in the assessment area.

## 6.9. Results and discussion related to the second question

Q.2)- Is there any statistically significant difference between the respondents' attitudes which can be attributed to gender, or GPA?

### -Gender:

The researcher conducted the t-test for independent samples to explore whether there is any statistically significant difference between the respondents' attitudes which can be attributed to gender. The results of the latter test are presented in table (6) below:

Table (6): The results of the t-test for independent sample to explore whether there is any statistically significant difference between the respondents' attitudes which can be attributed to gender

Male (35)		Female (50)		Df.	T value	Sig.
Mean	Std.	Mean	Std.			
4.25	0.16	4.24	0.07	84	-1.775	0.082

The researcher found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to gender. The latter result may be attributed to the fact that the sampled males and females live in the same society and culture. It may be attributed to the fact that the sampled males and females are supervised by the same faculty members at Al-Huson University College. It may be attributed to the fact that the sampled males and females receive training in the schools of the same city and under similar working conditions. The latter result

is in agreement with the result reached by Al-Ja'afreh and Al-Qatawneh (2012). The latter researcher found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to gender.

#### -GPA:

The researcher conducted the one way analysis of variance to explore whether there is any statistically significant difference between the respondents' attitudes which can be attributed to GPA. The results of the latter test are presented in table.

Table (7): The results of the one way analysis of variance to explore whether there is any statistically significant difference between the respondents' attitudes which can be attributed to GPA

Source of variance	Sum of squares	df.	Mean square	F value	Sig.
Between groups	2.255	3	0.751	172.110	0.000
Within groups	0.147	81	0.004		
Overall	2.669	84			

Based on table (7), the significance value is less than 0.005. Thus, there is a statistically significant difference between the respondents' attitudes which can be attributed to GPA. To identify the ones whose

the difference is for their favour, scheffe test was conducted. The results of scheffe test are shown in table (8)

Table (8): The results of scheffe test to identify the ones whose the GPA-related difference is for their favour

GPA	Mean	Average	Good	Very good	Excellent
Average	3.21	-	*0.228-	*0.440-	*0.583-
Good	3.44	*0.228	-	*0.212-	*0.335-
Very good	3.65	*0.440	*0.212	-	*0.143-
Excellent	3.79	*0.589	*0.351	*0.143	-

Based on table (8), the difference is for the favor of the student whose rating is excellent. That is attributed to the fact that the ones whose rating is excellent realize the significance of practical education and vocational education. The latter result is consistent with the result reached by Al-Ja'afreh and Al-Qatawneh (2012). The latter researchers found that there is a statistically significant difference between the respondents' attitudes which can be attributed to GAP for the favour of the ones whose rating is excellent. The latter result is not consistent with the result reached by Abu Shendi et al. (2012). The latter researchers found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to gender, major nor GPA.

#### RESULTS RELATED TO THIRD QUESTION

Q.3)- What are the obstacles hindering the practical education program from meeting the intended goals from the perspective of the student teachers majoring in vocational education?

This question is answered based on the respondents' answers to the open-ending answer question.

80% of the respondents agree to the following obstacles:

- 1)- There is a lack of raw materials and instruments
- 2)- Students have negative perceptions for the vocational education course
- 3)- Students and administrators don't have adequate awareness about the significance of the vocational education course

- 4)- There is a poor communication between the student teachers and faculty members
- 5)- Students have poor sense of belonging and loyalty to their community.
- 6)- Most of the lessons of the vocational education course requires much time to be taught.

#### 6.10.RECOMMENDATIONS AND SUGGESTIONS:

The researcher recommends:

- 1)- Conducting similar studies that target other areas
- 2)- Providing more attention by the academic supervisors to the student teachers whose rating are either average or good.

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