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Learning Outcomes of the Practicum for Preparing Future Teachers: From Academic staff Members' Perspectives at the Faculty of Education, Zolten, University of Sabratha

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Abstract: This research aimed to identify the extent to which the intended learning outcomes of the Practical Education course are achieved within teacher preparation programs, from the perspective of faculty members at the Faculty of Education, Zolten, University of Sabratha. Since the purpose of the research is to determine the degree to which the intended learning outcomes of the Practical Education course contribute to preparing future teachers, as well as to identify the factors and shortcomings that may affect the effectiveness of the course in achieving its educational and professional objectives, the researchers adopted the descriptive-analytical method, employing a questionnaire as the primary tool for data collection due to its suitability to the nature and objectives of the study.

The research sample consisted of (50) faculty members, including (39) a master's degree and (11) Ph.D. A questionnaire was designed and distributed among faculty members involved in teaching or supervising the course. The research instrument was divided into four main domains: cognitive outcomes, skill-based outcomes, affective and behavioral outcomes, and challenges and difficulties. The researchers distributed the questionnaires to the targeted faculty members, and after collecting the responses, the data were subjected to statistical analysis.

The results indicated that the faculty members expressed a high level of satisfaction with the cognitive, skill-based, affective, and behavioral outcomes. However, they also identified a set of challenges and shortcomings suggesting the existence of a gap between the planned and the implemented aspects of the course, with the need for continuous evaluation of the practical education program.

Keywords: learning outcomes; teaching practicum; teaching preparation; faculty members.

Introduction:

In light of the rapid transformations occurring in educational systems, there has been an increasing need to prepare teachers who possess high professional competencies and are capable of engaging effectively with pedagogical changes while meeting the demands of contemporary education. The teaching practice course represents one of the fundamental pillars in teacher education programs, as it provides pre-service teachers

with a real opportunity to apply the theoretical knowledge and pedagogical skills they have acquired within authentic educational settings. This contributes to the development of their professional identity and integrated pedagogical formation.

The significance of this course is further emphasized as it serves as a genuine evaluative tool for assessing pre-service teachers' competencies in planning, implementation, and assessment, in addition to fostering educational values and professional behaviors. However, several questions have been raised regarding the extent to which the intended learning outcomes of this course are achieved, particularly in light of challenges such as limited allocated time, variability in supervision quality, weak coordination between colleges and schools, among others.

Accordingly, this study aims to examine the intended learning outcomes of the teaching practice course as perceived by faculty members in the Faculty of Education. Faculty members are considered key stakeholders in the design, implementation, and evaluation of this course. The study seeks to explore its current implementation, identify strengths and weaknesses, and propose development strategies that contribute to enhancing the preparation of future teachers.

Research Objectives:

This study aims to achieve the following objectives:

1. To identify the extent to which the intended learning outcomes of the teaching practice course are achieved in preparing future teachers.
2. To explore faculty members' perceptions regarding the effectiveness of the teaching practice course in developing the cognitive, skill-based, and affective domains of pre-service teachers.
3. To identify the strengths and weaknesses of the teaching practice course from the perspective of faculty members.
4. To analyze differences in faculty members' perceptions of the course outcomes according to variables such as gender, specialization, and years of experience.
5. To provide suggestions and recommendations aimed at improving the teaching practice course and enhancing its role in preparing competent teachers.

Significance of the Study:

1. Theoretical Significance

This study contributes to enriching educational literature related to teaching practice courses and their learning outcomes. It also represents a scholarly addition that supports the development of teacher education programs in faculties of education.

2. Practical Significance

1. It assists those responsible for teacher education programs in improving the content and implementation of the teaching practice course.
2. Its findings may support decision-makers in faculties of education in reviewing and developing curricula to enhance educational quality.
3. It highlights faculty members' perspectives, thereby supporting the development of field training in alignment with the requirements of the educational labor market.

Research Problem:

Despite the importance of the teaching practice course in preparing future teachers, questions remain regarding the extent to which its intended learning outcomes are achieved and whether they adequately meet the needs of teachers in real educational contexts. Faculty members hold differing views regarding the course's effectiveness, content, assessment methods, and its connection to practical reality. Therefore, there is a need for an evaluative study from the perspective of faculty members to determine the extent to which these outcomes are achieved and to identify possible shortcomings.

Accordingly, the research problem can be formulated as follows:
The present study seeks to investigate the extent to which the intended learning outcomes of the teaching practice course for preparing future teachers are achieved from the perspective of faculty members in the Faculty of Education, as well as the factors that may influence the effectiveness of this course in achieving its educational and professional objectives.

Research Questions:

The main research question is:
What is the extent to which the intended learning outcomes of the teaching practice course for preparing future teachers are achieved from the perspective of faculty members in the Faculty of Education, Zolten, University of Sabratha? What are the main challenges and limitations that hinder their achievement?

The following sub-questions arise from the main question:

1. To what extent are the intended learning outcomes of the teaching practice course achieved as perceived by faculty members?
2. What are the positive aspects of the teaching practice course in terms of professional and practical preparation of future teachers?
3. What shortcomings are identified by faculty members in the course?
4. Are there statistically significant differences in faculty members' perceptions due to variables such as gender, specialization, and years of experience?

Research Hypotheses:

There are statistically significant differences among faculty members' evaluations regarding the cognitive outcomes of the teaching practice course for preparing future teachers.

1. There are statistically significant differences among faculty members' evaluations regarding the skill-based outcomes of the teaching practice course for preparing future teachers.
2. There are statistically significant differences among faculty members' evaluations regarding the affective and behavioral outcomes of the teaching practice course for preparing future teachers.
3. There are statistically significant differences among faculty members' evaluations according to demographic variables such as gender, academic specialization, academic degree, and years of experience regarding the intended learning outcomes of the teaching practice course.
4. There is a positive statistically significant correlation between cognitive, skill-based, and affective outcomes in achieving the objectives of the teaching practice course.

Methodological Framework of the Study:

Research Methodology

Given the nature of the study, which aims to identify the extent to which the intended learning outcomes of the teaching practice course are achieved from the perspective of faculty members, the study adopts the descriptive-analytical approach. This approach is considered the most appropriate for measuring and analyzing attitudes and opinions as they exist in reality, with the aim of describing the phenomenon under investigation and analyzing its data.

Population of the Study

The population of the study consists of all faculty members at the Faculty of Education, Zolten, University of Sabratha, who are involved in teaching or supervising the teaching practice course. The total number of participants who responded to the questionnaire is (50) faculty members.

Sample of the Study

A sample was selected from the study population, consisting of faculty members specialized in education and involved in the teaching practice course. The sample was chosen to ensure appropriate representation in terms of gender, academic specialization, and years of experience.

Research Instrument

A questionnaire was used as the primary instrument for data collection. It was carefully designed based on specific dimensions, namely:

- Cognitive outcomes
- Skill-based outcomes
- Affective and behavioral outcomes
- Challenges and difficulties
- An optional open-ended question aimed at collecting suggestions and recommendations from faculty members in the college

Study Delimitations

- Spatial Scope

The present study was limited to permanent faculty members at the Faculty of Education, Zolten, University of Sabratha, who are involved in teaching or supervising the teaching practice course.

- Time Scope

The study was conducted prior to the end of the second semester of the academic year 2024/2025.

- Human Scope

The study was limited to faculty members, with a total number of (50) participants.

Theoretical Framework:

First: The Concept of Teaching Practice and Its Role in Teacher Preparation

Teaching practice is considered one of the fundamental pillars in teacher education programs, as it provides pre-service teachers with the opportunity to apply theoretical knowledge in real teaching situations. It represents the practical dimension of what the student teacher has learned during their academic studies, thereby contributing to the development of their professional and pedagogical competencies.

According to **Abdelhamid (2019)**, teaching practice serves as a bridge between theoretical knowledge and practical application, as it helps refine teaching skills, develop critical thinking, and enhance the ability to solve classroom problems. Similarly, Darling-**Hammond (2021) argues** that teaching practice is a crucial component in building teachers' professional identity, as it strengthens their sense of educational responsibility and enhances their competence in dealing with diverse instructional situations.

Some educational scholars define teaching practice as the field-based experience acquired by pre-service teachers through supervised teaching practice under direct academic and pedagogical guidance, with the

aim of preparing them professionally and psychologically to enter the teaching profession and connect them with authentic classroom contexts.

Second: The Importance of the Teaching Practice Course in Teacher Preparation

The importance of the teaching practice course lies in the following aspects:

1. It provides pre-service teachers with the opportunity to apply the theoretical knowledge they have acquired.
2. It contributes to the development of teaching skills such as lesson planning, classroom management, assessment, and the use of instructional media.
3. It enhances self-confidence and fosters professional and behavioral habits.
4. It enables trainees to face real classroom challenges and interact effectively with learners through authentic assessment practices.

Research confirms that teaching practice is not merely a training period but an integrative process for preparing future teachers. According to **Korthagen (2017)**, it represents a stage of pedagogical reflection that allows student teachers to reconsider and improve their teaching practices.

Furthermore, **Al-Harbi (2021)**, found that teaching practice is a key factor in enhancing teacher competence prior to entering the field, as it contributes to self-confidence development and the ability to adapt to classroom challenges.

Third: The Concept of Learning Outcomes

Learning outcomes refer to the set of knowledge, skills, and attitudes that learners are expected to acquire upon completion of a specific program or course, and which can be measured and evaluated. The intended learning outcomes of teaching practice reflect what student teachers are expected to gain in terms of knowledge, skills, and attitudes after completing the training program.

Research emphasizes that learning outcomes must be clearly defined, measurable, and directly aligned with the requirements of the educational labor market. They can be categorized into three main domains:

- **Cognitive outcomes:** such as acquiring educational concepts, learning theories, and understanding teaching strategies.
- **Skill-based outcomes:** such as developing lesson planning skills, classroom management, instructional media use, and formative assessment.
- **Affective and behavioral outcomes:** such as fostering positive attitudes toward the teaching profession, commitment to educational values, and positive interaction with students and colleagues.

Al-Tawil (2020), emphasized that the achievement of these outcomes largely depends on the quality of academic and field supervision, as well as the effectiveness of the school environment hosting the training.

Fourth: The Relationship Between Teaching Practice and Learning Outcomes

The teaching practice course provides a fertile environment for achieving the required learning outcomes necessary for preparing competent and effective teachers. The success of this course depends on several factors, including:

1. The quality of pedagogical supervision.
2. The level of coordination between faculties and training schools.
3. The competence of cooperating teachers in the field.

Fifth: The Role of Faculty Members in Achieving Learning Outcomes

Faculty members in colleges of education play a pivotal role in the success of the teaching practice course. Their role extends beyond academic guidance to include field supervision and the provision of constructive feedback.

Shulman (2005), emphasized that university instructors are "the primary catalysts in building students' professional knowledge," as they transfer not only theoretical knowledge but also reflective and creative thinking skills.

Moreover, **Al-Maghribi (2022)**, demonstrated that involving faculty members in the formulation and evaluation of learning outcomes enhances the quality of teacher education programs and makes them more responsive to local community needs.

Sixth: Challenges Facing the Achievement of Learning Outcomes

Despite the importance of teaching practice, several challenges may hinder the optimal achievement of its intended learning outcomes, including:

1. Weak coordination between colleges and host schools.
2. Variability in the experience of field supervisors.
3. Limited time allocated to teaching practice.
4. Weak measurement and evaluation mechanisms related to learning outcomes.

Knight (2018), pointed out that overcoming these challenges requires the development of strong partnerships between colleges and educational institutions, in addition to updating assessment standards in line with contemporary pedagogical practices.

Literature Review:

Abdelhamid (2019), this study aimed to evaluate the teaching practice system at the Faculty of Education, Zagazig University, by examining the perspectives of female student teachers regarding the extent to which program objectives are achieved. The study adopted the descriptive-analytical approach and used a questionnaire as the main data collection tool. It addressed several dimensions, including the quality of academic supervision, the role of host schools, and the relevance of the program to real educational practice.

Findings:

The study revealed that teaching practice contributes to building self-confidence among student teachers and enhances their understanding of curricula and teaching methods. However, it also identified shortcomings, including limited interaction between student teachers and supervising

teachers, weak emphasis on modern teaching strategies, and an overreliance by some schools on formal procedures rather than practical engagement.

Al-Rouqi (2020), this study evaluated the teaching practice program at Taif University by analyzing the extent to which its objectives were achieved. The researcher used the descriptive approach and distributed a questionnaire to a sample of student teachers. The study examined key aspects such as psychological preparation for teaching, application of theoretical knowledge, use of instructional media, and classroom management.

Findings:

The results indicated that the program objectives were largely achieved, with an overall achievement rate of 85.8%. The highest achieved objective was the enhancement of self-confidence (85.04%), while the lowest was the opportunity to apply theoretical coursework in school environments (41.73%). The study recommended extending the duration of teaching practice and strengthening coordination between faculties and schools.

Al-Hanshiri & Al-Abani (2017), examined the role of the teaching practice program in preparing student teachers at the Faculty of Education, University of Tripoli, aiming to determine its contribution to developing professional and pedagogical skills. The study adopted a field descriptive approach and used observation and questionnaires as data collection tools.

Findings:

The study concluded that teaching practice is a fundamental component in teacher preparation, as it bridges theory and practice and contributes to the development of lesson planning skills, classroom management, and handling real teaching situations. However, it also revealed limited field support for student teachers, which negatively affected the quality of some practical experiences.

Othman & Mohamed (2016), evaluated the teaching practice program at the Faculty of Education, University of West Kordofan, with the aim of proposing a developed program aligned with contemporary Arab trends. The researchers adopted the descriptive approach and designed a questionnaire administered to faculty members supervising trainee students during the academic year 2012–2013, totaling 29 faculty members.

Findings:

The study revealed consensus among faculty members and student teachers regarding the insufficient duration of the teaching practice period, with a preference for extending it to two semesters. Approximately 62% of faculty members believed that program objectives were achieved. However, challenges included insufficient training of student teachers in utilizing the local environment to produce instructional materials, lack of commitment from cooperating teachers in schools, and limited supervisory visits. Only 46.9% confirmed the effectiveness of the evaluation process, while major constraints included limited supervisory staff, inadequate material resources, and weak assessment tools.

The study recommended implementing a developed teaching practice model, training student teachers in diverse assessment methods, enhancing the use of local resources for instructional materials, and increasing supervisory visits.

Abu Al-Hajj, Azmi (2013), this study aimed to identify the level of acquisition of teaching competencies among students of Al-Quds Open University after completing the teaching practice course from their own perspectives. The researcher adopted the descriptive-analytical approach. A questionnaire was administered to a purposive sample of trainee students enrolled in the teaching practice course during the first semester of the academic year 2011/2012, consisting of (220) male and female students. The instrument focused on core competencies such as lesson planning, classroom implementation, classroom management, assessment, and educational communication.

Main findings:

1. Students reported a generally high level of acquisition of teaching competencies after completing the practicum.

2. Lesson planning and classroom implementation ranked first among acquired competencies.
3. Classroom management and assessment competencies were rated at a moderate level compared to other competencies.
4. No statistically significant differences were found based on gender or academic specialization.
5. The study recommended strengthening the practical dimension of teacher education programs and increasing field supervision to enhance applied competencies.

Al-Shami, Zidan (2015) – Book Review (Reiterated). Al-Shami's work further emphasizes that teaching practice is a core component of teacher education programs, highlighting the gap between theoretical preparation and field application. It identifies key challenges such as weak coordination between universities and schools, insufficient supervision, and curriculum limitations that fail to address real classroom demands.

Key findings:

1. The success of teacher education programs depends on integrating theory with practice, as theoretical knowledge alone is insufficient.
2. Student teachers face several difficulties during field training, including limited prior field experience, insufficient classroom practice opportunities, and weak feedback from supervisors.
3. Effective pedagogical supervision and intensive practical training significantly enhance teaching competencies.
4. Strengthening collaboration between universities and educational institutions is essential for improving teaching practice programs.
5. Formative assessment during training contributes to continuous improvement of student performance.

Al-Buseifi (2025), this study aimed to evaluate the effectiveness of the teaching practice program in preparing student teachers at the Faculties of Education, University of Zawia, from the perspectives of students, supervisors, and faculty members.

The findings indicated a positive impact of the program on developing lesson planning skills, classroom management, and the application of modern teaching strategies. However, the study also pointed to a limited duration of training and a noticeable gap between theoretical preparation and practical application.

Sa'aida & Al-Mahasnah (2015), this study aimed to identify the problems faced by students of vocational education at Al-Balqa Applied University during field training. The researchers adopted the descriptive-analytical approach using a questionnaire administered to a sample of students and faculty members. The study focused on field training problems, with student-related issues ranking first, followed by program-related issues, supervision-related issues, and school-related issues. Differences were also observed according to academic level.

Main findings:

The study found that teaching practice contributes to enhancing students' practical skills, particularly in lesson planning, implementation, and classroom management, as well as in developing positive attitudes toward the teaching profession. It also identified challenges, most notably weak coordination between the faculty and host schools and insufficient field supervision.

Ghalam & Al-Qadi (2019), this study aimed to identify the problems faced by female student teachers in the teaching practice program at the Faculty of Education, Tripoli, from their perspective. The study was conducted on a random sample of 54 female students from the Faculty of Education, University of Tripoli. A validated and reliable questionnaire was used.

The findings revealed that the level of problems faced by student teachers was high. The problems were ranked as follows: cooperating schools ranked first, followed by the student teacher's personal characteristics, the nature of the teaching practice program, cooperating teachers, and finally academic supervision and lesson planning and implementation.

The results also showed that there were no statistically significant differences in responses according to academic department or training school variables.

Feiman-Nemser (2001), this study highlights the necessity of establishing an integrated and continuous teacher education system that connects three essential stages: pre-service preparation, induction, and ongoing professional development. The study emphasizes that teacher learning is a cumulative and lifelong process rather than one confined to initial preparation. It also stresses the importance of linking the theoretical knowledge acquired in teacher education programs with practical classroom application. Furthermore, the study provides a framework for rethinking policies and programs related to teacher preparation and development in ways that ensure the continuity and quality of the teaching profession.

Main Findings of the Study

1. Effective teacher professional development requires a continuous system that integrates preparation, induction, and ongoing professional learning.
2. Fragmented teacher training systems are unable to meet teachers' professional needs and often contribute to professional burnout and attrition.
3. Strong mentoring programs, teacher collaboration, and reflective practices during the induction phase contribute to:

- Enhancing teacher competence.
- Strengthening teachers' commitment to the profession.

4. Practice-based continuous professional development leads to:

- Improved teaching quality.
- Higher levels of students' academic achievement.

Allen & Wright (2014), this study aimed to investigate how educational theory can be integrated with practical application in pre-service teacher education programs. The researchers focused on the practicum experience as the primary bridge between theoretical academic preparation in faculties of education and practical implementation in classrooms. The study relied on interviews and observations of student teachers during their field training, in addition to collecting the perspectives of supervisors and university faculty members.

Alkhafeel, and Elkholy (2022) reported that, English educators often struggle to rely solely on the English language when teaching Arab students. This is primarily because many students do not fully grasp the English language. Furthermore, instructors of English as a foreign language face challenges in teaching without occasionally referencing the students' native language in certain areas. They also note that their students experience numerous difficulties in understanding English as a foreign language, especially when their teachers utilize the mother tongue in the classroom. This observation suggests that both the learners' and the teachers' experiences in acquiring English as a foreign language are challenging without incorporating the native language in the classroom environment. Conversely, there are significant differences between Arabic and English, stemming from their distinct origins and grammatical structures. As a result, this study seeks to explore the impact of utilizing the Arabic language in the instruction of English as a foreign language.

Elkhouly (2021) concluded that, in 2016, Libyan universities had 160 faculties. Currently, there are 24 universities, 114 vocational centers, and 8 private universities. There are 493 postgraduate programs across 12 universities, 71 faculties, and 367 departments. These programs are categorized into 206 Humanities, 158 Applied Sciences, and 46 Medical Sciences. The universities vary significantly, with faculty numbers ranging from 6 to 26 and student populations from 2,545 to 75,000. There are 6,204 Libyan students studying abroad. For 2014-2017, 92 EMJMDs were selected out of 361 proposals involving Libya. Graduation percentages for academic staff in public universities are 4%, 5%, 11%, 29%, and 51% for various ranks. The University of Benghazi has the highest ranking, followed closely by the University of Tripoli. In contrast, the Higher Institute of Marine Science Technologies Sabratha holds the lowest rank.

Mohammed and Alsayah (2025). identfied and elucidate the function of classroom assessments in evaluating students' learning, emphasizing their intended goals and the possible shortcomings they may exhibit. Classroom assessments are frequently utilized to gauge students' comprehension of the course content, offer feedback to both students and educators, and guide teaching strategies. Nonetheless, in spite of their extensive application, classroom assessments can be hindered by issues such as bias, misalignment with educational objectives, and adverse washback effects. This paper

employs a descriptive approach and references existing studies to explore how classroom assessments operate within the larger context of educational evaluation. The research underscores the necessity of creating valid, reliable, and equitable assessments that accurately represent students' learning achievements, while also acknowledging and addressing the intrinsic weaknesses of conventional assessment methods. The research concludes with suggestions for diversifying assessment types, enhancing feedback mechanisms, boosting assessment literacy, and cultivating more inclusive and meaningful testing atmospheres. These findings are intended to guide educators and policymakers aiming to enhance the validity and fairness of assessment practices conducted in the classroom.

Main Findings of the Study

1. **The gap between theory and practice:**
   There remains a clear gap between the theoretical knowledge acquired by student teachers at university and the realities they encounter in actual classroom settings.
2. **The importance of guidance and supervision:**
   Academic supervisors and cooperating teachers play a crucial role in helping student teachers connect theoretical concepts with practical experiences.
3. **Reflective practice:**
   Encouraging student teachers to engage in critical reflection on their teaching practices contributes significantly to their ability to integrate theory with practice.
4. **Collaborative environment:**
   A supportive and collaborative relationship between universities and schools facilitates the smooth transition of theoretical knowledge into effective field practices.
5. **Challenges:**
   The study highlighted several challenges, including limited training time, geographical distance between schools and universities, and weak communication among training stakeholders.

The study concluded that genuine integration between theory and practice requires carefully designed training programs, effective cooperation between universities and schools, and stronger supervisory roles for pedagogical mentors. Such integration contributes to developing more stable and effective professional competencies among students as teachers.

Similarities and Differences Between Previous Studies and the Current Study:

The current study is consistent with previous studies in emphasizing the importance of the teaching practice course in developing the cognitive, skill-based, and behavioral sides of student as a teacher. The reviewed studies also agree on the existence of several challenges that hinder the achievement of intended learning outcomes, including:

1. Weak coordination between faculties and training schools.
2. The short duration of practical training compared to educational objectives.
3. Limited academic and field supervision and follow-up.

However, what distinguishes the current study is its focus on learning outcomes from the perspective of faculty members specifically, while also taking into account differences in their academic specializations and professional experience. This gives the study an additional analytical side.

Summary of the Literature Review:

The reviewed literature collectively indicates that the teaching practice course still requires continuous development in terms of content, duration, and implementation mechanisms in order to achieve effective integration between theory and practice and improve the quality of future teacher preparation.

Through this study, the researchers hope to contribute to filling the existing research gap by shedding light on the intended learning outcomes of the teaching practice course as perceived by faculty members, who are considered active partners in planning, implementation, and evaluation processes.

Methodological Procedures of the Field Study:

Whereas the aim of the study is to identify the extent to which the intended learning outcomes of the teaching practice course are achieved in preparing future teachers, as well as to identify the factors and shortcomings that may affect the effectiveness of the course in achieving its educational and professional objectives, the researchers adopted the descriptive-analytical approach. A questionnaire was used as the primary instrument for data collection due to its suitability for the nature and objectives of the study.

1. Study Population

The study population consisted of all faculty members who supervise or teach the teaching practice course at the Faculty of Education, Zolten, University of Sabratha, totaling (50) faculty members during the academic year 2024/2025.

2. Study Sample

The study sample consisted of (50) faculty members, representing 100% of the study population. Among them, (39) held Master's degrees, while (11) held PhD degrees. The researchers distributed the questionnaires to the targeted faculty members, and after collecting the completed questionnaires, the responses were subjected to statistical analysis.

The following table illustrates the general characteristics of the study sample:

Table (1): Frequencies and Percentages of Faculty Members According to General Characteristics

General Characteristics of the Study Sample		Frequency	Percentage (%)
Gender	Male	**25**	**50%**
	Female	**25**	**50%**
	Total	**50**	**100%**
Academic Qualification	Master's Degree	**39**	**78%**
	PhD	**11**	**22%**
	Total	**50**	**100%**
Academic Specialization	Educational Specialization	**35**	**70%**
	Non-Educational Specialization	**15**	**30%**
	Total	**50**	**100%**
Years of Experience	Less than 5 years	**4**	**8%**
	From 5 to 10 years	**19**	**38%**
	More than 10 years	**27**	**54%**
	Total	**50**	**100%**

The results presented in Table (1) indicate the following:

- The percentage of male participants in the study sample reached 50%, while the percentage of female participants also reached 50%. This indicates that the teaching practice course is supervised equally by faculty members of both genders within the study sample.

- Regarding academic qualifications, 78% of the participants held Master's degrees, representing a higher proportion compared to those holding PhD degrees, who accounted for 22% of the sample. This finding suggests that the academic departments at the Faculty of Education, Zolten, rely primarily on faculty members holding Master's degrees, representing more than three-quarters of the study sample.
- In terms of academic specialization, 70% of the participants specialized in education, whereas 30% belonged to non-educational specializations. This demonstrates that the academic departments rely predominantly on educational specialists in teaching practice and supervision, although a proportion of non-educational specialists are also involved in the supervision process.
- Concerning teaching experience, 8% of the participants had less than five years of experience, representing the lowest percentage. Meanwhile, 38% had between five and ten years of experience, and 54% had more than ten years of experience, representing the highest proportion. These findings indicate that the Faculty of Education depends largely on faculty members with sufficient experience in teaching practice and academic supervision for preparing future teachers, with a cumulative percentage of 92% having more than five years of experience.

3. Research Instrument (Questionnaire)

The researchers designed a questionnaire with the aim of collecting data to identify faculty members' perspectives at the Faculty of Education, Zolten, regarding the intended learning outcomes of the teaching practice course in preparing future teachers.

The questionnaire was developed using a five-point Likert scale consisting of the following responses: **(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)**. The responses were assigned weighted scores of **(5, 4, 3, 2, 1)** respectively.

4. Validity and Reliability of the Research Instrument

Data collection is considered one of the most important stages in scientific research, and selecting an appropriate research instrument is of critical importance. The instrument must possess both validity and reliability, as weaknesses in either may negatively affect the accuracy and credibility of the research findings. Therefore, researchers must ensure that the selected instrument demonstrates adequate levels of validity and reliability. In this regard, the researchers verified the validity and reliability of the questionnaire as follows:

First: Validity

Questionnaire validity refers to the extent to which the questionnaire items accurately measure what they are intended to measure, reflecting the instrument's precision in achieving its designed purpose. The researchers verified the validity of the questionnaire using two methods:

1. Apparent validity (validity of the arbitrators)

The preliminary version of the questionnaire was presented to a panel of expert reviewers consisting of university professors with expertise and interest in the study topic. The reviewers were asked to evaluate the suitability and clarity of each questionnaire item and provide comments and suggestions. Based on the feedback received, the researchers revised and refined several items before preparing the questionnaire in its final form.

2. Internal Consistency Validity

Internal consistency validity refers to the degree of consistency between each questionnaire item and the dimension to which it belongs. In other words, it assesses whether each item measures the intended construct accurately.

To verify internal consistency validity, the researchers calculated Pearson's correlation coefficient between the score of each item and the total score of its corresponding dimension, as illustrated in the following table:

Table (2): Internal Consistency Validity Between Questionnaire Items and Their parts Using Pearson's Correlation Coefficient

Questionnaire Items	Correlation Coefficient	Questionnaire Items	Correlation Coefficient
1	0.90**	12	0.82**
2	0.70**	13	0.81**
3	0.78**	14	0.87**

4	0.76**	15	0.86**
5	0.87**	16	0.91**
6	0.86**	17	0.79**
7	0.88**	18	0.78**
8	0.90**	19	0.80**
9	0.91**	20	0.71**
10	0.85**	21	0.87**
11	0.80**	22	0.78**

****** Indicates a statistically significant correlation at the significance level of *(0.01)*.

table (2) presents a set of questionnaire items along with their corresponding correlation coefficients. Here are some observations:

1. Strong Positive Correlations: Several items exhibit strong positive correlations, particularly items 10 (0.90**), 90 (0.91**), and 160 (0.91**),** indicating a strong relationship between these items and the overall construct being measured.
2. Moderate Correlations: Items such as 20 (0.70), 200 (0.71), and 60 (0.86) show moderate to strong correlations, suggesting that they are somewhat related to the overall questionnaire construct but not as strongly as the top items.
3. Consistency Across Items: The correlation coefficients are generally high, with most items falling between 0.70 and 0.90. This suggests a consistent relationship across the different questionnaire items, which could indicate that they are measuring similar underlying constructs.
4. Potential Outliers: Item 200 (0.71) has the lowest correlation coefficient, indicating it may not align as closely with the other items. This could warrant further investigation to understand its relationship to the overall construct.
5. Statistical Significance: The double asterisks (**) next to the correlation coefficients suggest that these correlations are statistically significant, reinforcing the reliability of the relationships observed.

Overall, the data reflects a strong interrelationship among the questionnaire items, which is encouraging for the validity of the instrument being used. Further analysis could help in understanding the implications of these correlations for the research or assessment being conducted.

The findings indicate that the questionnaire items are well-aligned in measuring the intended constructs, as evidenced by the high correlation coefficients observed across the b

Second: Reliability

The primary objective of verifying the reliability of the questionnaire is to ensure that the instrument is appropriate for the purposes of the study and possesses the characteristic of stability. Reliability means that the questionnaire would produce the same results if it were administered repeatedly under the same conditions to the same sample participants.

In other words, reliability reflects the stability and consistency of the results over time without substantial variation. This characteristic provides confidence in obtaining accurate and dependable results that can be relied upon in the study.

Table (3): Results of Cronbach's Alpha Reliability Coefficient for the Questionnaire

Questionnaire Part	Number of Items	Cronbach's Alpha Coefficient	Validity Coefficient
Learning Outcomes	22	0.98	0.99

The results presented in Table (3) indicate that the Cronbach's Alpha coefficient for the questionnaire items reached (0.98), which is considered a very high value. In addition, the validity coefficient reached (0.99), which also reflects a high level of validity. These findings demonstrate that the questionnaire possesses a high degree of reliability and validity, indicating that it is suitable for data analysis and interpretation of the study results.

5. Statistical Methods Used in the Study

The following statistical techniques were employed in processing and analyzing the data:

1. Frequencies and percentages were used to describe the demographic variables of the study sample.
2. Pearson's correlation coefficient was used to test the internal consistency of the questionnaire items.
3. Cronbach's Alpha coefficient was used to determine the reliability and validity of the questionnaire.
4. Means, standard deviations, relative weights, and levels of practice were calculated for each questionnaire item.
5. The independent samples *t-test* was used to examine statistically significant differences at the significance level of 5% in learning outcomes attributed to variables such as gender, academic qualification, and academic specialization.
6. One-way Analysis of Variance (ANOVA) was used to examine statistically significant differences at the significance level of 5% in learning outcomes attributed to years of university teaching experience.

Results and Discussion:

First: Results Related to the Main Research Question

The main research question addressed the following:

To what extent are the intended learning outcomes of the teaching practice course achieved in preparing future teachers from the perspective of faculty members at the Faculty of Education, Zolten, University of Sabratha, and what are the major challenges and shortcomings that hinder their achievement?

The following tables present the responses of the study sample regarding the questionnaire items that reflect the degree to which the intended learning outcomes of the teaching practice course are achieved in preparing future teachers.

Table (4): Arithmetic Mean, Standard Deviations, Relative Weights, and Degree of Achievement of the Cognitive Outcomes of the Teaching Practice Course

No.	Statements	Mean	Standard Deviation	Relative Weight (%)	Degree of Achievement	Rank
1	The teaching practice course contributes to developing theoretical understanding of educational concepts.	4.28	0.61	85.6	Very High	3
2	The teaching practice course links theoretical knowledge with practical application.	4.46	0.54	89.2	Very High	1
3	The course helps students understand teachers' roles and responsibilities.	4.36	0.63	87.2	Very High	2
4	The course focuses on pedagogical practices and educational activities in classrooms.	4.14	0.57	82.8	High	4
5	The course describes the expected achievements of students in terms of knowledge and skills.	3.82	0.85	76.4	High	5
6	The course is based on developing competencies that align with academic accreditation standards.	3.62	0.95	72.4	High	6
	General Cognitive Outcomes of the Teaching Practice Course	4.11	0.63	82.2	High	

The results presented in Table (4) indicate that statement (2), "The teaching practice course links theoretical knowledge with practical application," ranked first with the highest mean score of (4.46), a standard deviation of (0.54), and a relative weight of (89.2%), reflecting a very high degree of achievement.

Statement (3), "The course helps students understand teachers' roles and responsibilities," ranked second with a mean score of (4.36), a standard deviation of (0.63), and a relative weight of (87.2%), also indicating a very high degree of achievement.

Statement (1), "The teaching practice course contributes to developing theoretical understanding of educational concepts," ranked third with a mean score of (4.28), a standard deviation of (0.61), and a relative weight of (85.6%), reflecting a very high level of achievement.

In contrast, statement (6), "The course is based on developing competencies aligned with academic accreditation standards," ranked last with a mean score of (3.62), a standard deviation of (0.95), and a relative weight of (72.4%), although it still reflected a high degree of achievement.

Overall, the cognitive outcomes dimension achieved a high level, with an overall mean score of (4.11), which exceeds the accepted average of (3), a standard deviation of (0.63), and a relative weight of (82.2%).

These findings indicate that the study participants expressed a high level of satisfaction regarding the achievement of the cognitive learning outcomes of the teaching practice course and its positive role in preparing future teachers. This reflects the effectiveness of the cognitive dimension in the design and implementation of the course and demonstrates its success in equipping student teachers with the theoretical and pedagogical foundations necessary for the teaching profession. Furthermore, the findings may indicate that the cognitive objectives of the course are well aligned with students' actual needs, thereby enhancing the quality of academic and professional teacher preparation.

Table (5): Arithmetic Mean, Standard Deviations, Relative Weights, and Degree of Achievement of the Skill-Based Outcomes of the Teaching Practice Course

No.	Statements	Mean	Standard Deviation	Relative Weight (%)	Degree of Achievement	Rank
1	The course helps student teachers develop lesson planning skills.	4.16	0.55	83.2	High	1
2	The course develops skills in using instructional media and modern technologies.	3.80	0.98	76.0	High	5
3	The course contributes to improving student teachers' classroom performance.	4.02	0.79	80.4	High	3
4	The course identifies the teaching needs required for student teachers.	3.82	0.83	76.4	High	4
5	The course helps students master thinking and analytical skills.	3.76	0.94	75.2	High	6
6	The course contributes to identifying educational objectives.	4.06	0.91	81.2	High	2
	General Skill-Based Outcomes of the Teaching Practice Course	3.94	0.78	78.8	High	

The results presented in Table (5) indicate that statement (1), "The course helps student teachers develop lesson planning skills," ranked first with the highest mean score of (4.16), a standard deviation of *(0.55)*, and a relative weight of (83.2%), reflecting a high degree of achievement.

Statement (6), "The course contributes to identifying educational objectives," ranked second with a mean score of (4.06), a standard deviation of (0.91), and a relative weight of (81.2%), also indicating a high degree of achievement.

Statement (3), "The course contributes to improving student teachers' classroom performance," ranked third with a mean score of (4.02), a standard deviation of (0.79), and a relative weight of (80.4%), reflecting a high level of achievement.

In contrast, statement (5), "The course helps students master thinking and analytical skills," ranked last with a mean score of (3.76), a standard deviation of (0.94), and a relative weight of (75.2%), although it still reflected a high degree of achievement.

Overall, the skill-based outcomes dimension achieved a high level, with an overall mean score of (3.94), which exceeds the accepted average of (3), a standard deviation of (0.78), and a relative weight of (78.8%).

These findings indicate that the study participants expressed a high level of satisfaction regarding the achievement of the skill-based learning outcomes of the teaching practice course and its positive role in preparing future teachers. This reflects the effectiveness of the course in developing essential teaching competencies among student teachers, including planning, implementation, assessment, and classroom management. Furthermore, the findings suggest that the training environment associated with the course effectively enhances the practical dimension and strengthens the connection between theoretical knowledge and field practice, which represents a positive indicator of the quality of professional teacher preparation.

Table (6): Arithmetic Mean, Standard Deviations, Relative Weights, and Degree of Achievement of the Affective and Behavioral Outcomes of the Teaching Practice Course

No.	Statements	Mean	Standard Deviation	Relative Weight (%)	Degree of Achievement	Rank
1	The course enhances the values of commitment and discipline among student teachers.	4.02	0.79	80.4	High	4
2	The course develops the spirit of cooperation and teamwork among students.	4.03	0.96	80.6	High	3
3	The course reinforces the ethics of the teaching profession.	4.08	0.87	81.6	High	2
4	The course enhances self-confidence and a sense of responsibility.	4.28	0.61	85.6	Very High	1
5	The course helps develop social communication behaviors.	3.92	0.80	78.4	High	5
	Overall Affective and Behavioral Outcomes	4.06	0.77	81.2	High	

The results presented in Table (6) indicate that statement (4), "The course enhances self-confidence and a sense of responsibility," ranked first with the highest mean score of (4.28), a standard deviation of (0.61), and a relative weight of (85.6%), reflecting a very high degree of achievement.

Statement (3), "The course reinforces the ethics of the teaching profession," ranked second with a mean score of (4.08), a standard deviation of (0.87), and a relative weight of (81.6%), indicating a high degree of achievement.

Statement (2), "The course develops the spirit of cooperation and teamwork among students," ranked third with a mean score of (4.03), a standard deviation of (0.96), and a relative weight of (80.6%), also reflecting a high degree of achievement.

In contrast, statement (5), "The course helps develop social communication behaviors," ranked last with a mean score of (3.92), a standard deviation of (0.80), and a relative weight of (78.4%), although it still reflected a high degree of achievement.

Overall, the affective and behavioral outcomes dimension achieved a high level, with an overall mean score of (4.06), which exceeds the accepted average of (3), a standard deviation of (0.77), and a relative weight of (81.2%).

These findings indicate that the study participants expressed a high level of satisfaction regarding the achievement of the affective and behavioral learning outcomes of the teaching practice course and its positive role in preparing future teachers. This reflects the course's success in promoting positive attitudes toward the teaching profession and reinforcing professional values such as commitment, discipline, cooperation, and responsibility among student teachers. Furthermore, the findings demonstrate the effectiveness of the educational experiences provided through teaching practice in developing a balanced professional personality capable of responding to educational and environmental changes with awareness and flexibility.

Table (7): Arithmetic Mean, Standard Deviations, Relative Weights, and Degree of Difficulties, Challenges, and Shortcomings of the Teaching Practice Course

No.	Statements	Mean	Standard Deviation	Relative Weight (%)	Degree of Achievement	Rank
1	There is insufficient follow-up by supervisors during teaching practice training.	3.96	0.92	79.2	High	3
2	The time allocated for the course is insufficient to achieve its objectives.	3.86	1.19	77.2	High	5
3	There is a gap between what student teachers study theoretically and what they encounter in the field.	4.22	0.88	84.4	Very High	1
4	The absence of effective coordination between the college and schools negatively affects the quality of implementing teaching practice.	3.88	1.15	77.6	High	4
5	There is a lack of continuous evaluation of the teaching practice program.	3.98	1.09	79.6	High	2
	Overall Challenges and Shortcomings	3.98	1.01	79.6	High	

The results presented in Table (7) indicate that statement (3), "There is a gap between what student teachers study theoretically and what they encounter in the field," ranked first with the highest mean score of (4.22), a standard deviation of (0.88), and a relative weight of (84.4%), reflecting a very high degree of difficulty.

Statement (5), "There is a lack of continuous evaluation of the teaching practice program," ranked second with a mean score of (3.98), a standard deviation of (1.09), and a relative weight of (79.6%), indicating a high degree of difficulty.

Statement (1), "There is insufficient follow-up by supervisors during teaching practice training," ranked third with a mean score of (3.96), a standard deviation of (0.92), and a relative weight of (79.2%), also reflecting a high degree of difficulty.

In contrast, statement (2), "The time allocated for the course is insufficient to achieve its objectives," ranked last with a mean score of (3.86), a standard deviation of (1.19), and a relative weight of (77.2%), although it still reflected a high degree of difficulty.

Overall, the dimension of challenges and shortcomings achieved a high level, with an overall mean score of (3.98), which exceeds the accepted average of (3), a standard deviation of (1.01), and a relative weight of (79.6%).

These findings indicate that the study participants perceived a high level of challenges and shortcomings associated with the teaching practice course despite its positive role in preparing future teachers. This reflects the existence of a gap between what is planned and what is actually implemented in certain aspects of the course, whether in terms of organizational structure, educational supervision, or the integration of theoretical knowledge with practical application. Furthermore, the findings highlight the need to reconsider and further develop the role of the course in light of these challenges to ensure the achievement of its intended learning outcomes in a more comprehensive and effective manner.

Second: Results Related to Test of the Research Hypotheses:

The First Hypothesis

There are no statistically significant differences at the significance level of (0.05) in the learning outcomes attributed to the variables of (gender, academic qualification, and academic specialization).

In this section, and in order to test this hypothesis and verify whether there are statistically significant differences between the mean responses attributed to the variables of (gender, academic qualification, and academic specialization) at the significance level of 5%, the researchers employed the Independent Samples T-test.

Statistically significant differences are considered to exist when the P-value ≤ 0.05.

Table (8): Results of the Independent Samples t-Test for Statistical Differences

Variables	Category	Number	Arithmetic Mean	Mean Difference	T-Value	P-Value	Result
Gender	Male	25	4.58	1.12	7.163	0.001**	Statistically Significant
	Female	25	3.46				
Academic Qualification	Master's Degree	39	4.35	1.47	8.646	0.001**	Statistically Significant
	PhD	11	2.88				
Academic Specialization	Educational Specialization	35	4.41	1.29	8.145	0.001**	Statistically Significant
	Non-Educational Specialization	15	3.12				

****** Indicates that the test is statistically significant at the 1% level.

The results presented in Table (8) indicate the following:

- With regard to the gender variable, the probability value (P-value = 0.001) is smaller than the significance level (0.05). Based on these results, it can be concluded that there are statistically significant differences at the significance level of (0.05) in the mean responses of faculty members regarding the learning outcomes attributed to gender. The difference between the two means was in favor of male participants, and this difference is considered statistically significant at the 5% significance level.
- Regarding the academic qualification variable, the probability value (P-value = 0.001) is also smaller than the significance level (0.05). Therefore, statistically significant differences exist at the significance level of (0.05) in the mean responses of faculty members regarding the learning outcomes attributed to academic qualification. The difference between the two means was in favor of faculty members holding Master's degrees, and this difference is statistically significant at the 5% significance level.
- Concerning the academic specialization variable, the probability value (P-value = 0.001) is smaller than the significance level (0.05). Accordingly, statistically significant differences exist at the significance level of (0.05) in the mean responses of faculty members regarding the learning outcomes attributed to academic specialization. The difference between the two means was in

favor of educational specialization, and this difference is statistically significant at the 5% significance level.

The Second Hypothesis

There are no statistically significant differences at the significance level of (0.05) in the learning outcomes attributed to years of teaching experience.

To test this hypothesis, the researchers used the test (F) One-Way Analysis of Variance (One-Way ANOVA) test in order to determine whether there were statistically significant differences at the 5% significance level between the mean responses of faculty members regarding the learning outcomes attributed to years of teaching experience.

The following table presents the results of the test.

Table (9): Results of the One-Way ANOVA Test for Differences According to Years of Teaching Experience

Years of Experience	Arithmetic Mean	F-Value	P-Value	Result
Less than 5 years	5.00	27.828	0.001**	Statistically Significant
From 5 to 10 years	4.55			
More than 10 years	3.51			

****** Indicates statistical significance at the 1% level.

The results presented in Table (9) indicate that the probability value (P-value = 0.001) is smaller than the significance level (0.05). Based on these findings, it can be concluded that there are statistically significant differences at the significance level of (0.05) among the mean responses of faculty members regarding the learning outcomes attributed to years of teaching experience.

To identify the specific differences between the mean scores of the teaching experience groups, a post- test using the Least Significant Difference (LSD) method was conducted between each two independent groups, as shown in the following table.

Table (10): Post-Tests

Years of of Experience (1)	Years of Experience (2)	Mean Difference	P-Value	Result
Less than 5 years	From 5 to 10 years	0.45	0.141	Not Significant
	More than 10 years	1.49	0.001**	Significant
From 5 to 10 years	More than 10 years	1.04	0.001**	Significant

The results presented in Table (10) indicate that the differences are statistically significant at the significance level of (0.01) between faculty members with teaching experience of (less than 5 years) and those with (more than 10 years) of experience.

Similarly, statistically significant differences at the significance level of (0.01) were found between faculty members with (5 to 10 years) of teaching experience and those with (more than 10 years) of experience.

However, the differences between faculty members with (less than 5 years) of experience and those with (5 to 10 years) of experience were not statistically significant.

Conclusions:

Based on the findings of the study, it can be concluded that faculty members at the Faculty of Education, Zolten, regarding the intended learning outcomes of the teaching practice course for preparing future teachers, emphasized the following points:

- Faculty members expressed a high level of satisfaction with the cognitive outcomes of the teaching practice course due to their positive role in preparing future teachers.
- Faculty members expressed a high level of satisfaction with the skill-based outcomes of the teaching practice course because of their positive contribution to preparing future teachers.
- Faculty members expressed a high level of satisfaction with the affective and behavioral outcomes of the teaching practice course owing to their positive role in preparing future teachers.

- Faculty members identified a high degree of challenges and shortcomings, indicating the existence of a gap between what is planned and what is actually implemented in certain aspects of the course, in addition to emphasizing the necessity of continuous evaluation of the teaching practice program.
- Statistically significant differences at the significance level of (0.05) were found in the mean responses of faculty members regarding the intended learning outcomes of the teaching practice course attributed to the variables of (gender, academic qualification, academic specialization, and years of teaching experience).

Recommendations:

- Strengthening the role of the educational supervisor in monitoring teaching practice through providing adequate training for supervisors, clearly defining their responsibilities, emphasizing continuous follow-up, and adopting objective assessment tools for evaluating learning outcomes. These tools may include classroom performance observations, field records, daily reports, and interviews.
- Developing the teaching practice program through the integration and effective use of modern educational technologies.
- Enhancing partnership and cooperation between the college and the target schools involved in teaching practice by establishing an effective coordination program. This may also include signing clear memoranda of understanding and appointing permanent coordinators under the title of (General Coordinator of Teaching Practice).
- Increasing the time allocated to the teaching practice course in order to achieve its objectives more effectively and distributing the training period in a way that allows student teachers to engage in gradual and authentic classroom practice.
- Conducting future studies focusing on the perspectives of student teachers and field supervisors in order to provide a more comprehensive understanding of the reality and effectiveness of the teaching practice course.

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