

**ASSESSING THE EFFECTIVENESS OF THE FIELD TRAINING COURSE
FROM THE PERSPECTIVE OF FEMALE STUDENT TEACHERS
MAJORING IN CHILD EDUCATION IN THE DEPARTMENT OF
EDUCATIONAL SCIENCES IN AL-BALQA APPLIED UNIVERSITY**

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Abstract

This study aimed at assessing the effectiveness of the field training course from the perspective of female students majoring in child education in the Intermediate Diploma and Bachelor Programs at Al-Balqa Applied University. To achieve the objectives of the study, the researcher developed a questionnaire consisting of (53) statements covering five domains: (The academic supervisor, the cooperating school principal, the cooperating teacher, and the material resources available to the cooperating school). Post-ensuring the validity and reliability of the study questionnaire, it was administered over a sample of (130) female students registered in the field training course in the first and second semesters 2020/2021, and the first semester of the academic year 2021-2022. The results of the study revealed that the academic supervisor's domain ranked first in the tasks and roles performed at a high degree, then the faculty and academic department domain ranked second at a moderate degree, then the domain of the cooperating teacher ranked third and at a moderate degree, followed by the domain of the cooperating school principal at a low degree, while the domain of the material resources available to the cooperating teacher got the last rank and at a low degree. The results revealed that there are no significant differences attributed to the study variables, and the researcher recommended a set of appropriate recommendations in light of the study results.

Keywords: Assessment, effectiveness, field training, student teachers, child education.

Introduction

In light of the technological and information revolution, the importance of the role played by the teacher in educating the younger generations to lead and create the future, specialists in the educational field are unanimously agreed that the teacher is the cornerstone in the development of the teaching and learning process (Collins & Halverson, 2018), due to its ability to bring about comprehensive change in behaviour, readiness, and capabilities, and to create and develop positive trends (Gerver, 2014). The student has access to a good citizen who can serve its community within its values, customs, and traditions; As these changes imposed new responsibilities on education officials, especially in the field of preparing trained and qualified manpower academically, professionally, and culturally, it also seeks to help student teachers develop, and improve their performance to advance the educational process in the best way (Cummings, 2014; Fafunwa, 2018).

As a result of the rapid technological progress and development taking place in all societies, this has led to the change of educational systems (Legner et al., 2017). The teacher has become the most influential element in the educational system, especially after these modern systems have given him great attention, represented in reconsidering his methods of selection and preparation and rehabilitation programs, which is the matter (Romiszowski, 2016), which agrees with Markova et al (2014) in their concept about the link between modernizing educational systems and preparing and training teachers, as they stated that those educational systems cannot be modernized unless a radical consideration is given to the system of teacher preparation and training so that teachers can respond to their changing roles in line with modern scientific trends".

From the foregoing, educators almost unanimously agree on the importance of recent developments in educational systems and instructions and the role of educational institutions in developing specialized training programs in preparing the teacher for training programs and practical education plans in the field to practice the profession's methods according to contemporary global trends (Compen et al., 2019), to perform the new tasks entrusted to him, to be able to transfer knowledge and facts, concepts and skills efficiently and effectively (Kang, 2016).

Thus, the preparation of the teacher in all countries of the world has received great and increasing attention, as he is the backbone of the teaching profession (Malik, 2018). Through learning, education does not occur without a qualified teacher, and this is a coherent and interconnected series, one of which is inseparable from the other (Wagner & Dintersmith, 2015).

Based on the development of the concept of field training in finding a high quality, distinguished and efficient teacher preparation (Stronge, 2018); It is necessary to take into account a set of dimensions, including the development of general cultural aspects, specialized study in a particular field, professional preparation in

the relevant prescribed methodological programmes (Bedny et al., 2014), the application of theoretical concepts and facts, and the acquisition of teaching skills, which the student-teacher practically practice in the schools subject to training (Ngugi & Thinguri, 2014).

Studies confirm that practical field experiences enhance teacher preparation and training programs and prepare them for school and community life in the pre-service stage, whether they are general education teachers or kindergarten teachers (Resor et al., 2021). Where it is seen as an integrated program parallel in its importance to the theoretical study program in teacher preparation institutions, through which the theoretical and practical aspects are linked; to improve the quality of education and the quality of performance and development of general and special teaching competencies, and communication skills, planning skills, preparation, and the use of teaching methods and teaching aids that are appropriate for activities during implementation, evaluation, classroom management and control, dealing with students, school administration and the local community (Epstein, 2018; Fayolle & Gailly, 2015).

Therefore, the modern field training program aims to provide this profession with creative energy by preparing the student for the life of the school and interacting with it, whether by watching or practising, in addition to knowing the rules, laws and procedures of school organization (Evans et al., 2017); It represents an educational laboratory carried out by the student-teacher to apply most of the educational rules and behaviours in the classroom through training on specific practical skills that can only be mastered by passing through field training situations through which he acquires the technical and administrative skills associated with the educational process, which begins with the theoretical stage (preparation) (Maryanti et al., 2020). And the stage of watching the classroom environment, and ends with full participation in the classroom teaching process so that he can then discover the problems or obstacles he faces in the educational field with a true picture of reality (Kebritchi et al., 2017).

Kay & Kibble (2016) indicated that the field education programs represent real experience to allow them to apply knowledge, information, theories and educational concepts behaviorally in the field by adopting the teaching methods necessary to practice the learning process carried out by the cooperative teacher (the foundation). The trainee student watches it through empirical practical situations that enable them to translate what they have learned from specialized theoretical and practical courses during their studies at the university or intermediate college, which contributes to providing them with more educational competencies that the teacher needs to improve the level of teaching performance (Walshe & Driver, 2019).

Study problem and questions:

By reviewing the educational literature related to the field training program and preparing the student-teacher, it was found that the program still lacks further development in some aspects of teaching performance due to the lack of integration of the experiences that the student-teacher needs in the practical education program (Assaf, 2016). And low-level training schools will provide traditional methods of teaching in guiding the training programs for student-teachers, and this will necessarily lead to teaching that is ineffective at the very least, and away from brilliance, innovation, creativity, and excellence. (Volkman, 2000). 2017) as stated in the study of Al-Ali (2011), which indicated that most field training programs fail to provide the student teacher with the skill of self-learning, as they focus on the theoretical aspect, and the field training aspect does not receive sufficient attention and does not focus on teacher development towards the application of levels normative total quality in the educational process, and for this study came in response to many studies and repeated recommendations that resulted from recent educational conferences that call for reducing the gap in theoretical, applied, educational and specialized courses through effective and organized university programs according to standards and foundations that depend to a large extent on the type of preparation you receive The student teacher in the humanities and educational faculties, and the importance of acquiring functional skills that qualify her to carry out her work in the future, and to satisfy her cognitive needs. In response to the process of scientific progress and the contemporary information and communication revolution, and given the role played by the school and the cooperating teacher as important parties and active partners in practical training, and the absence of research information related to training programs in terms of their type, objectives, and importance to the student-teacher from the point of view of the school and the cooperating teacher. This study comes to cover the shortcomings It is clear in this field that it may contribute to making decisions that will shed light on the training needs provided to students of universities and middle colleges and raise the level of field training programs and develop them to reach professional growth for the student-teacher in the future.

Given the nature of the researcher's work related to the follow-up of female student teachers during the field education period, where he noticed some drawbacks on the nature of the program, which prompted the researcher to come up with the idea of the current research, which is based on the importance of conducting continuous evaluation studies to find out the reality of field training and knowledge of strengths and weaknesses and avoiding them from the survey of the opinions of the female student teachers with all impartiality of the nature of the field training program and they are about to graduate from the university or the intermediate

college, and accordingly, this study came intending to evaluate the effectiveness of the field training course from the point of view of the student teachers and to achieve what the study aims at, it is possible to formulate a problem by answering the following questions:

The first question: What are the opinions of female student teachers at Al-Balqa' Applied University at the Salt College for Human Sciences regarding the field training course and the administrative and organizational procedures carried out by the college and the academic department?

The second question: What are the views of female student teachers at Al-Balqa' Applied University at the Salt College for Human Sciences towards the roles of the academic supervisor, the cooperating school principal, the cooperating teacher, the capabilities of the application school, and the extent to which they perform the tasks required of them?

The third question: Are the opinions of female student teachers at Al-Balqa Applied University at Al-Salt College for Human Sciences affected in their evaluation of the roles and tasks of the college, the academic department and its procedures, the academic supervisor, the cooperating school principal, the cooperating teacher, and the financial capabilities according to the study variables, the academic degree, the student's cumulative grade point average, and the type of cooperating school?

Objectives of the study

This study aims to evaluate the field training course from the point of view of the female student teachers who meet the requirements of this course through the following domains: The role of the college and the academic department and its procedures, the role of the academic supervisor, the role of the cooperating school principal, the role of the cooperating teacher, the role of the school's financial capabilities, and getting to know the degree of differences in the average estimates of a sample of female students for the role of each faculty, department, academic supervisor, school principal, cooperating teacher, and the school's financial capabilities are attributed to the variables (academic degree, grade point average, type of cooperating school). And to identify the extent of the effectiveness of the field training course at the Salt College for Human Sciences in the Department of Educational Sciences in employing the teaching skills is necessary for the teaching profession from the point of view of the student teachers.

The Significance of the Study

The importance of the study is summarized in the following matters:

A review of the functional role of the field training program reveals the follow-up to evaluate the performance of student teachers, and to indicate the strengths, weaknesses, and shortcomings of the program; to strengthen the strengths and avoid the shortcomings in the design of training programs and working to improve them for the better.

The results of this study may draw the attention of officials for developing programs for preparing female student teachers in public and private universities and intermediate university colleges regarding its positive or negative aspects towards the teaching profession in the future.

The results and recommendations of the study, which are based on knowing the views of the female student teachers after undergoing field training and experiencing real practice and experience, may benefit from their opinions about the roles of the study's domains, and to reconsider the planning, implementation, and evaluation processes. And to introduce improvements and forms of development and change that they deem appropriate to make this course more attractive and effective.

Clarifying the role that the field training course plays and the extent of its contribution to preparing student teachers to carry out the basic tasks of the teaching process by employing the learned aspects of the field training course into a real practical practice that will help her in practising the teacher's role in the future.

The results of the study may contribute to the rehabilitation and training of female student teachers in line with the rapid scientific developments of curricula, teaching strategies and modern educational technologies.

Limitations of the study:

This study is determined by many determinants, the most important of which are:

Locative limits: This study was limited to students at Salt College for Human Sciences - Department of Educational Sciences - Al-Balqa Applied University.

Human limits: Female students majoring in child education who have completed (90) credit hours or more at the end of the fourth level, and intermediate diploma students at the second-year level, who completed the field training period during two semesters and realistically lived the pros and cons of the field training period, and they can express their opinion on the specific field training according to the study plan.

Time limits: the first and second semesters of the academic year 2020-2021, and the first semester of the academic year 2021-2022.

Method

- Research Design: The study followed the descriptive analytical approach with its scientific steps, to be in line with the nature of the study, its problem, its objectives, information and try to interpret it to reach some conclusions.
- Study Population: The study population consisted of field training students at Al-Salt College for Human Sciences in the Department of Educational Sciences specializing in child education, and they numbered (160) students who were registered for the field training course for the first and second semesters of the academic year 2020-2021, and the first semester of the academic year 2021- 2022 from the fourth level of undergraduate students.
- The study sample: The study sample was chosen deliberately, as the study sample consisted of (130) female students, which is (80%) of the field training student community. By comparing the study sample with the study population, it was found that it is highly representative and sufficient for this type of study, and table (1) shows its distribution by variables.

Table (1)
 Distribution of the participating female student-teachers according to the variables.

Variable	Sample	Excellent	Very good	Good	Acceptable	Total	Variable Level	Schools number	Total students	Sample percentage
GPA	130	28	33	37	32	130	Government school	8	52	%40
Percentage		%22	%25	%28	%25	%100	Private School	20	78	%60

Study tool:

The researcher used the questionnaire as a basic tool for collecting data and information. In building it, the researcher relied on the following sources: reviewing a set of related studies, and conducting interviews with some students, supervisors, school principals and cooperating teachers about the reality of field training, and the researcher’s scientific and practical experience, from during his work as a faculty member at the university and supervising field training students for the intermediate diploma and bachelor’s stages, and analyzing the goals included in the field training course in the plan prepared in advance by the department.

Correction of the study tool:

The response level for each of the questionnaire items was graded according to the five-point Likert scale and Table (2) shows the necessary statistical treatments after dividing the categories into three levels to interpret the estimates of the study sample members on each item of the tool, arranging the responses, calculating their weights, and the degree of effectiveness criterion for this study is according to the means category.

Table (2).

The response scale for the tool used in the study according to the statistical standard, the order of the responses, the calculation of the degree of the answer and the criterion of the degree of effectiveness

Answers	Answer score	Arithmetic Average category	Degree Of effectiveness
Very high score	5	2.33 – 1.00	Low
High score	4	3.66 – 2.34	Medium
Medium score	3	5.00 – 3.67	High
Low score	2		
Very low score	1		

The domains of the study tool were defined as follows:

The first domain: It is represented by the role of the college and the department and its administrative and organizational procedures, and it has (14) statements, and the second domain: Is represented by the role of the

academic supervisor and has (14) statements, and the third domain: It has (9) statements, and finally the fifth domain: It is represented by the role of the financial capabilities available to the school and has (6) statements. The trained student was asked to put (X) in the appropriate column for the phrase following the degree of sense of the field of evaluation for each domain and its statements.

The validity of the study tool:

To verify the validity of the tool, the study followed several methods, as follows:

Apparent validity: To ensure the apparent honesty of the tool, the questionnaire was presented with its domains and statements to a number of arbitrators from faculty members who specialize in curricula, teaching methods and psychology at Al-Balqa Applied University and a reputable university, and those involved in overseeing field training from a doctorate degree And their number (10) jury members, with the aim of knowing their opinions and observations on the domains and statements of the questionnaire in terms of the validity of this tool in measuring the goals associated with this study, the number of items of identification, the validity of the statements, and the appropriateness of the statements of the resolution in terms of formulation, clarity and coverage of the considered concept, delete or add any domain or statement as the arbitrators see it, amend what is required to amend , and transfer statements from one domain to another, the opinions and observations of the arbitrators were taken into consideration, and the statements that were agreed upon were adopted (80%) From the arbitrators, and after it reached its final form, the sincerity of the internal consistency of the questionnaire was calculated by finding the correlation coefficient and the stability of the return between each of the study domains and the overall degree of the questionnaire as shown in the table (3).

Construct validity: The reliability factor was calculated in two ways:

The first method: the use of the alpha Cronbach stability coefficient by applying it to a survey sample consisting of (20) students from the study community and outside its sample, and the value of the stability factor has reached (0.95), and this indicates that the resolution is characterized by high stability.

The second method: Using the Test Re-Test method on a survey sample consisting of (30) students from the study community and outside its sample, and with a time difference of two weeks between the two measurements, as the total stability factor reached (0.93), and the link between the dimensions was extracted each other, and the tool as a whole as an indication of the reliability of the device's hypothetical construction, was as in Table (4).

Table (3)

Values of the stability coefficients for the fields of the study tool and the tool as a whole in the two methods of internal consistency (Cronbach Alpha) and the stability of repetition

Number	Domain	Number of Statements	Cronbach's Alpha	Test re-test reliability	Sig
1	Role of the college and department	14	0.86	0.84	0.01
2	Role of the academic supervisor	14	0.89	0.86	0.01
3	Role of the cooperating school principal	10	0.88	0.87	0.01
4	Role of the cooperating teacher	9	0.87	0.85	0.01
5	Role of the school's financial potential	6	0.70	0.70	0.01
	Total domain reliability	53	0.95	0.93	

Table (4).

The correlation coefficient matrix for the study tool domains together and each with the total degree

Domain	The first	The second	The third	The fourth	The fifth	Tool as A whole
Role of the college and department	1.0	0.89**	**0.44	**0.43	**0.33	**0.84
Role of the academic supervisor		1.0	**0.44	**0.51	**0.30	**0.86

Role of the cooperating school principal			1.0	**0.92	**0.84	**0.82
Role of the cooperating teacher				1.0	**0.68	**0.82
Role of the school's financial potential					1.0	**0.65
Total domain reliability						1.0

** Value is a statistical function at the level of connotation ($?? \leq 0.01$)

It is clear from Table (4) that the correlation coefficients between each of the domains of the study tool, and the total score ranged between (0.65 - 0.86) and all of them are statistically significant at the level of ($?? \leq 0.01$), which indicates the sincerity of the internal construction of this tool.

Study variables

First: Classified Independent Variables: This study included three independent variables: the degree of science and it has one level (Bachelor's degree). The cumulative rate has four levels (excellent, very good, good, and acceptable). And the type of school has two levels (Governmental, Private) as for the dependent variable: the effectiveness of the field training course from the point of view of female students (The trainees) in the field of child education at the University of Al-Balqa, according to the domains mentioned in the study.

Statistical processing:

The statistical package of Social Sciences (SPSS) was used to perform statistical treatments where the data resulting from the responses of the study sample members were discharged into the computer, and the alpha Cronbach coefficient was used to know the stability of the tool, extracting computational averages, standard deviation, relative weight, and arranging statements descending according to the arithmetic averages for each statement and domain of the study to know the most important statements of the tool from the point of view teacher-student, as well to know the most and least effective domains of the study in the field training program, a triple contrast analysis was used to find out the extent of the influence of students' opinions on their evaluation of the roles and tasks of the college and academic department, academic supervisor, director of the cooperating school, cooperating teacher, and the material capabilities of the cooperating school according to the academic degree variables, Cumulative student rate estimation, type of cooperating school.

Results and Discussion

The following is a presentation of the results reached, as the data was collected by the study tool (data) and presented according to the study questions.

Discussing the results of the first question; which states the following: What are the opinions of female student teachers at Al-Balqa Applied University in the Al-Salat College of Humanities in the field of the training course and the administrative and organizational procedures carried out by the college and the academic department? To answer this question, the researcher calculated the averages and deviations after arranging them descending according to the degree of their prevalence.

Table (5).

Means, standard deviations, relative weight, and degree of effectiveness of the college domain and academic domain statements in descending order

No.	Statement	Mean	standard deviations	relative weight	degree of effectiveness	Rank
	The college provides specialized academic professors with efficient field experience	49	61	0%	High	
	The college sets preconditions for registering field training course	49	71	0%	High	
	The department, in cooperation with the Deanship of the College, sends me an official letter to the Directorate of Education in the governorate	49	71	0%	High	

0	The department's procedures for field training are characterized by effective planning and organization	49	61	0%	High	
	The college allocates a place prepared in cooperation with the governorate's education directorate for the purpose of field training	48	61	0%	High	
	Field training course registration begins early	41	74	3%	High	
	We are sensitized by the department on the field training plan and goals before heading to the training school	88	63	3%	Medium	
	The college is keen to communicate with us through the college's field training department	88	63	3%	Medium	
1	We have difficult transportation to reach school in time	88	62	3%	Medium	
0	The department's procedures for field training are characterized by effective planning and organization.	49	61	0%	High	
1	We have difficult transportation to reach school in time	88	62	3%	Medium	
3	The department holds introductory and orientation meetings for trained students	88	62	3%	Medium	0
	The field training period is sufficient to acquire planning skills and prepare lessons	78	65	5%	Medium	1
2	The department provides an opportunity for micro-education before the start of the training period	78	63	5%	Medium	2
4	The field training course is characterized by its long period	78	63	5%	Medium	3
	My opinion is taken when I go to the training school I want	25	44	5%	Low	4

It is clear from table (5) that the arithmetic average for the college domain and academic section statements ranged between (1.25 - 4.49), And that the top of calculations was for a statement (The college provides specialized academic professors with good and efficient field experience) And reached its arithmetic mean (4.49) And a relative weight of its amount (90%) with a high degree of effectiveness or compatibility, then followed by a statement (The college sets preconditions for registering field training course and reaching its arithmetic mean (4.49). And a relative weight of its amount (90%) with a high degree of effectiveness, the result of this statement was consistent with the results of a study (Helis, 2011) Then a statement (The department, in cooperation with the Deanship of the College, sends me an official letter to the Directorate of Education in the governorate) reached its arithmetic mean (4.49) And a relative weight of its amount (90%) and with a high degree of effectiveness. Then the statement (The department's procedures for field training are characterized by effective planning and organization) reached its arithmetic mean (4.49) and relative weight of its amount (90%) with a high degree of effectiveness, this result can be attributed to the fact that the college and the department provide highly academic professors to supervise field training, in addition to that the college and the department introduce female students to the specialization plan before the beginning of each academic year. Besides, they emphasize the ability of students to register for the course of field training after covering 90 hours or more. In addition to that, the college and the department organize the work in advance and continuous coordination with the Directorate of Education in the governorate in determining the schools that attract female students during the field training period with an official letter that the teacher-student will fill by the college and the department and then send it to the Education Directorate to distribute female student teachers according to vacancies on schools designated by the directorate.

While the statement (My opinion is taken when I go to the training school I want) was at the last rank with an average account of (1.25) and a relative weight of its amount (25%) with a low degree of effectiveness, and this result can be attributed to the fact that there is continuous cooperation and coordination between the college

administration, the department, and the directorate in choosing cooperating schools. And in return, it does not take the opinion of the teacher-student in choosing the school in which she wishes to train, in terms of its proximity to housing or public transportation. but a place Training according to the criterion for selecting female teachers who hold a bachelor's degree and have experience exceeding (7) years to ensure proper training, in addition to the fact that some schools have cooperative teachers with a mid-diploma degree, it was necessary to be careful in the process of selecting cooperating schools and cooperating teachers with each objectivity, and the results of this study differed with a study (Gishan, Al-Abadi, 2013) Which indicated the emergence of some negatives in the practical education program at Al-Zaytoonah Private University in Jordan as well as in the university's actions taken towards it.

Discussing the results of the second question: which states the following: What are the opinions of female student teachers at Al-Balqa Applied University in the Salt College of Humanities towards the roles of the academic supervisor, the director of the cooperating school, the collaborating teacher, the material capabilities of the cooperating school, and the extent of carrying out the tasks required of them? Table shows (6) Arithmetic averages, standard deviations, and efficacy scores for study sample responses for the five-domain statements as follows:

Table (6).
 Means and standard deviations for each domain are descending

Domain	No.	Mean	standard deviation	Relative weight	degree of effectiveness	Rank
Academic supervisor	4	88	44	8%	High	
College and department	4	43	38	7%	Moderate	
Cooperating Teacher		61	44	2%	Moderate	
Cooperating School principal	1	15	41	3%	Low	
School financial potential		70	32	4%	Low	
Total score	3	97	33	0%	Moderate	—————

It is evident that the results of table (6) shows the arrangement of main study domains according to the arithmetic average, the domain (The role of the academic supervisor) has come first, as for the domain (The role of the college and the department) It came second, while the domain (The role of the cooperating teacher) came third, while the domain (The role of the cooperating school principal) came fourth, the related domain (The role of the school's financial potential) It came in the fifth and last rank. The results of the tables shown below are shown (7,8,9,10) The arithmetic mean of the statements of the focus of the academic supervisor of the field training program from the point of view of female teachers may range from (2.75 - 4.49), While the arithmetic mean came to the domain of the cooperating school principal between (1.17 - 2.78) And the mean of the cooperating teacher domain is between (1.16 - 4.461), While the arithmetic means of the domain of the financial capabilities available for school is between (1.13 - 2.78).

First: Results related to the role of the academic supervisor: Table (7) shows the mean arithmetic and standard deviations after arranging them descending according to their degree of popularity:

Table (7)
 Means, standard deviations, relative weight, degree of effectiveness, and rank for statements of the academic supervisor domain are descending

No.	Statement	Mean	standard deviation	Relative weight	degree of effectiveness	Rank
	Good handling of school administration and cooperating teachers appears while dealing with them	49	61	0%	High	
	It provides us with regulations, instructions and regulations when	49	71	0%	High	

	training begins					
	He meets constantly with the teacher-student after the class ends to discuss her teaching performance	49	61	90%		High
	He follows with great interest the daily preparation books and makes his observations	49	71	90%		High
	Female teachers are allowed to exchange class visits	48	63	90%		High
0	It provides us with sensory examples of pre-prepared lessons to follow	47	72	90%		High
3	It focuses on the formulation, clarity, integrity and diversity of educational outcomes	46	73	90%		High
4	We are encouraged to use and create various educational methods from the local environment	46	68	90%		High
	We encourage innovation and creativity during class teaching	41	74	88%		High
	It allows us to express our views during discussions	38	62	88%		Medium
	It urges us to pay attention to appearance and behaviour before, during and after the training period	37	62	77%		Medium
	Always attend to the largest number of classes for female student teachers	27	63	56%		Medium
1	It focuses on guiding teaching competencies from planning, implementing and evaluating	27	69	55%		Medium
2	Interested in making notes and directions on the progress of activities accompanying the curriculum	27	69	55%		Medium

Table No (7) shows the value of the arithmetic mean for this domain was between high and medium by members of the study sample. The statements related to guidance, supervision, follow-up, and the employment of professional experiences for the role of the academic supervisor in the field training program are as follows: (It focuses on the formulation, clarity, integrity, and diversity of educational outcomes) reached its arithmetic mean (4.46) and relative weight of its amount (89%) and effectively (High). (Interested in making notes and directions on the progress of activities accompanying the curriculum) reached its arithmetic mean (2.75) and relative weight of its amount (55%) and effectively (Medium). (It focuses on guiding teaching competencies from planning, implementing, and evaluating) reached its arithmetic mean (2.75) and relative weight of its amount (55%) and effectively (Medium). (He follows with great interest the daily preparation books and makes his observations) reached its arithmetic mean (4.49) and relative weight of its amount (90%) and effectively (High). (Always attend to the largest number of classes for female teachers) reached its arithmetic mean (2.78) and relative weight of its amount (56%) and the degree of effectiveness is (Medium). (Female teachers are allowed to exchange class visits) reached its arithmetic mean (4.48) And a relative weight of its amount (90%) and degree of effectiveness is (High). (It provides us with sensory examples of pre-prepared lessons to follow) reached its arithmetic mean (4.47) and relative weight of its amount (89%) and effectively (High). (It allows us to express our views during discussions) reached its arithmetic mean (2.88) and relative weight of its amount (58%) and effectively (Medium). As for the role of the academic supervisor in supporting and encouraging the teacher. The statements related to this role came with high levels of effectiveness, namely: (We encourage innovation and creativity during class teaching) reached its arithmetic mean (4.41) and relative weight of its amount (88%) and effectively (High). (It provides us with regulations, instructions and regulations when training begins) reached its arithmetic mean (4.49) and relative weight of its amount (90%) and effectively (High). (We are encouraged to use and create various educational methods from the local environment) reached its arithmetic mean (4.46) and relative weight of its amount (89%) and effectively (High). Whereas, the statements related to his role in good treatment and behaviour are as follows: (Good handling of school administration and cooperating teachers appears while dealing with them) reached its arithmetic mean (4.49)

and relative weight of its amount (90%) and effectively (High). (It urges us to pay attention to appearance and behaviour before, during and after the training period) reached its arithmetic mean (2.87) and relative weight of its amount (57%) and a medium degree of effectiveness.

Thus, it becomes clear that the academic supervisor, as expressed by the members of the study community through their responses to the study, performs the tasks required of him to a high degree, especially with regard to focusing on the formulation of educational outcomes, clarity, safety and diversity, and following up with great interest the daily preparation books and placing his notes on them, and allowing the student teachers to exchange Class visits, providing sensory models for lessons prepared in advance, encouraging innovation and creativity during classroom teaching, encouraging the use and innovation of a variety of teaching aids from raw materials of the local environment, providing student teachers with regulations, instructions and regulations at the start of training, and showing good dealings with school staff and teachers, This result may be attributed to the fact that the academic supervisor is aware of his role during the field education programs in supporting and encouraging the student teacher in building her professional personality and developing it for the better, and assisting her in developing her teaching capabilities and increasing her self-confidence and love for the teaching profession; In addition to that, there are specific foundations and standards by the department, and clear instructions that guide the academic supervisor with the aim of unifying the foundations of supervising the field training students. Moreover, the selection of the academic supervisor has all the specifications of an effective and influential supervisor, who has experience and competence in education, and high efficiency in consolidating human relations and their enhancement with the school administration and teachers because of his absolute belief that good human relations lead to the provision of a safe school environment free from complications or fraught atmospheres. This result is consistent with what was indicated by the study (Al-Ghishan and Al-Abadi, 2013) that the academic supervisor performs the tasks required of him to a high degree, and the study (Thursday, 2004), which indicated that the performance of the academic supervisor for field training, in general, is good, as he is keen on providing students with many teachers Of the necessary educational experiences and competencies, and differs with them in the weakness of the supervisors' focus in consolidating the relationship between the student teacher and the staff at the school's administrative staff, where the result in this study came in the first place and with a high degree of agreement.

Second: The results related to the role of the cooperating school principal: Table (8) shows the arithmetic averages, standard deviations, and the degree of effectiveness of the responses of the study sample members concerning the statements of the domain of the cooperating school principal and their ranks:

Table (8)

Means and standard deviations of the statements of the domain of the cooperating school principal, arranged in descending order

No.	Statement	Means	standard deviation	Relative weight	degree of effectiveness	Rank
	Choose us the most professional teachers to cooperate with us	78	66	5%	Medium	
	It clarifies the school's regulations, instructions, and educational laws concerning female student teachers	78	66	5%	Medium	
	They give us some basic information regarding the school's system and administration	77	67	5%	Medium	
	We got to know the teachers and administrators at the school at the beginning of the field training period	77	67	5%	Medium	
	It provides us with opportunities to use a variety of educational aids suitable for my field of specialization	77	67	5%	Medium	
	Takes seriously the evaluation of field training students	77	67	5%	Medium	
	She cares about our attendance, discipline, and commitment to the morning assembly and the entire school day	27	49	5%	Low	

	She constantly urges us to participate in extra-curricular school events and activities	26	49	5%	Low	
	Cooperating with the academic supervisor regarding the proper implementation of the field training course	18	45	4%	Low	
	It makes an effort to integrate us into the school community smoothly	17	43	3%	Low)

Table No. (8) shows that the responses of the study community members towards the cooperating school principal performing the required and expected role and tasks are not positive, as all of its statements came with varying degrees of approval between (medium and low), where the arithmetic mean values of the statements of this domain ranged between (1.17-2.78).), and that the statement that states (we choose the most efficient female teachers to cooperate with us) got the first rank with an arithmetic average of (2.78) and a relative weight of (56%) and an effective degree of (medium), and that the statement that states (clarifies the school's regulations, instructions and educational laws About female students, teachers) ranked second with an average of (2.78) and a relative weight of (56%) and an effective degree (medium), and this can be attributed to the fact that the school principal is aware of her role in the necessity of clarifying the tasks of the field training program during application in the school through knowing what rights and duties the student-teacher has and what obligations she has in training so that they are not tainted by ambiguity or interference. And for this reason, for the school principal to clarify the tasks is to give the student-teacher a comprehensive knowledge of the laws and regulations that concerns the field training program and the mechanism of its implementation and application under the supervision of the cooperating school administration. In addition to the school principal's awareness of the importance of the trainee student being under the supervision of an efficient teacher in teaching because this will be reflected in the future of generations and increase their motivation towards the teaching profession.

While the statement that states: (make an effort to integrate us into the school community smoothly) ranked last with an arithmetic average (1.17), a relative weight of (23%) and a (low) effectiveness, and the result can be attributed to the inability of the school principal to provide the climate with The appropriate educational program for the student-teacher in providing the opportunity for her to participate effectively in practical training and to acquire diverse academic experiences as a mediator between the college, the school and the community by playing its role in clarifying the objectives of the training programs for members of the school community; Especially as it is a new experience for the student-teacher who needs someone to support, guide, guide and help her in Integrate it with the school community.

The results of this domain indicate that the cooperating school principal does not perform the required roles and tasks as expected of her towards assisting the trainee teachers, taking their hands, and raising their level, which indicates that the female student teachers find limited cooperation and insufficient educational guidance and study per the comprehensive quality standards of education on the part of the school principal. The researcher attributes this to the large number of routine burdens, whether administrative or supervisory entrusted to the school director, in addition to the absence of an educational policy binding on schools to communicate with faculties of education and their departments, as they are merely letters issued to schools about the need to cooperate with universities, and the absence of good coordination and cooperation between the university and cooperating school principals, which At the very least, it will necessarily lead to results that do not help positively in improving the performance of female student teachers, and the lack of the field training program in providing the opportunity for female student teachers to use their information and skills during training. And this confirms that the school principal is satisfied with consulting with the academic supervisor when visiting the school, considering The supervisor is the representative of the college and the results of the study agree with the results of the study (Al-Ghishan and Al-Abadi, 2013), which indicated that the principals of cooperating schools failed to perform the tasks required of them, as their practice of those tasks came to a moderate degree. General, practical, administrative, performance and professional.

Third: Results related to the role of the cooperating teacher.

Table (9) shows the means, standard deviations, and the degree of effectiveness of the responses of the study sample members concerning the statements of the domain of the cooperating parameter after they are arranged in descending order according to the degree of their prevalence:

Table (9)

Means, standard deviations, relative weight, degree of effectiveness, and rank of the statements of the cooperating parameter domain

No.	Statements	Means	Standard deviation	Relative weight	Degree of effectiveness	Rank
	Provides appropriate guidance on how to prepare the lessons that I carry out	46	68	9%	High	
	Guides how to choose enrichment or supportive educational activities	78	65	5%	Medium	
	Intervenes in the classroom teaching process at the appropriate time and in the most appropriate manner during the application period	78	65	5%	Medium	
	Provides trainees with effective feedback on their teaching performance	78	65	5%	Medium	
	Configures the implementation of real lessons that are not boring or repetitive	75	65	5%	Medium	
	Provides advice, guidance and encouragement through building normal and good relationships	75	65	5%	Medium	
	Directs processes towards selecting the most appropriate strategies to motivate the students in the class	74	65	5%	Medium	
	Assists in preparing and selecting the materials and teaching aids I need to teach.	25	64	5%	Low	
	Provides the necessary information on how to evaluate students and monitor their classwork.	16	41	3%	Low	

It is clear from Table No. (9) that the arithmetic average of the statements of the domain of the cooperating parameter ranged between (1.16 - 4.46), and that the statement that states (providing appropriate directions in how to prepare the lessons that I implement) got the first rank with an arithmetic average (4.46) With a relative weight of (89%) and with a degree of approval (high), this may be attributed to The cooperating teacher's possession of practical field experience in the skill of preparing lessons as an acquired skill that requires more prior training with a focus on the practical side and not limited to the theoretical side. It is the main domain in the implementation of the field training program and has the largest share in the evaluation by the academic supervisor and the resident supervisor at the school throughout the semester. In light of the foregoing, Al-Sari (2009) confirms that the field application is a transitional link between the field of study and the field of work, which indicates the importance of the active role played by the cooperating teacher during the training period in developing the skill of preparing lessons for the trainee teacher and providing her with the necessary feedback on performance and teaching skills, which is a positive thing that leads to an improvement in her performance, and her professional personality, and giving judgment in evaluating her educational efficiency, while the statement that states (providing the necessary information on how to evaluate students and follow up their classwork) got the last rank with an arithmetic average (1.16) and a relative weight of (23%) and a (low) degree of compatibility. This is due to the cooperating teacher not trying seriously to provide the best evaluation methods for the student-teacher when evaluating students and the mechanism for following up and discussing school duties and providing the necessary feedback. The important experiences that the student-teacher must live within the classroom, and the result may be that the cooperating teacher does not give enough opportunity to conduct different types of assessment for the students in the class by involving her in formulating daily, monthly and quarterly tests or correcting and discussing daily tests and assignments, or it may refer to the reason of the lack of confidence of the cooperating teacher in the performance of the student-teacher as a trainee in the teaching profession, and she did not reach an appropriate level of professional experience. A relationship in the

field of evaluation that qualifies her to carry out the original or basic duties of the teacher, in addition to the large number of burdens placed on teachers in light of recent educational developments, and the results of this study agree with the study (Al-Jaafira&Al-Qatawneh, 2011), which indicated the shortcomings in the acquisition of assessment skills by student teachers.

Fourth: Results related to the role of the physical capabilities available to the school.

Table (10) shows the arithmetic means, standard deviations, and degrees of agreement of the responses of the study sample members for the items of the school's financial capabilities domain and their ranks:

Table (10)

Means, standard deviations, relative weight, degree of effectiveness, and rank of the statements of the domain of the school's financial potential, as expressed by the study sample members, arranged in descending order.

No.	Statements	Means	Standard deviation	Relative weight	Degree of effectiveness	Rank
	Availability of physical reinforcements to encourage and enhance students' learning.	78	67	56%	Medium	
	The school meets the teachers' needs for educational supplies at a high speed and without delay.	77	65	55%	Medium	
	Availability of suitable external spaces to carry out and take out the lesson if required.	16	45	33%	Low	
	Availability of sufficient classroom space to implement and deliver the lesson effectively.	15	40	33%	Low	
	Availability of tools, devices, and aids for the implementation and delivery of the lesson.	13	38	33%	Low	
	Mode standard classrooms are available at the school.	13	40	33%	Low	

It is evident from Table No. (10) that the arithmetic means of the items in the domain of the school's potential and material capabilities ranged between (1.13 - 2.78), and that the statement that states (the availability of material reinforcements to encourage and strengthen students to learn) ranked first with an arithmetic average of (2.78) and a relative weight at a degree of (56%) and an effective degree of (medium). And that the statement that states (the school meets the teachers' needs for educational supplies at a high speed and without delay) got the second place with an arithmetic average (2.77) and a relative weight of (55%) and an effective degree (medium). This can be attributed to the school administration's interest and serious cooperation in providing educational tools and supplies to implement the content of the school curriculum, addressing problems encountered in the implementation of the lesson with a quick and timely response in light of the school's capabilities, and providing simple material reinforcements to encourage and increase students' motivation towards learning according to modern strategies in The teaching process, which indicates the school administration's vision of the importance of diversifying means of reinforcement and that it is an integral part of the teaching process that helps students raise their academic achievement.

While the statement that states (the school's model classrooms are available) got the last rank with an arithmetic average of (1.13) and a relative weight of (23%), and the result may be attributed to not taking into account when designing and building new schools the importance of providing external spaces and designing Exemplary and pilot classrooms sufficiently; In addition to the availability of the necessary educational tools, devices, and aids to implement the content of the school curriculum, and the reason may be that most of the schools in the governorate are rented buildings or buildings of a traditional nature and in crowded places where it is difficult to renovate and modernize the building.

Discussing the results of the third question: which states the following: Are the opinions of female student teachers at Al-Balqa' Applied University in Al-Salt College of Human Sciences affected in their evaluation of the roles and tasks of the college, the academic department and its procedures, the academic supervisor, the cooperating school principal, the cooperating teacher, and the financial capabilities according to the variables of estimating the student's cumulative average, type Cooperating school? To answer this question, the researcher conducted a triple variance analysis to find out the effect of female student teachers in their evaluation of the

roles and tasks of each of the colleges, the academic department, its procedures, the academic supervisor, the cooperating school principal, the cooperating teacher, and the financial capabilities according to the study variables. Table (11) shows a summary of the results of this statistical analysis.

Table (11).

The results of the three-way analysis of variance of the average estimates of the study sample members on the tool as a whole and according to the variables of academic degree, estimation of the student's cumulative average, and the type of cooperating school

Source of variation	Sum squares	Degrees of freedom	Mean of squares	F	Sig
Cumulative average	195		065	576	632
School type	001		001	105	747
Error	3.987	24	113		
Total	160.787	30			

Table (11) shows that the value of (F) computerized at the indicative level ($\alpha \leq 0.01$) is not statistically significant according to the variables of the three academic grade studies, the cumulative student rate estimate, the type of school cooperating for all five domains of the study mentioned earlier, it can be said that the opinions of female students in their assessment of the roles and tasks of the college and the academic department and its procedures, supervisor, school principal, cooperating teacher and available material potential are not affected by certain variables estimate the cumulative student rate, the type of school cooperating. This result may be due to the similar circumstances between the female students trained in terms of educational and academic preparation in the Department of Educational Sciences, and their application in certain schools in Al-Balqa Governorate has similar potential and circumstances, making their view of the field training course similar and equal. This study is consistent with the study (Al-Ghaishan and Al-Abadi, 2013; Al-Qassem and Halas, 2011), and the results of the study did not agree with the study (Halawa et al., 2012), which showed differences in the study variables, and the results of the study agreed with what the study indicated (Hamidi, Jawhar and Shahin, 2016) that there were no statistically significant differences between the responses of individuals.

Conclusions

In the light of the findings, the study reached the following conclusions:

* There are no statistical differences in the evaluation of the field training course in the Department of Educational Sciences, which specializes in child education at the Applied University of Balqa from the point of view of female student teachers depending on the variables of academic degree, cumulative rate, and school type. From the point of view of female students, the financial potential is low. The college and the department are bound by effective organization and planning and continuous communication with field training authorities according to the point of view of female student teachers, in addition to a clear plan prepared in advance by the department for the academic supervisor to train female teachers. From the point of view of female students, the academic supervisor restricts teachers by giving feedback and guidance at each field visit during the field training period. The role of the headmaster in monitoring the performance of female teachers and improving the development of their professional performance within the classroom is weak. They did not give the teacher-student enough opportunity to conduct the different types of the calendar for their students within the class, as the statement on the calendar obtained an average account (1.16) and a relative weight of (23%) and a low approval score.

Recommendations

Significant attention to field training as a collaborative process involving the following parties: the teacher-student, the school principal and her administrative staff, the cooperating teacher, the academic supervisor, the college and its procedures, the department and its academic staff. Develop a list of the names of schools cooperating in the agreement between the Faculty of Education and its academic departments and the directorates of education in the provinces per the criteria and foundations that keep pace with modern educational developments and at the very least have a stimulating learning environment to ensure the level of training. Developing and reforming the outputs of field education programs in terms of the technical and

administrative aspects associated with it, and raising the adequacy of the productive trainee in preparing her for the teaching profession by paying attention to teaching methods and using the specific educational means in training schools and accompanying the learning process, in addition to strengthening the relationship and coordinating the continuous cooperation between the university and the cooperating schools periodically. Study the reality of the study plans in the bachelor's and middle diploma stages and match them with the educational curricula in the Ministry of Education for kindergarten and primary school. Holding regular meetings between the academic supervisor and the trainee students to benefit from his experiences, and discuss the common aspects related to field education, to identify the most important technical, administrative and organizational obstacles facing the trainee student during the application period, and work on the development of solutions and plans to address and these problems or difficulties. Conduct realistic and actionable studies dealing with the evaluation of training programs offered to middle diploma and bachelor's students from the point of view of the department and academic supervisor in the light of contemporary educational trends and achieving the principle of comprehensive quality.

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