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Assessing Teaching Skill Development in Field Training Students at Jordanian University's College of Educational Sciences Using Pedagogical Foundations

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Abstract: The process of providing students with cognitive skills contributes to strengthening and developing their personalities, and providing them with experiences that are compatible with the needs and requirements of the labor market, in addition to forming positive attitudes among students towards the work environment. Accordingly, this study came to explain the reality of educational skills among field training students in the College of Educational Sciences in Jordanian universities.This study relied on a descriptive approach, and the research community was represented by field training supervisors in universities and teachers of the schools concerned with receiving these students. The size of the study reached 131. Individuals were selected by random sampling, and a questionnaire tool was developed to collect their responses about the reality of educational and soft skills. The results of the current study revealed that the field training students' possession of educational skills, from the point of view of their supervisors and teachers, was at a high degree, as the arithmetic average was estimated at (2.87), and the students' possession of soft skills was at a moderate degree, as their arithmetic average reached (2.55), as indicated by the results of the study. There were statistically significant differences in the responses of study individuals according to the job description variable regarding the fields of study, and they were in favor of teachers in the field of educational skills and favor of supervisors in the field of soft skills. pect of scientific research related to field training for university students, in addition to its contribution to helping training supervisors identify the strengths and weaknesses of the trainees by observing and evaluating their performance and the extent of their competence. The extent of their acquisition of skills, in addition to its role in assisting the competent authorities in developing an evaluation form for field training students on scientific and personal skills.

Keywords: soft skills; field training; Pedagogical Foundations; Educational Sciences.
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Theoretical background and Questions

Educational systems face overlapping challenges globally and locally at all economic, social, political, and other levels, which has led to the necessity of developing university strategies and goals to achieve the requirements imposed by these challenges. As universities are interested in implementing change and providing higher education, the labor market is filled with practically and academically qualified individuals.

The teacher is one of the most important elements of the educational process, through which the goals of education are achieved. The importance of this element has increased in light of the information and communications revolution and the multiplicity of educational roles. For this reason, higher education leaders sought to prepare and qualify teachers through a number of courses that focused on experiences and activities, and field training is considered one of the most important of these courses because it aims to develop the characteristics of its students by providing them with knowledge and skills related to a contributing professional context (Kuzmina *et al*., 2020).

The development of societies has increased the need to train qualified specialists in the field of education

capable of achieving the goals of the educational process in light of the continuous developments of modern education strategies and techniques (Kutepov, *et al*. 2017), This is because this constantly changing environment requires the presence of people capable of meeting its requirements (Natalie*, et al*. 2019), After the student teacher masters his theoretical subjects, he must move on to apply what he has learned on the ground (Pometun and Gupan, 2018), Whitney and Nieto (2002) emphasized that the field training experience allows the knowledge acquired in theoretical lessons to take on its true meaning.

Muscatelli (2008) stressed that the student's integration into field training contributes to his social and professional upbringing and provides him with opportunities to learn and continuously negotiate with his preconceived ideas about the school environment. Accordingly, Arab education policies seek to develop strategies capable of empowering and providing students with solid academic skills related to knowledge and experience and the ability to carry out the tasks specified for their job description, in addition to providing them with soft skills that focus on social and psychological formation and methods of communicating with others.

These skills increase a student's flexibility, adaptation, and success in professional and personal life because they cover all areas of life. They also play an important role in shaping the student's personality and raising the level of his ability to deal with the challenges he faces more easily (Reddy and Sunethri, 2013).

The educational system contributes to building human resources that can contribute positively to the development of society by ensuring that the education of student teachers in universities does not depend on the theoretical data information they are provided with but rather depends on practical methods of training students through their actual involvement in workshops to reduce the gap between theoretical knowledge and practical experience, as some studies indicated that student's failure to receive sufficient practical training may hinder the process of forming competencies. Stites *et al*. (2018) and Cha and Gorgon (2019) emphasized the need for additional training to raise the competence of future students and teachers.

Therefore, it is necessary to improve the mechanism of the education system for student teachers to face challenges and obstacles by training them in a way that suits the requirements of the new social, economic, and professional conditions (Nazarova *et al*., 2021).

This helps reduce economic and social problems by providing the local community with a workforce capable of achieving the highest levels of competitiveness and equipped with practical skills (European Union, 2015). In light of this, Kasradze and Gulua (2021) indicated the failure of human resources to meet market requirements by 61% due to the incompatibility of their qualifications and skills with job needs.

Field Training

Training students in colleges of educational sciences is a necessary part of the professional growth process, as it helps them apply skills and competencies and also helps them in the process of change and personal growth (Bernard and Goodyear, 2013).

Field training allows students to carry out the tasks that a teacher performs in the educational environment to successfully achieve learning. This includes all the procedures by which he moves from the stage of watching as a student to performing his role as a teacher in the educational environment (Al-Moumani, 2016).

The effectiveness of field training depends on the educational competencies provided through academic preparation and practical field training, which allow the application of theoretical concepts and contribute to the formation of positive attitudes in students towards their future profession, which enhances their beliefs about themselves and professional effectiveness (Boylan and Scott, 2009).

In order to ensure the effectiveness of the field training program, universities must be flexible and able to adapt to constantly changing and evolving situations, by achieving synergy between university professors and the work environment to improve students' professional performance before they graduate (Santoso, et al. 2020).

The effectiveness of training is reflected in the student's satisfaction and conviction about the quality of the training and supervisory services provided to him (Darling, 2006), and the results of some studies indicate that there is a positive relationship between the student's satisfaction and his feelings. About the

effectiveness of field supervision and training and providing him with the competencies and skills necessary for his profession. The student's feeling of satisfaction with his supervisors, trainers, and his experiences during training achieves a state of professional compatibility between him and his work, which reflects positively on his performance and self-efficacy (Jennifer, 2014). Some studies have also indicated and emphasized the role of field training in improving the level of application of educational skills (Aldag, 2014).

Pedagogical skills

The importance of educational skills lies in enhancing students' ability to master various concepts in the field of research, including interpretation, description, prediction, analysis, and analysis. Compare and extract facts related to the topic at hand (Santoso et al., 2020).

Learning skills are limited by a set of obstacles that face the applied process and prevent it from achieving its goals in the desired manner due to the separation of the theoretical aspect from the applied aspect (Akkar, 2012). This is due to the reliance of university education policy on traditional teaching methods, the lack of reliance on curricula that link knowledge and skills, as well as the lack of competent officials for developing curricula, insufficient funding for academic programs, and a weak partnership between educational institutions and the professional environment (Santoso et al., 2020).

Skills in the field of education are not limited to the hard skills that enable him to obtain a job interview after graduation but rather include the soft skills that help the individual overcome the challenges he faces and achieve success in life. Conducting an interview and getting a job have become the standard for getting a job. The primary success of a teacher is the extent to which he or she possesses soft skills, and White (2010) points out that 60% of employers do not hire recent college graduates due to their lack of soft skills, including interpersonal and communication skills. Ability to think critically.

The importance of learning this type of skill lies in the fact that the obstacles facing the applied process and preventing it from achieving its goals in the desired manner are due to the separation of the theoretical side from the applied side (Akkar, 2012). This is due to the reliance of university education policy on traditional teaching methods, the lack of reliance on curricula that link knowledge and skills, as well as the lack of competent officials for curriculum development, insufficient funding for academic programs, and a weak partnership between the educational and professional environment (Santoso et al., 2020).

In light of this, Schultz (2008) pointed out in a study entitled The Importance of Personal Skills in Education and After Academic Knowledge the necessity of providing students with these skills because of their role in shaping their personalities and the labor market's need for individuals who can communicate effectively and work within groups, as well as the ability to solve problems and challenges in innovative ways.

Educational skills are skills that are easy to teach and are linked to the technical aspects of carrying out many tasks at work. This type of skill is easy to measure through practical tests, while soft skills are difficult to teach and acquire for students. Due to the different environmental conditions for each student, these differences are difficult to predict (Santoso et al., 2020).

The study questions are determined in the following main questions:

Q: What is the level of educational skills among field training students at the College of Educational Sciences in Jordanian universities?

It includes the following sub-questions:

What is the level of scientific skills among field training students at the College of Educational Sciences in Jordanian universities?

What is the level of soft skills among field training students at the College of Educational Sciences in Jordanian universities?

Are there statistically significant differences at the significance level ($\alpha \leq 0.05$)between the responses of the study sample members according to the study variables (job description)?

Method

Methodology and participants

The descriptive approach was depended upon to accomplish the study's goals since it was appropriate for

the investigation into the actual educational abilities of College of Educational Sciences students.
The study population consisted of all male and female academic supervisors of field training, in addition to teachers of schools designated for training field students, the number of universities and schools in the research community reached 5 universities, in addition to 6 schools.
The study sample consisted of (131) supervisors and teachers of field training students, who were selected using a simple random sampling method, table (1) shows the distribution of study individuals.

Table (1) Distribution of study individuals

Job title	supervisor	72	%55.0
	Teacher	59	%45.0
Total		131	%100

The study tool, its validity and reliability
A questionnaire tool was relied upon to reveal the reality of the educational skills of field training students, and accordingly, a questionnaire was developed that suits this goal, after reviewing the theoretical literature and previous relevant studies, such as the study of Al-Derian (2022), and the study of Bonmalar et al. (2018). The study included two axes, the first referred to educational skills, and the other to soft skills
The validity of the instrument was verified in two ways:
Virtual Validity
The study tool was presented in its initial form to a group of (13) arbitrators with specialization and experience in the field of educational administration, measurement, evaluation, and supervision, to know their opinions about the extent of the linguistic integrity of the tool's paragraphs, their clarity, and their representation of the goal for which they were created. In light of their opinions, the tool was presented. The paragraphs that obtained consensus from the arbitrators (80%) were approved, and the necessary amendments were made in light of their comments.
Construct Validity
To calculate the correlation coefficient of the questionnaire items with their component fields, it was applied to a survey sample of (30) individual supervisors and teachers from outside the study sample, and Table (2) shows the values of those coefficients.
Table (2) Values of the paragraph's correlation coefficients with the dimension to which it belongs
It is clear from the previous table that the correlation coefficients for each item and the dimension to which it belongs are statistically significant at the level of significance (0.00-0.01), and this indicates the consistency of all items of the study tool with the dimension to which they belong.
Tool Stability
To ensure the stability of the tool, the test-retest reliability method was used by applying the scale to a survey sample consisting of (30) individuals. It was applied after two weeks and the Pearson correlation coefficient was calculated between their responses and its value reached (0.920), The method was also implemented Internal consistency was calculated by calculating the Cronbach alpha coefficient and estimated at (0.938), and this measure is considered appropriate for the study.
Study Instrument Correction Criterion
The Likert five–point scale was used to correct the responses of the study sample participants to the study tools, each tool's paragraph (very high = 5, high = 4, medium = 3, low = 2, very low =1).
The measure was calculated according to the following equation: Maximum response - minimum response / total number of categories
5-1/3= 1.33
Therefore (1.00-2.33=low score) (2.34-3.66=medium score) (3.67-5.00=high score).
Statistical Processing

The Pearson correlation coefficient was used to extract the construct validity coefficient, and Cronbach alpha and test-retest were used to verify the stability of the tool, to answer the study questions, the arithmetic means and the standard deviations of the responses of the study sample members were extracted, in addition to applying the t-test for independent samples to examine the differences that

Educational skills		Soft skills					
1	**0.421	Communication skills		Critical thinking & Problem solving		Solution for teamwork	
2	**0.853	1	**0.898	1	*0.427	1	**0.583
3	**0.694	2	**0.902	2	**0.714	2	**0.839
4	**0.709	3	**0.931	3	**0.524	3	**0.699
5	**.0903	4	**0.814	4	**0.552	4	**0.808
6	**0.841	5	**0.929	5	**0.767	5	**0.834
7	**0.822	6	**0.855	6	**0.675	6	**0.829
8	**0.872	7	**0.940	7	**0.745	7	**0.851
9	**0.907						

Attributable to the job description variable.

Results

Q1: What is the level of scientific skills among field training students at the College of Educational Sciences in Jordanian universities? To answer this question, the arithmetic averages and standard deviations of the scale paragraphs were extracted, and Table (3) shows the following:

Table (3) Arithmetic Means and Standard Deviations for Each Item of the Educational Skills Dimension

	Statement	Mean	Std. deviation	Rank	Grade
1	He presents lessons according to the plans in the preparation book.	3.725	1.046	8	High
2	He uses scientific language when presenting courses according to the stage he is teaching.	3.809	1.164	6	High
3	It makes connections between academic subjects and real-world circumstances for students.	3.649	1.234	9	medium
4	Ensures the accuracy of the data before presenting it to students.	3.771	1.078	7	High
5	Uses technology to enhance learning in a balanced way that is aligned with the course subject matter.	3.916	1.216	3	High

6	Encourages different educational philosophies in lesson topics.	3.962	1.230	2	High
7	He delivers the reports and notes expected of him promptly during the training period.	4.282	0.806	1	High
8	He takes into account the unique characteristics of each of his students.	3.847	1.179	5	High
9	It aims to put into practice everything he has learned in the theoretical academic field.	3.893	1.152	4	High
dimension as a whole		3.873	1.123	High	

It is noted from the table (3) that the arithmetic averages related to the field of educational skills ranged between (4.28-3.77) with high and medium ratings, while the field as a whole reached an arithmetic average of (3.87) and a standard deviation of (1.12) and this result indicates a high degree of possession. For educational skills by field training students.

Q2: What is the level of soft skills among field training students at the College of Educational Sciences in Jordanian universities? To answer this question, the arithmetic averages and standard deviations of the scale paragraphs were extracted, and Table (4) shows the following:

Table (4) Arithmetic means and standard deviations for each item in the soft skills dimension

	Statement	Mean	Std. deviation	Rank	Grade
Communication skills					
1	Pays close attention to any instructions given by the principal, teacher, or administrator.	3.397	1.339	7	Medium
2	He is skilled at keeping his mouth closed and using appropriate language when speaking during a conversation	3.709	1.389	1	High
3	Depending on his level of scientific knowledge, he conveys his ideas linearly and logically.	3.542	1.326	3	Medium
4	He can express himself clearly and distinctly.	3.458	1.314	6	Medium
5	When he talks about a specific circumstance, he resorts to asking for permission, saying sorry, and thank you.	3.534	1.248	4	Medium
6	With students, coworkers, and superiors, he can communicate his feelings and maintain emotional control.	3.687	1.144	2	High
7	Uses body language and tone of voice appropriate to the	3.503	1.236	5	Medium

	circumstances				
dimension as a whole	3.551	1.285	Medium		
Critical thinking & Problem solving					
1	He can think critically.	3.702	1.339	1	High
2	He enjoys coming up with new and innovative ideas and approaches to solving problems that arise in the classroom.	3.557	1.271	4	Medium
3	Has the ability to choose the most effective approach to teaching children.	3.512	1.224	5	Medium
4	He enhances his students' thinking by encouraging them to respond and unleash their creative ideas	3.687	1.348	2	High
5	Instead of using copy and paste, he expresses his point of view by identifying tasks that he must complete.	3.496	1.423	7	Medium
6	Possess the ability to analyze and conclude when presenting an activity or responding to an inquiry.	3.580	1.387	3	Medium
7	Interprets scientific topics in light of official papers.	3.511	1.230	6	Medium
dimension as a whole	3.578	1.316	Medium		
Solution for teamwork					
1	Before making any decision, he asks his colleagues for their opinions.	3.672	1.355	1	High
2	He shares his knowledge with his colleagues on how to conduct lessons.	3.534	1.291	4	Medium
3	To achieve his goal, he is willing to devote more time to work.	3.488	1.243	7	Medium
4	He completes his work faithfully when performing the task of one of his colleagues in their absence.	3.664	1.367	2	Medium
5	Demonstrates cooperation with teacher and supervisor when implementing instructions.	3.473	1.437	6	Medium
6	Organizes and participates in social and volunteer activities.	3.557	1.404	3	Medium
7	Helps students who face learning difficulties.	3.489	1.249	5	Medium
dimension as a whole	3.554	1.335	Medium		

The focus on soft skills as a whole	3.55	1.312	Medium

It is noted from Table 4 that the arithmetic mean for the soft skills as a whole reached 3.55 with an average rating of field students in educational colleges possessing these skills, and the averages for the communication skills dimension ranged between 3.70 and 3.39), while the arithmetic averages for the problem solving and critical thinking dimensions ranged from Between (3.70–3.48) and the collective work dimension, the arithmetic mean reached (3.67–3.48) with high and medium scores for all dimensions.

The table also shows that the degree of field training students' possession of problem-solving and critical thinking skills came with the highest rating of (3.578), followed by group work (3.554), and then in last place was communication skills with a rating of (3.551).

Q3: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$)between the responses of the study sample members according to the study variables (job description)?To answer this question, an independent samples t-test was conducted.

Table (5) Results of the independent sample t-test for the domains of the tool assessing the role of motherhood and childhood centers in the early detection of disabilities according to the variable (gender)

The Field	Category	mean	Std. Deviation	T	Df	Sig
Educational skills	Teacher	35.541	3.979	1.646	129	0.00
	supervisor	34.017	6.519			
Sift skills	teacher	64.722	21.463	6.830	129	0.01
	supervisor	87.000	14.266			

Table (5) indicates that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$)in each of the areas of educational skills among field training students, where the value of T = 1.646 for educational skills was in favor of teachers with an arithmetic mean (35.541), and the value of T = 6.830 for soft skills in favor of supervisors was estimated at an average of (87.00).

Discussion

After presenting the results of the current study, which aimed to demonstrate the reality of educational skills among field training students in educational colleges, it was shown that the students possessed educational skills to a high degree, estimated by an arithmetic mean (3.87). This result reflects the students' discipline and their scientific and practical competence in applying what has been learned theoretically on the ground. The researcher also attributes this result to the availability of a healthy training environment that helps these students carry out their tasks in the best way, in addition to the student's desire for live and direct learning to gain professional experience that qualifies them for the labor market after graduation.

As for the field of soft skills, the results of the study indicated that the students possessed them to a moderate degree, with an arithmetic average rating of (3.55), and this result indicates that there is some negligence on the part of the students to learn and practice them during the training period, and this may be due to a lack of sufficient knowledge of such skills. In addition, the training loads may limit students' efforts to develop their skills, in addition to the weak interest of officials in teaching them and providing students with them so that they can carry out the training loads and their tasks fully.

In addition, the study revealed the presence of statistically significant differences between the responses of the study members according to the job description variable. This means that there are some

differences in the evaluation criteria by supervisors and teachers and the prevailing policy of dealing with them. In most cases, teachers focus on the extent of students' commitment to the training days and how they interact with each other. During work, unlike supervisors, whose evaluation is based on a comparison between what was learned theoretically and what was applied on the ground.

Conclusion

This study aimed to demonstrate the reality of cognitive and personal educational skills among field training students in colleges of education in Jordanian universities from the point of view of supervisors and teachers in charge of evaluating these students. It revealed that students have a high level of scientific skills compared to their possession of an average level of soft skills, and this may be attributed to focus students and those responsible for the process of preparing them for training on practical cognitive aspects.

The study concluded with a set of recommendations, the most important of which is conducting other research studies on ways to raise the level of soft skills among field training students. It also recommends preparing special courses on soft skills for College of Education students before starting training.

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