Practical Education Program and its Impact on Enhancing Perceived Self-Efficacy and Developing Soft Skills among of Al-Balqa Applied University Students

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Abstract

Introduction: The main goal of the faculties of educational sciences in universities is represented in developing the student-teacher in educational and professional aspects. Such faculties aim to meet this goal in order to enable the student-teachers to handle the responsibilities assigned to them. Such responsibilities are represented in raising up a generation who is capable of adapting with the knowledge and technical advancements in the field of education.

Objectives: The present study aimed to identify the impact of the practical education program on raising the perceived self-efficacy level of the student-teachers enrolled at Al-Balqa Applied University and improving their soft skills. The semi-experimental approach was adopted. The one-group research design was used.

Methods: The researchers of the present study used a pre-scale and a post-scale. The sample consists from fifty (50) female and male students. Two instruments were developed. They are: the perceived self-efficacy scale and the soft skills scale. The perceived self-efficacy scale consists from 16 items. It targets two areas, which are: (the personal self-efficacy in teaching, and the expected outcomes of the teaching process in teaching). As for the soft skills scale, it consists from (16) items.

Results: It targets the following areas: (communication skills in teaching, and cooperation & group work skills in teaching). It was found that the practical education program has a statistically significant impact – at the statistical significance level of (a = 0.05)- on raising the respondents' perceived self-efficacy level (in terms of the personal self-efficacy, and the expected outcomes of the teaching process) for the favour of the post-scale. It was found that the practical education program has a statistically significant impact – at the statistical significance level of (a = 0.05)- on improving the respondents' soft skills (in communication skills in teaching and the cooperation and group work skills in teaching) for the favour of the post-scale.

Conclusion: The study recommends providing more attention to the practical education program in the syllabus. That should be done through increasing the number of the hours dedicated for it. The study recommends adding another aspect to this program through which students shall be trained on planning and giving lessons, and assessing students within campus.

Keywords: Practical education program, self-efficacy, soft skills, Al-Balqa Applied University

1. Introduction

The main goal of faculties of educational sciences in universities is to develop student teachers in educational and professional aspects. These colleges aim to achieve this goal in order to enable student teachers to assume the responsibilities assigned to them. These responsibilities are to raise a generation capable of adapting to cognitive and technical progress in the field of education. It should be noted that teachers are considered the cornerstone of the educational process. The teacher is one of the most important elements of the educational process. Teachers play a key role in making significant changes to students' behaviours, knowledge, values and attitudes. Therefore, it received great attention from modern educational systems. Specifically, these systems have shown great interest in teacher selection methods and teacher qualification and training programmes. They showed this interest because qualifying teachers to become good teachers contributes to creating a good

education system. This is what Al-Ayasrah (2016) suggests. The last researcher adds that all educational reforms are greatly affected by the process of qualifying teachers in the educational field.

According to Al-Ayasra (2016), the practical education program plays a very important role in the development of the student teacher. However, the duration of implementation of this program is the period during which student teachers feel extremely stressed throughout their entire life. This is due to the professional problems that student teachers may face during this program. All specialists agree that providing student teachers with a variety of educational courses does not guarantee the success of these student teachers in practicing the teaching profession. Hence, the Teacher Development Programmed Practical Education Program - Providing hands-on training for student development

The field practical training is not only intended to verify the eligibility of student teachers or evaluate their abilities. In fact, it provides additional opportunities to equip the teacher and students with many educational skills. However, it is no guarantee that student teachers will be successful in the future. Practical education is the implementation and translation of the knowledge acquired by student teachers while learning at the university. The actual objective of practical education is to qualify student teachers in professional aspects to enable them to practice the teaching profession. Practical education aims to achieve this goal by providing student teachers with skills and knowledge about effective teaching strategies and methods. Providing student teachers with these skills and knowledge will contribute to improving their professional performance and student academic achievement. It reflects positively on their confidence in their abilities, skills, and academic self-efficacy (Al-Almoush, 2020).

During the process of practical education, the student teacher must familiarize himself with the most important requirements for practicing the teaching profession. During this process, they must acquire General knowledge of the characteristics of effective education and knowledge of the most important teaching methods. During this process, they must gain knowledge about using teaching aids while teaching students. During this process, they gain knowledge about the school system and how to supervise this system. During this process, some aspects of their characters will be developed. Which enables them to become qualified teachers in the future and able to practice the teaching profession (Matteson & Anderson, 2016).

Hadianto and Habibi (2017) add that teaching is considered one of the most difficult professions to practice. Hence, practical field education enables teachers to practice this profession. The latter researchers add that it is essential to provide student teachers with practical experience in the work environment. They add that it is necessary to develop practical education programs that depend on the results of studies. Al-Momani (2016) adds that it is important to develop a practical education program that aims to enable student teachers to acquire knowledge about the social and professional aspects of the teaching profession. He adds that this program should enable student teachers to deal with the challenges associated with the teaching profession. There is a need for such a practical educational program because most novice teachers often feel nervous, shy and suffer from low self-efficacy. This is a need because the available practical education programs do not enable student teachers to deal with the teaching situation effectively.

The practical education program was evaluated, developed and modified at Al-Balqa Applied University. This is to ensure that this program keeps pace with the latest scientific and technical developments and meets the requirements of the teaching and learning process in Jordan. This is to ensure that this program enables teachers and students to practice the teaching profession in a real educational environment with real working conditions that enable them to gain direct experience. This has been done to ensure that this program will make the student teacher gain such experience through his interaction with students and administrators and the use of educational technologies.

The success of student teachers in effectively performing their professional tasks is influenced by their personality, abilities and the amount of knowledge they possess. It is also influenced by their perceived self-efficacy. Their perceived self-efficacy should influence how confident they are in their teaching abilities. The term (perceived self-efficacy) is a key element in (social cognitive theory). The latter theory indicates that an individual's ability to control his behavior and the way he practices his skills is affected by his personal beliefs about himself and his abilities (Al-Ayasreh, 2016). Talafha and Barhoum (2018) add that a person has a system consisting of several perceived beliefs about himself. This system enables the individual to control his feelings and tendencies toward learning. In other words, the way an individual thinks, believes, and feels affects the way he learns. For example, an educated person seeks to explain his achievements based on his perceived abilities. Which makes him make every effort to achieve success.

Bandura (1997) adds that perceived self-efficacy influences several patterns of thinking, actions, and emotional arousal. The higher the level of perceived self-efficacy, the greater the individual's ability to control his or her behaviors. In other words, people with high self-efficacy have excellent abilities to approach problems in a variety of ways. Perceived self-efficacy affects an individual's performance. It affects the amount of effort an individual puts forth and how persistent they are when learning how to perform a difficult task. It affects the way they set goals for themselves.

In this regard, Caggiano & Gonzalez (2020) add that soft skills are connected to one's personal traits, capabilities and competencies. One's personal traits, capabilities and competencies can be developed through his / her personal relationships. They include: one's skills in listening to others well and communicating with them effectively. They include: one's skills in handling stress, and responsibilities. They include: one's ability to show respect, promote trust, and work with others effectively. They include: one's ability to manage time effectively, accept criticism, and be friendly. They include: one's ability to comply with ethics and show flexibility when dealing with others. They include: one's ability to solve problems, and make decisions. They also include other social and personal skills.

Therefore, the student-teacher's possession for soft skills shall enable him / her to develop his / her personality. It is important for him / her to possess academic knowledge and soft skills. Possessing academic knowledge and soft skills by the student-teachers shall enable them to turn the problems that face them into opportunities.

There are various soft skills due to the variations between researchers in terms of perspective and intellectual ideologies. Seetha (2013) defines soft skills as the basic skills that one needs to live and carry out his / her daily activities in life. He adds that soft skills as include: the decision making skills, the skills of managing time and effort, the conflict management skills, negotiation skills, and communication skills (P. 172). Surendran & Kumar (2020) add that soft skills refer to a set of capabilities that one acquire intentionally through several experiences. Such skills enable one to handle various challenges and situations effectively. They include: several life, social and personal skills (p. 216). Ale'moosh (2020) defines soft skills as a group of personal skills that are connected to emotional intelligence (EI). He adds that those skills can be developed to communicate effectively with others. They manifest through one's personal traits, social competencies, communication with others, language fluency, and personal habits (p. 364). Vijayalakshmi (2016) adds that soft skills refer to behavioral intangible traits that enable one to acquire the needed skills or knowledge at the workplace (p.289).

According to Alahmadi (2018), soft skills refer to the art of dealing with others in a decent manner. They are personal traits and capabilities that allow one to express his / her ideas in a civilized manner. They enable one to develop his / her personalities. They determine the form of one's relationships with others. They determine the approach adopted by one in doing tasks at workplace or social life (p. 8). According to Atwaigery (2020), soft skills refer to non-technical and non-tangible skills that determine one's capabilities in interacting with others. They can be acquired and developed. They are strongly connected with the development of one's personality and behavior. They are strongly connected with one's emotional intelligence. They can be developed through exerting effort, and showing persistence. They can be developed through working with a team, engaging in projects and simulation.

The practical education program is significant because it provides the student-teachers with various teaching skills. It is significant because it raises the perceived self-efficacy levels of the student teachers and enables them to develop various skills. Such skills include: the soft skills. Due to the significance of the practical education program, many studies show attention to the process of investigating this program and its role in raising the perceived self-efficacy level or developing the soft skills. However, none of the researchers conducted a study to explore the role of the practical education program in raising the perceived self-efficacy level and developing the soft skills jointly.

The studies that shed a light on the role of this program in raising the perceived self-efficacy level or developing the soft skills include the study of Bayraktar (2009). The latter researcher aimed to explore the impact of a development program targeting the pre-service primary school teachers enrolled at a Turkish university on improving the self-efficacy in teaching science. He aimed to explore the impact of this program on the attitudes of those pre-service teachers. The study's sample consists from two hundred eighty-two (282) female and male students. The latter researcher used a scale for measuring the students' self-efficacy in teaching science (B-STEBI). It was found that the targeted development program has a positive impact on the pre-service teachers' self-efficacy in teaching science.

Kaya (2013) aimed to explore the impact of a course on constructive teaching in science on changing the students' perceived self-efficacy in teaching. The study's sample consists from ninety one (91) students

enrolled a Turkish University. The latter researcher used a scale for measuring the respondents' perceived self-efficacy in teaching. It was found that the targeted course has a positive significant impact on the students' perceived self-efficacy in teaching skills. The results are for the favor of the experimental group.

Abu Jamoos (2015) aimed to explore the impact of the service education-based approach on the development of self-efficacy of the 10th grade students in Jordan. He adopted the semi-experimental approach. He sampled one hundred twenty one (121) female and male students. The latter students were divided into two groups. Those groups are the control and experimental groups. The latter researcher developed a scale for measuring self-efficacy. This scale was used before and after the experiment to collect data from both groups. It was found that there are statistically significant differences between the 10th grade students in terms of the self-efficacy levels which can be attributed to the teaching method. The latter differences are for the favor of the experimental group that was taught through the service education-based approach.

Alanzi (2015) aimed to explore the problems that face the student-teachers enrolled in the practical education program in Shaara' University from their own perspective. The study's sample consists from one hundred thirty six (136) student-teachers. The meet the study's goals, the latter researcher developed a forty-three item questionnaire. The latter questionnaire targets five areas. It was found that the most serious problems faced by the targeted student-teachers are represented in the administrative problems, followed by the problems related to the program nature and problems related to school students respectively.

Alayasrah (2016) aimed to explore the impact of the practical education program on improving the self-efficacy levels of the student-teachers enrolled at the World Islamic Sciences and Education University. The study's sample consists from forty eight (48) female and male students who were enrolled in the practical education program. The latter researcher used the scale on self-efficacy in teaching science. The latter scale consists from 23 items. It targets two areas (i.e. personal self-efficacy in teaching & the expected outcomes of teaching science). It was found that there is a statistically significant difference –at the statistical significance level of (a = 0.05)- between the means of the control and experimental groups on the post scale for the favour of the experimental group.

Safar (2017) aimed to explore the performance of the female student-teachers in the practical education program in Um Alqurra University. He aimed to explore the relationship between the targeted student-teachers' performance and satisfaction from their own perspective.

The study's sample consists from two hundred eighteen (218) female student-teachers who were enrolled at the practical education program in Um Alqurra University. The researcher used a questionnaire that consists from 53 items. It was found that the performance of the female student-teachers in the practical education program in Um Alqurra University is (high). It was found that the targeted female student-teachers' satisfaction is (moderate). It was found that there is a positive relationship between the performance of the education program and students' level of satisfaction.

Almawlah and Alsafawi (2019) aimed to assess the practical education program targeting the students enrolled at the Quranic sciences department. The sample consists from the female and male instructors at the Quranic sciences department at the faculty of education at Mousel University. To be specific, it consists from twenty six (26) instructors. The questionnaire was used by the latter researchers to collect data. It was found that the practical education targeting the students enrolled at the Quranic sciences department enabled the respondents to acquire some teaching competencies from the perspective of the instructors.

Regarding the studies that target the relationship between the practical education program and the soft skills, they include: the study of Schulz (2016). The latter researcher aimed to explore the soft skills that must be acquired by students while acquiring academic knowledge. He adopted the descriptive analytical approach. The study's instrument is represented in a questionnaire that aims to measure the soft skills of students. It was found that it is necessary to develop the students' soft skills and providing them with the skills needed to join the labour market. That is because possessing soft skills plays a vital role in developing the students' personalities.

Hadiyanto & Habibi (2017) aimed to examine the way in which the student-teachers' soft skills manifest. They aimed to identify the extent of possessing soft skills by the student teachers who will teach English language as a foreign language. It was found that the extent of possessing soft skills by the targeted student teachers is (moderate). It was found that five soft skills of the seven targeted soft skills are practiced to a moderate level.

Yan et al. (2018) aimed to explore the effectiveness of a training provided in an Australian wellbeing course in developing the soft skills of students in a Chinese University. The sample consists from twenty nine (29) students. The exploratory approach was adopted. It was found that the content of the provided training and the

collaborative learning approach are suitable and accepted. It was found that the training has a statistically significant positive impact on the development of the targeted soft skills of the sampled students.

Azahrani and Al-Sahfe'y (2020) aimed to explore the effectiveness of employing the triangular model of scientific controversy called Claim-Evidence-Reasoning (CER) in developing the soft skills of the female intermediate school students in Dmam, Saudi Arabia. The semi-experimental approach was adopted. The sample consists from forty seven (47) female students. Those students were chosen from the first intermediate grade. It was found that employing the triangular model of scientific controversy called the claim-evidence-reasoning (CER) model is effective in developing the soft skills of the female intermediate school students in Dmam, Saudi Arabia.

Ale'moosh (2020) aimed to explore the role of the practical education program in developing the soft skills of the female student-teachers majoring in (classroom teaching) and receiving training at the schools in Zarqa. He used a questionnaire that consists from forty one (41) items. This questionnaire targeted four soft skills. It was found that the practical education program plays a moderate role in improving the soft skills of the targeted female student-teachers.

2. Objectives:

The present study aimed to identify whether there is any statistically significant difference – at the statistical significance level of (a = 0.05)- between the means of the respondents on the perceived self-efficacy pre-scale and post-scale which can be attributed to the practical education program. It aimed to identify whether there is any statistically significant difference – at the statistical significance level of (a = 0.05)- between the means of the respondents on the soft skills pre-scale and post-scale which can be attributed to the practical education program.

3. Methods

The limits of the Present Study are Listed Below:

Thematic limits: The present study targets the practical education program at Al-Balqa Applied University and its impact on raising the student-teachers' self-efficacy and improving soft skills of the student-teachers.

Temporal limits: The present study targets Al-Balqa Applied University

Human limits: The researchers of the present study chose a sample that consists from the student-teachers enrolled at the practical education program at Al-Husun University College at Al-Balqa Applied University during the first semester of the academic year 20232 / 2023. This sample consists from sixty (60) female and male student-teachers.

4. Approach

The present study aimed to identify the impact of the practical education program on raising the perceived self-efficacy level of the student-teachers enrolled at Al-Balqa Applied University and improving their soft skills. Thus, the researchers adopted the semi-experimental approach. The one-group research design was used. A pre-scale and a post-scale was used.

5. Population and Sample:

The study's population is represented in all the student-teachers enrolled at the practical education course at Al-Husun University College at Al-Balqa Applied University during the first semester of the academic year 20232 / 2023. It consists from fifty (50) female and male students. Those students are supervised by faculty members working at Al-Husun University College. Forty eight (48) female and male students filled in the pre-scale and post-scale forms.

6. Instrument

The researchers of the present study developed two instruments. Those instruments are mentioned below:

1)- The perceived self-efficacy in teaching scale: It consists from sixteen (16) items. The five point Likert scale was used. It consists from the following rating categories: (strongly agree, agree, neutral, disagree and strongly disagree). The perceived self-efficacy in teaching scale targets two areas, which are: (the personal self-efficacy in teaching, and the expected outcomes of the teaching process). There are eight (8) items related to personal self-efficacy in teaching. The latter items measure the student-teacher's confidence in his / her teaching

capabilities. There are eight (8) items related to the expected outcomes of the teaching process. The latter items measure the degree to which the student-teacher believe that the teaching outcomes are positive. They measure the degree to which the student-teacher believe that he / she can positively influence students. The perceived self-efficacy in teaching scale forms were filled by the sampled student-teachers before initiating the practical training. They were filled again by the student-teachers after finishing the practical training at the end of the second semester.

2)- Soft skills questionnaire: It consists from (16) items. The five point Likert scale consists from the following rating categories: (strongly agree, agree, neutral, disagree and strongly disagree). The soft skills questionnaire targets two areas, which are: (communication during teaching and cooperation and group work skills with the school students and colleagues). There are eight (8) items related to communication during teaching. The latter items assess the skills of the student-teachers in communicating with the school students and colleagues at school. There are eight (8) items related to cooperation and group work skills with the school students and colleagues. The latter items assess the skills of the student-teachers in cooperating with the school students. They assess the skills of the student-teachers in working with in groups with the colleagues and administration at school. The Soft skills questionnaire forms were filled by the sampled student-teachers before initiating the practical training. They were filled again by the student-teachers after finishing the practical training at the end of the second semester.

7.The validity of the study's instruments:

a)- Face validity

The researchers of the present study checked the validity of the study's instruments through passing them to a panel of experts. Those experts are specialized in educational sciences and supervise the practical education program in Al-Balqa Applied University. They were asked to assess the face validity of the two instruments. They were asked that to identify whether the instruments are relevant. They were asked to measure the concept validity to identify whether the concepts in the two instruments are relevant. The factor validity was measured to identify the relevancy of the items to their areas. It was measured to identify the relevancy of the areas with the features of self-efficacy and soft skills. The experts were also asked to assess the instruments in terms of clarity and language. The researchers of the present study kept the items that were approved by 75% or more of the experts.

b)-The internal consistency validity

To measure the internal consistency validity of the study's instruments, the forms of the instruments were passed to an exploratory sample. The exploratory sample consists from sixteen (16) students who don't belong to the actual sample. Then, the values of the internal consistency coefficients were calculated between each item and the area it belong to. That was done through calculating Pearson correlation coefficient values. It was found that all the internal consistency coefficient values are high and positive. The latter values are greater than 0.75. That indicates that the study's instrument enjoy a high internal validity.

8.The reliability of the study's instruments:

To measure the reliability of the study's instruments, the researchers of the present study calculated Cronbach alpha coefficient values and used the test-re-test method. The latter method was used through passing the forms of the instruments to the members of an exploratory sample. Then, the forms of the instruments were re-passed to those members after two weeks. After that, the Pearson correlation coefficient values were calculated for each area of the study's areas. They range between 0.87 – 0.77. The overall reliability coefficient value of the perceived self-efficacy scale is 0.82. The overall reliability coefficient value of the soft skills scale is 0.81. The latter two values indicate that the study's instruments show accepted reliability coefficient values.

9.The study's design and variables

The researchers of the present study used the one group research design. They used a pre-scale and a post-scale. The latter design is represented in the following (GE   O1 O2 × O1 O2).

The symbol GE stands for the experimental group. The symbol (Q1) stands for the perceived self-efficacy. The symbol (O2) stands for the soft skills. The symbol (x) stands for the experiment itself that is represented in the practical education program.

Therefore, the study's variables are represented in one independent variable and two dependent variables. The targeted independent variable is represented in the practical education program. The targeted dependent variables are represented in the following ones:

(a)- The perceived self-efficacy and its two areas, which are: (the personal self-efficacy in teaching, and the expected outcomes of the teaching process in teaching).

b)- The soft silks and its two areas, which are: (communication and cooperation and group work).

10. Statistical Analysis

The researchers of the present study calculated means and standard deviations for the respondents' scores on the perceived self-efficacy and soft skills pre-scale and post-scale. They conducted the t-test for paired sample. That was done through using the SPSS program.

11.Results and Discussion

Results Related to the First Question

Q.1. Is there any statistically significant impact – at the statistical significance level of (a = 0.05)- between the means of the respondents on the perceived self-efficacy pre-scale and post-scale which can be attributed to the practical education program?

The t-test was conducted to identify whether there is any statistically significant difference between the means of the respondents on the perceived self-efficacy pre-scale and post-scale with targeting the two areas (i.e. the personal self-efficacy in teaching, and the expected outcomes of the teaching process in teaching). The results of this test are shown below:

First: The researchers of the present study conducted the t-test to identify whether there is any statistically significant difference between the means of the respondents on the perceived

self-efficacy pre-scale and post-scale in the (the personal self-efficacy in teaching) area. Table (1) shows the results of the latter test.

Table (1): The results of the t-test to identify whether there is any statistically significant difference between the means of the respondents on the perceived self-efficacy pre-scale and post-scale in the (the personal self-efficacy in teaching) area.

The perceived self-efficacy	Mean	Std.	Degree of freedom (df)	T value	Sig.
Pre-scale	48.52	6.34	47	-6.21	0.00
Post-scale	51.58	5.85			

Based on table (1), the mean of the respondents on the perceived self-efficacy pre-scale in the (the personal self-efficacy in teaching) area is 48.52. The mean of the respondents on the perceived self-efficacy post-scale in the (the personal self-efficacy in teaching) area is (51.58). The difference between those values is considered statistically significant. The t-value is -6.21 at the significance level (0.00). That means that the practical education program has a statistically significant impact – at the statistical significance level of (a = 0.05)- on raising the perceived self-efficacy level of the student-teachers enrolled at Al-Balqa Applied University in the (the personal self-efficacy in teaching) area.

Second: The researchers of the present study conducted the t-test to identify whether there is any statistically significant difference between the means of the respondents on the perceived self-efficacy pre-scale and post-scale in the (the expected outcomes of the teaching process in teaching) area. Table (2) shows the results of the latter test

Table (2): The results of the t-test to identify whether there is any statistically significant difference between the means of the respondents on the perceived self-efficacy pre-scale and post-scale in the (the expected outcomes of the teaching process in teaching) area.

The perceived self-efficacy	Mean	Std.	Degree of freedom (df)	T value	Sig.
Pre-scale	37.46	5.45	47	-4.29	0.00
Post-scale	47.12	4.77			

Based on table (2), the mean of the respondents on the perceived self-efficacy pre-scale in the (the expected outcomes of the teaching process in teaching) area is (37.46). The mean of the respondents on the perceived self-efficacy post-scale in the (the expected outcomes of the teaching process in teaching) area is (47.12). The difference between those values is considered statistically significant. The t-value is -4.29 at the significance level (0.00). That means that the practical education program has a statistically significant impact – at the statistical significance level of (a = 0.05)- on raising the perceived self-efficacy level of the student-teachers enrolled at Al-Balqa Applied University in the (the expected outcomes of the teaching process in teaching) area.

To ensure that the practical education program has a positive impact on raising the perceived self-efficacy level of the student-teachers in the two areas, the researchers of the present study followed up the implementation of self-efficacy post-scale again after finishing the program. That was done two weeks after finishing the program. The t-test test for paired sample was conducted to identify the difference between the respondents' scores on the perceived self-efficacy post-scale and the respondents' scores on the perceived self-efficacy follow up scale. Table (3) shows the values of the latter test.

Table (3): The results of the t-test test for paired sample for identifying the differences between the respondents' scores on the perceived self-efficacy post-scale and the respondents' scores on the perceived self-efficacy follow up scale

Scale	Mean	Std.	Degree of freedom (df)	T value	Sig.
Post-scale	8.80	3.23	47	-6.65	0.000
Follow up	47.52	4.22			

(*): This value is statistically significant at the statistical significance value of (a = 0.05)

Based on table (3), it was found that there isn't any statistically significant difference between the respondents' mean on the perceived self-efficacy post-scale and the respondents' mean on the perceived self-efficacy follow up scale. That was concluded based on the calculated t value and the significance value is the above table. The latter value are insignificant at the statistical significance level of (a = 0.05). That indicates that the positive impacts of the practical education program on the perceived self-efficacy remained two week after the training.

Results Related to the Second 13.Question:

Q.2. Is there any statistically significant difference – at the statistical significance level of (a = 0.05)- between the means of the respondents on the soft skills pre-scale and post-scale which can be attributed to the practical education program?

The t-test was conducted to identify whether there is any statistically significant difference between the means of the respondents on the soft skills pre-scale and post-scale with targeting the two areas (i.e. communication in teaching, and cooperation & group work in teaching). The results of this test are shown below:

First: The researchers of the present study conducted the t-test to identify whether there is any statistically significant difference between the means of the respondents on the soft skills pre-scale and post-scale in the (the communication in teaching) area. Table (1) shows the results of the latter test.

Table (4): The results of the t-test to identify whether there is any statistically significant difference between the means of the respondents on the soft skills pre-scale and post-scale in the (the communication in teaching) area.

The communication in teaching area	Mean	Std.	Degree of freedom (df)	T value	Sig.
Pre-scale	32.48	6.13	47	-7.19	0.000
Post-scale	35.52	4.68			

Based on table (4), the mean of the respondents on the soft skills pre-scale in the (the communication in teaching) area is 32.48. The mean of the respondents on the soft skills post-scale in the (the communication in teaching) area is (35.52). The difference between those values is considered statistically significant. The t-value is -7.19 at the significance level (0.00). That means that the practical education program has a statistically significant impact – at the statistical significance level of (a = 0.05)- on improving the soft skills of the student-teachers enrolled at Al-Balqa Applied University in the (the communication in teaching) area.

Second: The researchers of the present study conducted the t-test to identify whether there is any statistically significant difference between the means of the respondents on the soft skills pre-scale and post-scale in the (the cooperation & group work in teaching) area. Table (5) shows the results of the latter test

Table (5): The results of the t-test to identify whether there is any statistically significant difference between the means of the respondents on the soft skills pre-scale and post-scale in the (the cooperation & group work in teaching) area.

The cooperation & group work in teaching.	Mean	Std.	Degree of freedom (df)	T value	Sig.
Pre-scale	34.45	4.38	47	-6.54	0.000
Post-scale	43.17	3.90			

Based on table (5), the mean of the respondents on the soft skills pre-scale in the (the cooperation & group work in teaching) area is (34.45). The mean of the respondents on the soft skills post-scale in the (the cooperation & group work in teaching) area is (43.17). The difference between those values is considered statistically significant. The t-value is -6.54 at the significance level (0.00). That means that the practical education program has a statistically significant impact – at the statistical significance level of (a = 0.05)- on improving the soft skills of the student-teachers enrolled at Al-Balqa Applied University in the (the cooperation & group work in teaching) area.

To ensure that the practical education program has a positive impact on improving the soft skills of the student-teachers in the two areas, the researchers of the present study followed up the implementation of soft skills post-scale again after finishing the program. That was done two weeks after finishing the program. The t-test test for paired sample was conducted to identify the difference between the respondents' scores on the soft skills y post-scale and the respondents' scores on the soft skills follow up scale. Table (6) shows the values of the latter test

Table (6): The results of the t-test test for paired sample for identifying the differences between the respondents' scores on the soft skills post-scale and the respondents' scores on the soft skills follow up scale

Scale	Mean	Std.	Degree of freedom (df)	T value	Sig.
Post-scale	43.17	3.90	47	-5.90-	0.000

Follow up	42.00	3.45			

(*): This value is statistically significant at the statistical significance value of (a = 0.05)

Based on table (6), it was found that there isn't any statistically significant difference between the respondents' mean on the soft skills post-scale and the respondents' mean on the soft skills follow up scale. That was concluded based on the calculated t value and the significance value is the above table. The latter value are insignificant at the statistical significance level of (a = 0.05). That indicates that the positive impacts of the practical education program on the soft skills remained two week after the training.

14. Discussion:

In terms of the study's first question, it was found that the practical education program has a statistically significant impact – at the statistical significance level of (a = 0.05)- on raising the respondents' perceived self-efficacy level (in terms of the personal self-efficacy, and the expected outcomes of the teaching process) for the favour of the post-scale. The latter result can be attributed to the fact that the student-teachers enrolled in the practical education program acquired teaching experiences through this program. Such experiences enabled them to implement the theoretical knowledge they acquired when teaching students. They enabled them to increase their personal self-efficacy in teaching. They provided them with the desire to practice the teaching profession. They enabled them to improve their confidence in their personal capabilities in teaching. The latter result is in agreement with what is suggested by Bayraktar (2009). The latter researcher suggested that field training delivered to pre-service teachers is considered the most important factor affecting the self-efficacy in teaching of pre-service teachers. He confirmed that the practical training course has a significant positive impact on personal self-efficacy in teaching and expected outcomes in teaching.

The researchers of the present study believe that the practical education course at the university doesn't focus on teaching only. In fact, this course seeks training students to develop them in practical aspects. For instance, the student-teachers in this course are asked to write semester and daily plans. They are requested to make achievement tests and assess students through using performance-based strategies. They are requested to design teaching aids, and make student file. They are asked to write to various reports and carry out various tasks, such as: handling shifts and attending the teachers-parents meeting and the teachers-

teachers meetings and etc.. Assisting those tasks to the student-teachers contribute to raising their perceived self-efficacy in teaching.

The student-teachers were provided with courses about teaching methods, life skills and methods of developing life skills before enrolling them in the practical education program. Such courses provided the sampled student-teachers with knowledge on modern teaching strategies and methods that require possessing certain knowledge and teaching skills.

The researchers of the present study believe that ongoing follow up for supervisor of the practical education program and the instructions, feedback and training they offered to the sampled student-teachers contributed to improving their teaching performance. Thus, that contributed to increasing the perceived self-efficacy of the respondents in teaching. Pandora added (cited in Aljarah, 2011) that the most important factors affecting the teacher's self-efficacy are represented in the supportive environmental factors, feedback about his / her teaching performance and the teachers serving as model for him / her.

The result related to the first question is in agreement with the result reached by Bayraktar (2009). The latter researcher found that the course has a positive impact on personal self-efficacy in teaching. The result related to the first question is in agreement with the result reached by Alayasrah (2016). The latter researcher found that there is a statistically significant difference between the mean of the control and experimental groups on the self-efficacy post-scale for the favor of the experimental group. The result related to the first question is in agreement with the result reached by Safar (2017). The latter researcher found that there is a positive relationship between the performance of the education program and students' level of satisfaction. The result related to the first question is in agreement with the result reached by Almawlah and Alsafawi (2019). The latter researchers found that the practical education targeting the students enrolled at the Quranic sciences department enabled the respondents to acquire some teaching competencies from the perspective of the instructors.

In terms of the study's second question, it was found that the practical education program has a statistically significant impact – at the statistical significance level of (a = 0.05)- on improving the respondents' soft skills (in communication skills in teaching and the cooperation and group work skills in teaching) for the favour of the post-scale. The latter result indicate that the practical education program plays a significant role in developing

the soft skills of the respondents in (the communication skills in teaching, and cooperation & group work skills in teaching). However, the improvement made to the soft skills isn't as it ought to be. That may be attributed to the fact that the practical education programs in Jordanian universities focus on providing the student-teachers with the basic teaching skills or the skills related to teaching aspects. Such skills include: the effective communication skills, and cooperation & group work skills. Such improvement isn't as it ought to be because the practical education pogroms in Jordanian universities were not designed in accordance with the sustainable development standards in teaching. Hence, some soft skills are not provided with adequate attention in such programs. They include: crisis management, adaptation, and flexibility skills. They are considered by the developers of such programs as implicit skills that are acquired after acquiring practical experience in the field.

The researchers of the present study believe that the practical education program contributed to creating a positive climate for the student-teachers. Through this climate, the student-teachers are capable to create social relationships that require effective communication, cooperation and group work.

The result related to the second question is in agreement with the one reached by Yan et al. (2018). The latter researcher found that the practical education program has a positive skills on the development of the targeted soft skills from the perspective of the participants in the program. The result related to the second question is in agreement with the one reached by Azahrani and Al-Sahfe'y (2020). The latter researchers found that employing the triangular model of scientific controversy called the claim-evidence-reasoning (CER) model is effective in developing the soft skills of the female intermediate school students in Dmam, Saudi Arabia. The result related to the second question is in agreement with the one reached by Ale'moosh (2016). The latter researcher found that the practical education program plays a moderate role in improving the soft skills of the targeted female student-teachers.

15.Recommendations:

In the light of the study's results, the researchers of the present study recommend the following:

1)- Showing more attention to the practical education program in the syllabus. That should be done through increasing the hours dedicated for the latter course. The researchers of the present study also recommend adding others aspects to this program through which the students shall train on planning, and teaching lessons and assessing students in campus

2)- Using modern strategies that are based on active engagement in the training process. Such strategies must involve using modern technologies.

3)- Providing the student-teachers with training on the use of soft skills in teaching in an ongoing manner through the practical education program.

4)- Embedding the soft skills in the syllabus of the practical education program

5)- Conducting a study about the impact of the practical education program on variables other than the ones targeted in this study.

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