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## A Proposed Model for the Student's (Teacher's) Achievement File During Field Training in the Specialty of Pre-Vocational Education

Omar Mahasneh<sup>1\*</sup>, Noura Al-Hawartheh<sup>2</sup>, Rakan Al Nasarat<sup>3</sup>, Ali Alosofi<sup>4</sup>, Haroon Al-Tawarh<sup>5</sup>

### Abstract

*The study aimed to propose a model for the achievement file of the student (teacher) enrolled in field training in the specialty of pre-vocational education at Al-Shoubak University College. The researchers used the qualitative descriptive approach through instrument document analysis and structured interviews. The study members consisted of (30) students enrolled in field training in public schools in the first semester of 2023/2024. the results of the study showed a proposal for a model of the achievement file for the student (teacher) trained in the specialty of pre-vocational education curricula, consisting of (7) parts to be implemented during the field training period as shown in the results of the study, in addition to The degree of satisfaction of students (teachers) with the preparation of the achievement file was very high, and in light of the results of the study, the researchers recommended circulating the proposed model to universities and colleges concerned with teaching the bachelor's program in pre-vocational education to benefit from it during the period of field training.*

**Keywords:** *A proposed Model for the Student's Teacher's, Achievement File, Field training, Pre-Vocational Education.*

### Introduction

The profession of education and teaching is a profession as old as man. Human civilization has known education as a profession since primitive times. It was one of the most honorable professions and only the chosen elite of the people of those nations and civilizations could practice it, such as the class of priests, to whom the profession was exclusive because in those civilizations they were the most honorable classes and the highest. The teaching profession has consequences and responsibilities, whoever chooses it must bear these consequences. He is required to have the highest ethical standards to be considered an educator, inspiration, and role model for others. The teaching profession is one of the most important professions in societies. It is not an easy matter. An individual can be a teacher, but what is more difficult is to be a teacher who influences the personalities of learners (The Teacher's Message, 1994; Shtayyeh, 2007; Embaby, 2002; Hamdan, 2002).

Educational and sociologists and philosophers have written about science and education, and

<sup>1</sup> AL-Balqa Applied University, faculty of Shobak University College, Department of Basic and Applied Science, PO box (71911) Shobak (5) Maan, Jordan, \*Corresponding Author: Email: [omar\\_mahasne@bau.edu.jo](mailto:omar_mahasne@bau.edu.jo). Orcid Id: <https://orcid.org/0000-0001-6902-9109>

<sup>2</sup> AL-Balqa Applied University, faculty of Shobak University College, Email: [nora.alhawartheh@bau.edu.jo](mailto:nora.alhawartheh@bau.edu.jo)

<sup>3</sup> AL-Balqa Applied University, faculty of Shobak University College, Department of Basic and Applied Science, Email: [rakan.nasrat@bau.edu.jo](mailto:rakan.nasrat@bau.edu.jo)

<sup>4</sup> AL-Balqa Applied University, faculty of Shobak University College, Department of Basic and Applied Science, Email: [ali.alosofi@bau.edu.jo](mailto:ali.alosofi@bau.edu.jo)

<sup>5</sup> AL-Balqa Applied University, faculty of Shobak University College, Department of Basic and Applied Science, Email: [haroon.tawarh@bau.edu.jo](mailto:haroon.tawarh@bau.edu.jo)

the most famous of them in this field is Hujjat al-Islam Abu Hamid al-Ghazali. He had views on science education, and the values and functions of the teacher, as he said that teaching is the most honorable profession and the best industry that a person can adopt as his craft. Al-Ghazali considered science to be the most honorable and best of industries, and the message of the teacher is an image of the message of the prophets (Shahla George,1972).

Al-Ghazali gave the teacher a set of characteristics and qualities including compassion for the learners, not disdaining the sciences that come behind his knowledge, and working with his knowledge so that his words do not contradict his actions. For this reason, the teacher must give himself the status appropriate to him to gain status, prestige, and respect in society (Othman, 1986 Mahasna, 2013; Thursday, 2004; Al-Drej, 2005; Clinics, 2010).

The success of a teacher in his work depends on many and multiple elements, but his professional preparation is considered the most important in this success. Therefore, the process of teacher development and good preparation are needed to receive the utmost care and occupy the priority of the educational system in any society or country.

Given the tremendous explosion of knowledge that characterizes the era in which we live, it has become necessary for the teacher to maintain a renewed level of information, skills, and modern trends in teaching methods and educational techniques. Therefore, the teacher should be provided with extensive cultural and behavioral experience, It consists of providing the teacher with knowledge, skills attitudes, and values that qualify him to be authentic in his humanity, sincere in his giving, loyal to his message, loyal to his profession, skilled in his performance, possessing an educational vision far from superficial or indoctrination education, and a vision that seeks to achieve the development of all aspects of his personality, mental, social, and emotional, as well as The physical aspect. In addition to extensive cultural experience, the teacher needs extensive behavioral experience as well, which includes increasing his professional competence through in-service training to raise his level of performance and provide him with the necessary cognitive and practical skills in the field of teaching. This is achieved by the teacher's participation in training courses, which allows him to keep up with developments in learning methods and techniques. And education and its use, in addition to training in conducting practical research, which reflects positively on the teacher's professional capabilities and capabilities, both cognitive and procedural, which contributes to providing the necessary and necessary educational service for the teacher (Al-Hamshari, 2007; Al-Quran, 2004; Mahdi, 1999; Hashem, 2001; Alhilalat,2015; Alhuwaimel,2013).

Believing in the leadership of Al-Balqa Applied University in the importance of the role of field training in the educational learning process, it has given training special attention in its teaching plans to enable students, after their graduation, to perform their role efficiently and effectively in a way that is compatible with the changes and developments of the times (Ibrahim, 1998).

The Bachelor's program in Vocational Education is one of the programs taught at Al-Baqaa Applied University. The program includes four elements for preparing vocational teachers: (general culture, specialized technical preparation and qualification, disciplinary educational preparation and qualification, and field experience in work and production sites) (Mahasneh, 2023). The field experience component at work sites is the field training course, which is (12) hours out of the total study plan of (132) courses, where the student teacher (trainee) receives (560) hours of training in public and private schools.

The philosophy of field training for the student teacher (trainee) stems from the possession of

a set of competencies, including: (understanding the philosophy of the Jordanian educational system and its orientations, becoming familiar with the foundations on which the new curricula are built, mastering communication, leadership and time management skills, representing the ethical rules of the teaching profession and applying them behaviorally, mastering planning skills And the implementation and evaluation necessary for the teaching-learning process, developing the student teacher's thinking and his ability to make decisions and solve problems, achieving integration and linking between the theoretical side and the practical side) (Al-Toura, 2012).

The importance of training for the student teacher stems from the objectives of the field training subject, which includes the student's practice of teaching the vocational education subject, both theoretical and scientific, for the basic grades from the fourth to the ninth grade in schools. To ensure the achievement of the objectives of field training, an achievement file must be prepared by each student as a paper or electronic copy to document and preserve the work he does inside or outside the classroom and document the achievements of the trainee teacher, whether planning, activity, or initiative, to achieve a set of objectives, including: ( Storing and preserving experiences to return to them when needed, improve and improving the educational process, as documentation allows the trainee teacher to discover, maximize and generalize his strengths and discover and avoid his weak points, activating the role of the family that complements the role of the school through parents' councils and informing them of the level of their children's documented performance and activities, clarification. Demonstrating the competence, effectiveness, and eligibility of the student teacher to practice the teaching profession, enabling the supervisor to determine the difference between the trainee students and controlling their level of knowledge and professional performance, encouraging and spreading a culture of cooperation and exchange of experiences between trainee teachers in the field, and providing feedback files to the trainee teachers.

The Achievement file, in its paper or electronic form, and the notes, data, plans experiences, and activities it contains are considered a mirror that reflects an honest image of the teacher and his professional competence.

## **Previous Studies**

After informing the researchers Based on theoretical literature and previous studies, they found studies related to the subject of the study. Mahasneh (2020) conducted a study entitled *A Proposed Model for the Electronic Student File*. The researcher used the qualitative descriptive approach through interview tools and questionnaires. The results of the study showed that the proposed model for the electronic student file consists of 10 elements: Student biography, course plan, reports and research, homework assignments, projects and experiments, activities, summaries and conclusions, scientific material, audio and video clips, examples of student performance. The students' attitudes towards the proposed model were positive.

Mahasneh and Al-tawarah (2017) conducted a study entitled (14) *Proposals for Improving the Efficiency of Field Training for the Vocational Education Specialization at Shobak University College from the Student (Teacher) Point of View*. The researchers used the qualitative descriptive approach, and the results of the study reached the following proposals: Training students in Schools with vocational workshops, training

students on managing the vocational workshop before joining the training, making teaching products consistent with the field educational reality to benefit from them during training, including the field training grade in the student's average and not ( pass/fail ), increasing the number of course hours The process is so that the student can acquire skills that he can implement wherever they are mentioned in the vocational education curriculum, not to mention the desire for a training supervisor to deal with them in a manner of guidance, not punishment.

Al-Saaida and Mahasneh (2015) conducted a study entitled "Problems Facing Students of Vocational Education at Al-Balqa Applied University During Field Training. The researchers used the descriptive approach through a questionnaire tool. The results of the study showed that the problems facing student teachers during field training were problems related to the students. The nature of professional education approaches, field supervision of student teachers, and then problems related to the cooperating school.

Mahasneh and Murad (2014) also presented a study that aimed to develop a proposed model related to the student file to be used in evaluating students in university courses. The model included : the cover page and containing the logo of the institution, department, college, file title , student name, University number, academic year, level and specialization, email address, the student's second page, which includes demographic information about the student , name, age, place of residence, health condition, learning method, problems you face, father's work, family, income , number of family members The third page relates to the study plan during the semester and includes the course description, course name, instructor information , office hours, lecture times, lecture and hall, course topics, teaching strategies and methods, assessment strategies and techniques, evaluation , The mechanism, references, homework, instructions for students , the homework page, which includes the name of the lecture, the date of the lecture, the assignment , the title, the evaluation of the homework , the lecture evaluation page, which contains the evaluation criteria for the student and the teacher, the distribution of grades, the title of the lecture, the date of the lecture, the evaluation and giving of grades , A page summarizing the lecture's ideas ; it contains the title of the lecture, the lecture The date and main ideas of the lecture . The student lecturer's evaluation page includes information Name of the student lecturer, name, student evaluation, criteria for evaluating the student lecturer, distribution of grades, teacher evaluation, lecture topic, and lecture date, Finally, the Student File Evaluation Criteria page: It includes the criteria upon which the student file will be based Evaluated, learning progress page: It includes what the student writes about himself in lectures.

Al-Tawrah(2012) conducted a study aimed at evaluating the practical education program for vocational education students at Shobak University College from the point of view of the trainees. The researcher used the survey description method, and the results showed that the practical education program achieved the competencies related to the general level of the practical training program to a high degree. Achievement of the practical education program for each of the four areas to a high degree. There are statistically significant differences in the opinions of the scholars in their evaluation of the practical education program, in all fields, and for the benefit of baccalaureate and postgraduate students.

Through reviewing previous studies, it was found that some studies focused on proposing models for students' paper and electronic files, such as studies by Mahasneh (2020) and

Mahasneh and Murad (2014), and some studies focused on improving the efficiency of field training for students and the problems facing students during field training and evaluating the practical education program as a study. Mahasneh and Al-Tura (2017), Al-Saaida and Mahasneh (2015), and Al-Tura (2012). The current study differs from previous studies in that it attempted to propose a model of the achievement file for the student (teacher) to adhere to during field training.

## **The Study Problem and its Questions**

The element of field experience in work and production sites is considered an important element of the preparation of a vocational teacher, as the student (teacher) in the vocational education major spends a training period during his preparation program in public or private schools, of which (12) hours are allocated to the field training course in the study plan. That is, (580) hours of training, and to ensure that the student benefits from the training period, and as a result of the researchers' observations about the weak benefit of students from the field training course, this study came to propose a model for the achievement file of the student teacher (trainee) in the specialty of vocational education. The study attempted to answer the following questions:

The first question: What are the contents of the achievement file for the student teacher (trainee) in the vocational education major?

The second question: What is the degree of satisfaction of the student teacher in the vocational education major with the preparation of the proposed achievement file?

## **Methodology**

The researchers used the qualitative descriptive approach through document analysis tools and standardized interviews to prepare the proposed achievement file and measure students' satisfaction with it. The proposed model and the standardized interview were presented to a group of specialists, numbering (3) arbitrators, to ensure their veracity. The proposed model for the achievement file was applied to (30) students (trainees) during the first semester of 2023/2024, and their satisfaction with the preparation of the achievement file was measured through the standardized interview tool. The stability of the standardized interview was confirmed by finding consistency over time by repeating the interview on (10) students, and the results of the reliability showed. The percentage of matching answers between the first and second times was 100%.

## **Results**

Results related to the first question: What are the contents of the achievement file of the student teacher (trainee) in the vocational education major? To answer the question, the researchers reviewed the theoretical literature and previous studies to build the model, which consists of the following parts:

1. The first part includes information about the university, college department, the trainee's name, university number, academic year, semester, and the training coordinator.
2. The second part includes the table of contents, including the number of subjects, date, page,

and ratings.

3. The third part includes data about the training school, such as the name, the directorate to which the school is affiliated, the director's name, the school's phone number, the name of the cooperating teacher, and detailed information about the school, such as the number of students, teachers, grades, and the number of students in the classes in which the student teacher is training.
4. The fourth part includes the work required of the trainee teacher and must be attached to the file, which are: an approximate drawing of the school building and its facilities, an approximate drawing of the professional workshops, if any, an approximate drawing of the classroom and its contents, the contents of the professional workshops and their preparation, a statement of the tools and occupational safety equipment available in the school, implementation A minimum of 10 lessons from the vocational education curricula under the supervision of the cooperating teacher, so that the following documents must be attached to the file for each lesson: content analysis, lesson planning, teaching method design, evaluation method, and tool design, teaching aids design, attaching pictures of the lesson implementation if possible, an important statement The challenges and difficulties that the trainee faced during training and how to overcome them.
5. Part Five: A joint report signed by the cooperating teacher and the principal showing the trainee teacher's performance, signed after the end of the training.
6. Part Six Important dates are as follows (The structure of the file is prepared during the first week of training. It remains with the trainee teacher and is handed over to the academic supervisor or coordinator upon request for follow-up. The file is delivered finally after the end of the training period, and the student makes a presentation about what was done. Achievement during the training period before the training committee after the end of the training period)).
7. Part Seven: Instructions, which include completing and following up on what academic supervisors require of each student.

Results related to the second question: What is the degree of satisfaction of the student teacher in the vocational education major with the preparation of the proposed achievement file? To answer the question, the researchers designed a structured interview that included a question about the degree of student satisfaction with preparing the achievement file. The question adopted a five-point Likert scale: very high, high, neutral, low, and very low. All study members agreed that the degree of satisfaction was very high, at 100%.

## Discuss the Results

The results of the study showed that the components of the proposed model for the achievement file for the student teacher trainee consisted of seven parts and that the degree of students' satisfaction with its preparation was very high. The researchers attribute this result to the students' increasing interest in the proposed model due to their obtaining a high evaluation, especially with the change in legislation and regulations, and considering the subject Field training is a grade that the student obtains instead of passing or failing. This result is consistent with the study of Mahasneh and Al-Tura (2015).

## Recommendations

In light of the results of this study, the researchers recommend circulating the proposed model to universities for use to achieve the desired outcomes from field training courses in the field



of vocational education and various specializations

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