

1 Introduction

The teacher is considered the most important input in the school educational system, as he is the intellectual capital that seeks to elevate educational outcomes in accordance with the needs and interests of society, its philosophy, and the needs and interests of learners. The teacher is the true wealth that the leadership of the educational and training system strives to focus on during the preparation process in line with national foundations and standards. This is due to the significance and sensitivity of the role played by the teacher, as he or she is the actual implementer of the policies, objectives, and goals of both society and individuals, translating these into ambitious educational outputs and outcomes that enrich society with creative energies that achieve excellence, advancement, and development. Iraqy (2011) emphasizes that preparing teachers according to specific standards helps in formulating and defining the objectives of the teacher preparation program in a measurable procedural format, as well as determining the methods and means of evaluating the performance of the student/teacher and creating integration and connection between the theoretical and practical aspects of preparation programs.

Teacher preparation programs require planned and organized efforts from the preparation bodies represented by the practical education system. According to Iraqi (2011), preparing teachers according to specific standards helps to formulate and define the objectives of the teacher preparation program in a procedural and measurable manner, determine the methods and means of assessment for student/teacher performance, and establish integration and linkage between theoretical and practical aspects of preparation programs. Zimmerman (2017) indicated that the application of various teaching strategies learned theoretically by student-teachers in preparation programs should be practiced practically in real-life situations by providing opportunities for them to engage in practical education. Al-Ajiz and Halaas (2011) pointed out that practical education provides student-teachers with real-world experience during their field training, giving them the opportunity to apply educational principles, concepts, and theories in a practical and behavioral manner through the use of teaching methods and techniques demonstrated by cooperating teachers and observed by student-teachers in real practical situations. This enables them to translate what they have learned from practical, theoretical, educational, and specialized courses during their university studies, thus helping them acquire the teaching competencies needed by the teacher. Ucar (2012) added that the training of student-teachers plays an important role in developing their beliefs about learning and teaching.

From here, the role of faculties of educational sciences emerges in the management of practical education programs in accordance with quality standards, due to their importance in achieving the desired educational outcomes. In order for educational colleges to manage the practical education program according to performance quality standards, it is essential to accurately define the tasks and responsibilities of the elements of the training system, represented by the general supervision unit of the program, the academic supervisor, the school principal, and the cooperating teacher.

The performance quality indicators for the elements of the practical education system, as noted by Sinclair et al. (2006), suggest that units of field training or general supervision of the practical education program should oversee the planning, preparation, implementation, and evaluation of the field training and practical education program in collaboration with partner organizations. Meanwhile, the faculty member at teacher preparation institutions, known as the field training supervisor, plays a key role in the supervision process, taking on several tasks such as overseeing student teachers in the program and guiding, developing, and evaluating them.

The school principal at the training schools also undertakes several essential tasks concerning guidance and educational supervision, such as supervising, directing, and evaluating field training students. The cooperating teacher has a significant role in guiding the student teacher through practical application in various teaching situations, in addition to interacting with students, colleagues, and parents. The cooperating teacher is considered the main teacher at the school, well-prepared both functionally and behaviorally to supervise, direct, and evaluate students in field training schools. Therefore, teacher preparation programs invest a considerable amount of time and energy each year in selecting and supporting the capabilities of cooperating teachers who serve as mentors for field training students.

Given the importance of the role played by practical education programs in equipping student teachers with specialized performance competencies in the teaching profession, the Faculty of Educational Sciences at Al-Quds Open University has placed special emphasis on the quality of performance in the practical

education program. This is achieved by allocating an office for practical education within the college, which acts as a coordinator and responsible entity for practical education, organizing communication between the academic supervisor and the student teacher, as well as between the student teacher and the school administration. It also addresses emergency issues that arise during the training process. Additionally, the Faculty of Educational Sciences has designed guidebooks for training and prepared specialized educational courses titled Practical Education (1) and Practical Education (2), along with a YouTube channel for educational films aimed at equipping students with teaching skills

1.1 Study Problem

The rapid technological advancement, the explosion of knowledge, and the emergence of modern educational trends that advocate for the development and enhancement of education particularly concerning the role of teachers and the methods of their pre-service preparation urge us to continue diligent work in conducting a comprehensive and ongoing review of the quality performance standards for the elements of the practical education system.

Through reviewing the results of previous studies, it has become evident that there is a deficiency in the performance of the elements of the practical education system. Studies conducted by Mahmoud (2022), Ata (2019), and Al-Dosari (2019) highlighted shortcomings and declines in the quality performance standards of the elements of this system, which include the university supervisor, the school principal, and the college's procedures regarding the practical education program.

Thus, the current study aims to identify the degree of availability of quality performance standards in the performance of the four components of the practical education system (management of the practical education program, academic supervisor, school principal, cooperating teacher) at the Faculty of Education at Al-Quds Open University from the perspective of student-teachers. By designing a scale that includes standards and indicators to measure the quality of performance of the elements of the practical education system. In this context, the research questions below have been formulated:

1.2 The main question

What is the degree of availability of quality performance standards in the practical education system at the Faculty of Education at Al-Quds Open University from the perspective of student-teachers?

The sub-questions:

The following sub-questions stem from the main question:

- What is the degree of availability of quality performance standards in the management of the practical education program at the Faculty of Education at Al-Quds Open University from the perspective of student-teachers?
- What is the degree of availability of quality performance standards in the performance of the academic supervisor in the practical education program at the Faculty of Education at Al-Quds Open University from the perspective of student-teachers?
- What is the degree of availability of quality performance standards in the performance of the school principal in the practical education program at the Faculty of Education at Al-Quds Open University from the perspective of student-teachers?
- What is the degree of availability of quality performance standards in the performance of the cooperating teacher in the practical education program at the Faculty of Education at Al-Quds Open University from the perspective of student-teachers?

1.3. Study Significance

The significance of the study lies in the following:

1.3.1 Theoretical Significance

- Practical education is a major part of teacher preparation programs that cannot be overlooked. It is the actual training period where student-teachers learn all aspects of the educational process.
- It provides a real picture of the current reality of the performance quality of the practical education system's components at the Faculty of Education at Al-Quds Open University, which could contribute to improving and developing the quality of the practical education system's performance.

1.3.2 Practical Significance

The findings of this study are expected to contribute to:

- Improving the performance quality of the components of the practical education system (responsible for the practical education program, academic supervisor, school principal, cooperating teacher) for managing teaching training in the best ways.
- Holding seminars and workshops between the practical education department and school administrations to facilitate cooperation, coordination, role definition, communication methods, and problem-solving strategies to enable student-teachers to achieve practical experience.

1.4 Study Objectives

The study aims to identify the degree of availability of quality performance standards in the performance of the four components of the practical education system (management of the practical education program, academic supervisor, school principal, cooperating teacher) at the Faculty of Education at Al-Quds Open University from the perspective of student-teachers.

1.5. Study Limits

This study focuses on examining the degree of availability of quality performance standards in the practical education system at the Faculty of Education at Al-Quds Open University, Gaza branch, from the perspective of student-teachers for the academic year (2022/2023).

1.5. Operational Definitions of Study Terms

1.5.1 Quality Standards: In this study, quality standards are defined as the set of specifications and conditions that must be met by the management of the practical education program at Al-Quds Open University, academic supervisors, school principals, and cooperating teachers to improve their performance in matters related to the professional development of students at the Faculty of Education and to meet the needs of beneficiaries.

1.5.2 Performance: Performance is defined as all observable and measurable practices and activities carried out by the components of the practical education system at the Faculty of Education to help student-teachers acquire the necessary teaching competencies.

1.5.3 Practical Education Program: It is the program through which the Faculty of Education at Al-Quds Open University manages the training process for student-teachers, providing them with the appropriate teaching competencies and applying educational principles and theories in a professional manner under the supervision of specialized faculty members in collaboration with school principals and cooperating teachers in their natural school environment.

1.5.4 Practical Education System: The practical education system consists of individuals assigned by the administration of the Faculty of Education, responsible for planning, organizing, supervising, coordinating, monitoring, and evaluating the performance of student-teachers who are gaining teaching experience in schools. The system includes four components: management of the practical education program at the Faculty of Education, the academic supervisor, the school principal, and the cooperating teacher.

1.5.5 Al-Quds Open University: It is a Palestinian educational institution that provides educational and training services according to the philosophy of open and blended learning, relying on self-learning and student independence. Its goal is to deliver knowledge to all segments of society based on the latest scientific and technological developments, aiming to achieve leadership and distinction locally and regionally in the field of open university education and blended learning

2 Previous Studies

Many educational and psychological studies have focused on evaluating practical education programs, identifying their problems, and understanding their role in improving student training in teacher training colleges. The following Table 1 illustrates the comparison between these studies and the current study:

Table 1: Comparative Table of Previous Studies and the Current Study

Author(s) & Year	Study Focus	Methodology & Tools	Sample	Key Findings	Relevance to Current Study
Abdalkarim & Abu Eideh (2025)	Impact of TEIP-AF training on early stage teachers	Descriptive & Experimental; Stalling Observation & PTPDI	62 teachers (31 trained, 31 not)	Training had limited impact; only assessment-informed planning improved	Shows challenges in training effectiveness—supports quality reevaluation
Issa (2022)	Evaluation of practical program from students' perspective	Descriptive; Questionnaire	60 student teachers	No procedural issues; academic supervision excellent; school supervision average	Highlights variation in supervision quality, relevant for performance standards
Al-Haj & Al-Hamidi (2022)	Role of cooperating teacher	Descriptive-analytical; Survey	Student teachers (2014–2017)	Cooperating teachers rated highly	Emphasizes mentoring's role in practical training outcomes
Al-Miqaili & Abdel-Attia (2022)	Practical program implementation	Descriptive; Questionnaire	30 faculty members	Overall moderate; academic supervision ranked highest	Underlines institutional perspectives—useful for system-wide standards
Mahmoud (2022)	Evaluation from students' viewpoint	Descriptive; Questionnaire (66 items)	153 student teachers	Cooperating teachers strong; other areas average	Points to uneven quality—critical for comprehensive standards
Suissi & Dekna (2021)	Problems in practical education	Descriptive; Questionnaire (30 items)	90 female student teachers	Lacked feedback, weak mentor support, insufficient duration	Highlights operational weaknesses—key for performance criteria
Ataa (2019)	Effectiveness of implementation	Descriptive; Validated Questionnaire	103 student teachers	Supervisor rated highest, cooperating teacher medium	Offers balanced insight into stakeholder roles
Al-Atibi (2019)	Problems faced by female student teachers	Descriptive; Questionnaire (20 items)	222 student teachers	School management and student factors most problematic	Demonstrates non-academic influences on quality
Al-Dosari (2019)	TQM in practical education	Descriptive survey; Two questionnaires	75 academic & educational supervisors	TQM availability and supervisor role moderate	Relevant for assessing standardization and quality frameworks
Safar (2017)	Performance and satisfaction relationship	Descriptive; Questionnaire (53 items)	218 female student teachers	High performance; average satisfaction; positive correlation	Supports importance of performance in perception and outcomes
Al-Zamil (2017)	Quality level at Al-Quds Open University	Descriptive analytical; Questionnaire (56 items)	86 faculty members	Overall quality rated high	Directly relevant; offers baseline for current study comparison
Merc (2015)	Evaluation satisfaction in English teaching	Mixed methods; Questionnaire + Interviews	117 student teachers	Satisfaction high; assessment seen as fair	Adds international perspective on assessment effectiveness

Table 2: Comparative Table Between Previous Studies and the Current Study

Comparison Point	Previous Studies	Current Study
Data Source	Varied: student teachers, supervisors, faculty members	Student teachers (trainees) exclusively.
Evaluated System Components	Mostly focused on one or two components (e.g., supervisor or cooperating teacher)	Four key components: Practicum Program Administration, Academic Supervisor, School Principal, Cooperating Teacher.
Study Focus	General evaluation, challenges, or satisfaction	Measuring the quality performance standards of practicum elements.
Context	Various local, regional, or international settings	Local context: Faculty of Education at Al-Quds Open University.
Measurement Tool	Pre-existing or adapted questionnaires	A new assessment tool designed by the researcher—not previously available in the Faculty or practicum program records.
Potential Impact	General improvement recommendations	Practical, measurable results with a tool that can be formally adopted to improve practicum quality.

2.1 Analytical summary of the comparison between previous studies and the current study:

Although previous studies have contributed significantly to understanding the reality of practicum programs by examining various aspects such as supervisory roles, procedural challenges, or overall satisfaction, most of them were limited to evaluating individual elements in isolation. Furthermore, many relied on existing tools or general observation without offering standardized performance measurements.

In contrast, the current study demonstrates three distinct contributions:

First, it focuses on student teachers as the primary data source, providing authentic and direct insight into practicum quality.

Second, it evaluates the practicum as a comprehensive system, covering four major components: Practicum Program Administration, Academic Supervisor, School Principal, and Cooperating Teacher.

Third, and most importantly, the researcher developed a new assessment instrument to measure the quality performance standards of these components from the perspective of student teachers—a tool that did not previously exist in the faculty's practicum management system.

This positions the current study as not only diagnostic but also developmental, offering tangible outputs that can support evidence-based improvements in practicum quality at Al-Quds Open University.

3 Study procedures

3.1 Method

The current study relies on a quantitative or statistical analytical approach to data processing to arrive at its results. Therefore, the descriptive survey approach was used. According to Karasar (2020), this approach examines any phenomenon that has occurred in the past or is still occurring in the present. Therefore, the current study attempts to describe the phenomenon under study, its importance, and its historical background, thus addressing the problem related to the degree of availability of performance quality standards within the practical education system at the Faculty of Education at Al-Quds Open University. The study then designs a scale to measure performance quality standards among the elements of the practical education system. The resulting data is then statistically analyzed, discussed, and interpreted in clear, specific terms that lead to potential conclusions and provide proposed recommendations for improvement.

3.2 Study Population

The study population consists of all student-teachers registered for the Practical Education course (2) at the Faculty of Education at Al-Quds Open University, Gaza branch, during the second and first semesters of the (2021/2022) and (2022/2023) academic years, totaling (370) students, according to the Gaza branch statistics (Al-Quds Open University – Gaza Branch, (2022/2023) academic year).

3.3 Study Sample

For applying the study tool, the researcher used two types of samples:

3.3.1 Exploratory Sample

The exploratory sample consisted of (30) student-teachers who completed the Practical Education course (2) at cooperating schools, selected randomly to test the validity and reliability of the study tool before applying it to the actual study sample.

3.3.2 Actual Sample

The researcher distributed (140) questionnaires to student teachers who had trained in cooperating schools and implemented the "Practical Education Course (2)" in both the second and first semesters, respectively, for the academic years (2021/2022) and (2022/2023). These students were selected using simple random sampling. During the statistical analysis of the questionnaires (8) questionnaires were excluded due to their unsuitability for statistical processing. Accordingly, the actual sample used in data analysis consisted of (132) questionnaires, representing (32.5%) of the original study population. This percentage is considered representative of the population.

3.4 Data Collection Instrument

Given the lack of a tool at the Faculty of Education at Al-Quds Open University to measure the availability of performance quality standards among the elements of the practical education system (program management, academic supervisor, cooperating school principal, and assistant teacher) from the student teachers' perspective, the researcher designed a questionnaire as a tool through which to collect data for this study from the student teachers' perspective. This was done for several methodological considerations, the most important of which is its suitability for measuring the opinions of student teachers regarding the availability of performance quality standards among the elements of the practical education system at the Faculty of Education, and its ability to cover multiple aspects of performance quality standards in an organized manner. It also allows for the collection of quantitative data that can be analyzed statistically, and helps in easily reaching a large number of student teachers who have undergone teaching training in schools, which contributes to saving time and effort and achieving objective and reliable results that accurately reflect the quality of performance among those in charge of practical education at the Faculty of Education. The design was based on similar questionnaires from studies by (Al-Muqayli & Abdul-Atee, 2022), (Ata, 2019), and (Al-Dosari, 2019) which addressed this topic. The questionnaire was adapted to suit the objectives and characteristics of the current study's population. It consists of (37) indicators to measure the degree of availability of quality standards in the performance of the practical education system from the perspective of student teachers. These indicators are divided into four domains, each containing standards and performance quality indicators: First Domain: Standard for the quality of the performance of the practical education program management, consisting of (17) items (1-17). Second Domain: Standard for the quality of the performance of the academic supervisor, consisting of (6) items (18-23). Third Domain: Standard for the quality of the performance of the school principal, consisting of 10 items (24-33). Fourth Domain: Standard for the quality of the performance of the assistant teacher, consisting of 4 items (34-37). These items were formulated and modified so that respondents could answer by choosing one of the following five alternatives according to the Likert scale: Very high availability (5), High availability (4), Moderate availability (3), Low availability (2), and very low availability (1).

3.4.1 Validity

The researcher standardized the questionnaire items to ensure their validity as follows:

3.4.1.1 The veracity of the arbitrators:

The researcher validated the questionnaire items by presenting its initial version to a group of specialists from Palestinian universities in Gaza Governorates, they provided feedback on the relevance of the items to their respective domains, the alignment of the domains with the study's topic, and the clarity and accuracy of the language used. The feedback was incorporated into the final version of the questionnaire, which contained (37) items.

3.4.1.2 Internal Consistency Validity:

The internal consistency validity of the scale was verified and applied to a pilot sample of 30 students. The Pearson correlation coefficient was calculated between each item of the scale and the total score of the scale to which the items belong, using statistical program. (SPSS). It was found that all correlation coefficients for the

items of the scale ranged between (0.363* - 0.967**), which indicates that all items of the scale are statistically significant at the significance levels of (0.05 and 0.01) This reassures the researcher about applying the scale to the study sample. Items with a score of less than 0.4 were not deleted because they are related to the fields of study and its subject at a significance level of 0.5.

3.4.2. Tool stability

The researcher used Cronbach's Alpha method to calculate the reliability coefficient of the scale. Cronbach's Alpha value for the entire scale was obtained, and the following table, Table. 3 illustrates this

Table 3. Cronbach's Alpha coefficients for the entire scale

Field	No. of items	Cronbach's Alpha coefficient
01: Quality of Practical Education Program Management Performance	17	0.876
02: Quality of Academic Supervisor Performance	6	0.834
03: Quality of School Principal Performance	10	0.878
04: Quality of Assistant Teacher Performance	4	0.882
Total	37	0.930

It is evident from the previous table Number (1) that the overall reliability coefficient of the scale is (0.930) which indicates that the scale enjoys a high degree of reliability, assuring the researcher that it can be applied to the study sample.

3.5 Collection and Analysis of Data

3.5.1 Collection of Data

To collect data as part of the quantitative aspect of the research, the researcher selected practical education students at the Faculty of Education's Gaza branch, as this branch is considered the largest at the university in terms of the number of students enrolled in the Faculty of Education. The researcher also works at this branch. The researcher obtained approval from the Director of the Gaza Branch Administration at Al-Quds Open University to distribute the questionnaire to student teachers who had completed their training period for the Practical Education (2) course in schools at the end of the second semester of the 2021/2022 academic year. Data collection was conducted through direct interviews with the students, who were given the questionnaire to complete. Since the sample of student teachers who had completed their training was insufficient to conduct a proper statistical analysis, the researcher was forced to supplement the sample with student teachers who had trained in schools at the end of the first semester of the 2022/2023 academic year. Consequently, the data collection process continued for an entire academic year, which was one of the challenges facing the researcher during the study. Another challenge we faced was the interruption of education for nearly a year and a half due to the war on the Gaza Strip, which broke out on October 7, 2023. This disrupted all aspects of daily life, as all remaining universities, educational institutions, and schools were transformed into shelters for those displaced from their destroyed homes. Electricity and internet services were also cut off.

3.5.2 Analysis of Data

The research questions were answered through the collection and statistical analysis of the data using the SPSS statistical program to calculate means, relative weights, standard deviations, and differences between means using the T-test formula.

3.5.3 The criterion used for correcting the questionnaire

The researcher relied on their judgment and analysis of the degree of availability of quality standards in the performance of the practical education system at the Faculty of Education, Al-Quds Open University, from the perspective of the student teachers in each domain and each item of the questionnaire, based on the criterion shown in the following Table 4.

Table 4. The approved criterion for determining the relative weight and degree of agreement of the scale items

Degree of agreement	Relative weight	Cell length
Very low	From 20% to less than 36%	Less than 1.80
Low	From 36% to less than 52%	From 1.80 to less than 2.60
Moderate	From 52% to less than 68%	From 2.60 to less than 3.40
High	From 68% to less than 84%	From 3.40 to less than 4.20
Very high	From 84% to less than 100%	From 4.20 to less than 5.00

4. Study results, discussion and interpretation

The researcher presented the results of the study by answering the research questions and reviewing the main findings of the scale that was derived through the analysis of its items. The goal was to identify the degree of availability of quality standards in the performance of the practical education system at the Faculty of Education, Al-Quds Open University, from the perspective of the student teachers. Statistical treatments were conducted on the data collected from the study scale using the Statistical Package for Social Sciences (SPSS) program to obtain the study results, which were presented and analyzed in this chapter.

4.1 Answering the Main Research Question

The main research question is: "What is the degree of availability of quality standards in the performance of the practical education system at the Faculty of Education, Al-Quds Open University, from the perspective of the student teachers?"

To answer this question, the researcher used arithmetic means, standard deviations, relative weights, the "T. test" value, and ranking for all four domains of the questionnaire and the overall score. The following Table. (5) illustrates this:

Table 5: shows the means, standard deviations, relative weights for each domain of the scale, and their rankings

Field	Mean	SD	Relative weight	"t" value	Sig.	Ranking
Field 01: Quality of Practical Education	3.984	0.410	79.68	27.603	0.000	2
Program Management Performance	3.951	0.540	79.02	20.212	0.000	3
Field 02: Quality of Academic Supervisor Performance						
Field 03: Quality of School Principal Performance	3.682	0.639	73.64	12.261	0.000	4
Field 04: Quality of Assistant Teacher Performance	4.210	0.760	84.20	18.288	0.000	1
Total	3.921	0.386	78.43	27.420	0.000	

Table 5 shows that the overall score of the scale received a high relative weight (78.43%), which indicates that the degree of availability of performance quality standards among the elements of the education system was high. The results of this study were consistent with the results of the study by Issa (2022), which concluded that there were no problems facing female student teachers at the Faculty of Home Economics, Menoufia University in Egypt, during the field application related to the field of practical education program procedures, and the academic supervisor's performance of the required tasks in an outstanding manner. Similarly, Atta (2019) conducted a study in which he concluded that student teachers' assessments of the effectiveness of implementing the practical education program at the Faculty of Education at Omar Al-Mukhtar University in Libya as a whole were high. The results of the current study were consistent with the study of Zamel (2017), which showed that the overall quality score of the practical education program at Al-Quds Open University was high. The results of the current study were consistent with the study of Safar (2017), which showed that the performance level of the practical education program at the Faculty of Practical Education at Umm Al-Qura University in Makkah Al-Mukarramah was high. They differed from the results of the study of Al-Muaiqly and Abdel-Ati (2022), which concluded that the reality of implementing the practical education program prepared by the Faculty of Education at the University of Benghazi in Libya, according to the viewpoint of faculty members in general, was average. The study of Al-Dosari (2019), which concluded that the degree of availability of comprehensive quality standards in the practical education program at the Faculty of Education at King Faisal University in the Kingdom of Saudi Arabia was average. The researcher explains the high level of performance according to quality standards among the elements of the practical education system to the possession of the elements of the practical education system in the Faculty of Education at Al-Quds Open University of sufficient experience and the skills necessary for the practical training process. It also expresses the extent of interest of the elements of the practical education system in the processes of planning, organization, coordination, follow-up and evaluation of the practical education program at the Faculty of Education at Al-Quds Open University. This may also be due to the fact that the elements of the training system are aware of the nature of practical education and the extent of the moral, societal and administrative responsibility placed on their shoulders towards student teachers, given the important and sensitive future role of the teacher towards society, its construction and development.

4.2 Answering the Sub-Questions of the Study

To answer the sub-questions of the study, the researcher calculated the arithmetic means, relative weights, standard deviations, the "t" value, and ranking for the items in each domain of the study tool separately. The following tables. (6, 7, 8, 9) illustrate this:

The first sub-question is: "What is the degree of availability of quality standards in the performance of the practical education program management at the Faculty of Education, Al-Quds Open University, from the perspective of student teachers?"

To answer this question, the researcher calculated the arithmetic means, relative weights, standard deviations, the "t" value, and ranking for the items in the first domain of the questionnaire. The following Table. (6) illustrates this:

Table 6: shows the means, standard deviations, relative weights, and ranking for each item in Domain 1 (Quality of the Practical Education Program Management Performance)

Code	Item	mean	standard deviations	relative weights	"t" value	Sig.	Ranking
01	The administration assigns student teachers to schools within a maximum of two weeks from the beginning of the semester.	3.545	1.161	70.91	5.395	0.000	15
02	The administration allows the student teacher to choose the school they wish to train in.	4.318	0.902	86.36	16.786	0.000	2
03	The administration assigns student teachers to schools that are close to their place of residence.	4.227	1.023	84.55	13.779	0.000	4
04	The administration allows student teachers to choose the days of the week they wish to train on.	4.523	0.693	90.45	25.241	0.000	1
05	The administration gives the student teacher the option to choose the academic supervisor who will supervise them.	3.136	1.222	62.73	1.282	0.202	17
06	The administration provides a sufficient training period for the student teacher in the school.	4.114	0.862	82.27	14.846	0.000	7
07	The administration provides the necessary guidance and instructions to student teachers to help them complete their training period easily.	4.250	0.832	85.00	17.255	0.000	3
08	The administration works to solve the issue of conflicting times between lectures and school training.	3.818	0.940	76.36	10.005	0.000	14
09	The administration sets clear goals for field training.	4.114	0.888	82.27	14.409	0.000	8
10	The administration informs the student teacher of the evaluation forms that will be used by the school and the supervisor to assess them.	3.955	1.047	79.09	10.470	0.000	12
11	The university provides the student teacher with a practical guide for practical education on the university's online portal.	3.886	1.009	77.73	10.095	0.000	13
12	The university offers training films for teaching practice on the film channel available on the university's website.	3.205	1.124	64.09	2.091	0.038	16
13	The administration assists student teachers in registering the practical education course in an easy and comfortable way.	4.091	0.704	81.82	17.806	0.000	10
14	The administration holds an orientation meeting to prepare student teachers before they go to the schools.	4.182	0.889	83.64	15.266	0.000	6
15	The administration applies the microteaching method in the Practical	4.227	0.905	84.55	15.588	0.000	5

Education (1) course to equip student teachers with specific teaching skills.							
16	The university provides a training course to equip student teachers with skills in planning, organization, and effective communication in the teaching process.	4.023	0.920	80.45	12.769	0.000	11
17	The administration selects competent and specialized academic supervisors to oversee the practical education program.	4.114	0.962	82.27	13.297	0.000	9
Overall score for the domain.		3.984	0.410	79.68	27.603	0.000	

By answering the first sub-question of the study, the analysis of the results shown in Table (6) showed that the overall score for the first field, "The degree of availability of quality performance of the practical education program management in developing the performance of student teachers," received a high relative weight of (79.68%). The result of this field agreed with the results of the study of Issa (2022), Zamel (2017), Safar (2017), and Merck (2015), who indicated high performance with no problems in the field of practical education program procedures at colleges of education. The result of this field differed from the results of the study of Al-Muaiqly and Abdel-Ati (2022) and Mahmoud (2022), who indicated that there was an average performance in the field of practical education procedures. The reason for the availability of performance quality standards in the field of practical education program management at Al-Quds Open University may be due to the interest of the practical education program management in providing all factors and removing obstacles. The difficulties and good planning of the program's objectives, to achieve the desired outcomes and achieve quality standards in performance, and this constitutes an important axis for the success of the procedures and operations related to the training process, which can provide physical and psychological comfort, order and discipline for student teachers. This is also due to the program management's interest in coordination, supervision, follow-up, monitoring and evaluation of the performance of the elements of the practical education system, and showing flexibility and facilitating registration procedures for practical education. Table (4) shows that item (4), which stipulated "The administration allows the student teacher to choose the days of the week on which he wishes to train", and item (2), which stipulated "The administration allows the student teacher to choose the school in which he wishes to train." They obtained the highest ranking in the relative weights for the field of practical education program management. The reason for the high level of availability of quality standards in the performance of the quality management program for these two paragraphs may be due to the flexibility of the policies of the college administration and the management of the practical education program and their awareness that quality requires meeting the needs of student teachers as they are the focus of the teaching-learning process. The two lowest items in this area were item No. (5) and item No. (12). item No. (5) stated that "the administration gives the student teacher the option to choose the educational supervisor who will supervise him." This item ranked last. The reason for the low quality standards of performance of the program administration in this paragraph from the point of view of the student teachers may be due to the different point of view of the college administration, which believes that achieving integrity, transparency and objectivity requires that the administration itself determine and choose supervisors for the student trainees, so that these supervisors are able to evaluate the students' performance honestly and objectively and without bias or favoritism for gender, color, race or nationality. The administration tries as much as possible to control and organize the process of distributing the student learners to the supervisors, as it sometimes feels that the students tend towards the lenient or biased supervisor in the evaluation process. Therefore, the program administration may distribute the students to the supervisors randomly to ensure objectivity and achieve justice. Then came item No. (12) in the penultimate place and this item stated that "the university provides training films for teaching training on the film channel on the university's page." The reason for the low standards of performance quality in this item by the administration of the practical education program may be due to the administration not urging the academic supervisor of the importance of the student teacher watching these educational films on the film channel on the university's page, discussing them with the students to benefit from them and learning from them and not being satisfied with only training inside the schools.

To answer the second sub-question of the study: which is "What is the degree of availability of quality standards in the performance of the academic supervisor in the practical education program at the Faculty of Education at Al-Quds Open University from the perspective of student teachers?"

The researcher calculated the arithmetic averages, relative weights, standard deviations, t-values, and rankings for the items of the first domain of the questionnaire. The following table (Table 7) illustrates this:

Table 7: shows the means, standard deviations, relative weights, and rankings for each item in the second domain: "Quality Standards in the Performance of Academic Supervisors to Enhance the Performance of Student Teachers."

Code	Item	mean	standard deviations	relative weights	"t" value	Sig.	rankin g
01	The supervisor contributes to solving the problems faced by the student teacher in the school.	4.023	0.895	80.45	13.129	0.000	3
02	The number of visits made by the supervisor to the student teacher is sufficient.	3.432	1.273	68.64	3.896	0.000	6
03	The supervisor provides useful and objective feedback to the student.	4.136	0.872	82.73	14.977	0.000	1
04	The supervisor informs the training.	3.977	0.895	79.55	12.545	0.000	5
05	The supervisor allows student teachers to communicate with him and inquire at student teacher of their strengths and weaknesses during the any time.	4.000	1.091	80.00	10.528	0.202	4
06	The supervisor holds guidance meetings for student teachers before, during, and after the training.	4.136	0.759	82.73	17.192	0.000	1
The overall score for the domain.		3.951	0.540	79.02	20.212	0.000	

By answering the second sub-question of the study, the analysis of the data in Table (7) revealed that the overall score for the second domain, "The degree of availability of quality standards for the academic supervisor's performance to develop the performance of student teachers," received a high relative weight of (79.02%). The results of this domain were consistent with the results of the study by Issa (2022) and the study by Atta (2019), who indicated that the performance quality standards of the academic supervisor, according to the responses of the study sample, were high. The results of this domain differed from the results of the study by Al-Muaiqly and Abdul-Ati (2022), Mahmoud (2022), and Al-Dosari (2019), who indicated that the performance standards of the academic supervisor, from the perspective of student teachers, were average. The reason for the availability of performance quality standards for the academic supervisor in the current study may be due to the fact that the student teachers found that the academic supervisor had performed his assigned role as required and provided guidance. The necessary guidance for the training process contributed to solving the students' training problems. This was evident in the responses of the study sample members (teacher students) to the performance indicators of the academic supervisor included in the study tool, as they expressed their high satisfaction with the performance of the academic supervisors. This may also be due to the good selection of practical education supervisors by the program management at the Faculty of Education at Al-Quds Open University, as they are selected according to job criteria and requirements such as experience in the field of teaching, high academic qualifications, experience in the field of training, and mastery of teaching methods and methods and educational communication. It also became clear from the analysis of the data in Table (5) in the field of quality of academic supervisor performance that the two highest items in the field are: item No. (3), which states "The supervisor provides useful and objective feedback to the trainee," and item No. (6), which states "The supervisor gives guidance meetings to student teachers before, during, and after the training." The reason for the high level of performance standards in these two items may be due to the program management's good selection criteria for supervisors, as it assigns qualified and trained supervisors with a high level of performance. The lowest item in the field was: item No. (2) which stated "The number of visits made by the supervisor to student teachers is sufficient." The reason for the low standards of performance quality in this item may be due to the fact that the academic supervisor is charged with many teaching, administrative, societal and research tasks and burdens within the college, which makes his time limited and narrow, so his visits are limited to only two visits during the entire training period.

The third sub-question was: "What is the degree of availability of quality standards in the performance of the cooperating school principal in the practical education program at the College of Education at Al-Quds Open University from the perspective of student teachers?"

The researcher calculated the arithmetic means, relative weights, standard deviations, T-value, and rankings for the items in the first domain of the questionnaire, and the following table (8) clarifies this:

Table 8: The arithmetic means, standard deviations, relative weights and their ranking for each item in the third domain:
(The Quality Standards in the Performance of the School Principal in Training Student Teachers)

Code	item	Mean	standard deviations	relative weight s	"t" value	Sig.	ranking
1	The school principal assigns students to competent assistant teachers.	3.932	1.013	78.64	10.570	0.000	4
2	The school administration gives the student teacher more than one free period per day.	3.682	1.206	73.64	6.494	0.000	6
3	The school principal attends an orientation session with the student teacher before their evaluation.	2.977	1.427	59.55	-0.183	0.855	9
4	The school principal cooperates positively with the student teachers.	3.932	0.840	78.64	12.748	0.000	5
5	The school principal meets with the student teachers to provide them with the necessary guidance.	2.977	1.275	59.55	-0.205	0.838	10
6	The school administration allows the student teacher to use the available devices and resources.	4.068	0.943	81.36	13.020	0.000	2
07	The school grants full trust to the student teachers during their training.	4.227	0.879	84.55	16.044	0.000	1
08	The school administration provides spaces for the student teachers to sit during their break.	4.045	0.980	80.91	12.261	0.000	3
09	The school administration provides the student teachers with textbooks and the teacher's guide.	3.545	1.274	70.91	4.918	0.000	7
10	The school administration allows the student teachers to attend some meetings.	3.432	1.394	68.64	3.560	0.001	8
The total score for the domain.		3.682	0.639	73.64	12.261	0.000	

By answering the third sub-question of the study, it was shown from the analysis of the data in Table No. (8) that the overall score for the third field "the degree of availability of quality standards for the school principal's performance in training student teachers" received a high relative weight (73.64%). The result of this field agreed with the result of the study of Safar (2017), which indicated the availability of performance quality standards for the cooperating school principal. The result of this field differed from the results of the study of Al-Muaiqly and Abdul-Ati (2022), Mahmoud (2022), Atta (2019), and Al-Otaibi (2019), who indicated that the performance quality standards for the cooperating school principal were average. The reason for the availability of performance quality standards for the school principal in the current study may be due to the interest of school principals in the practical education program and giving it priority among their work priorities. They directly supervise the performance of student teachers and provide them with a suitable teaching environment. This may also be due to Most of the cooperating school principals possess administrative competencies, and they explain the rules and regulations within the school to the student teachers, which facilitates the training process. It was also found that the two highest-scoring items in this area are: item (7), which states, "The school grants full confidence to the student teachers during training." The reason for the high-quality standards of the school principal's performance in these two previous items may be due to the school administration's belief that universities are doing everything necessary and appropriate to prepare students academically, psychologically, educationally, and morally for the teaching profession within the university. This is followed by item (6), which states, "The school administration allows the student teacher to use the devices and means available to it." This may be due to the school administration's sense of moral and professional duty and its full responsibility for training the student teachers to the fullest extent. It was also found that the two lowest items in this area were: item No. (5), which stated, "The school principal meets with the student teachers to give them the necessary guidance," and item No. (3), which stated, "The school principal attends an orientation session for the student before his evaluation." The reason for the low quality standards of the principal's performance in these two previous items may be due to the lack of time

for the school principal and the many administrative and supervisory tasks and burdens placed on his shoulders and the failure to delegate some of these tasks to his fellow resident teachers so that he can follow up on the technical performance of the student teacher.

The fourth sub-question is: "What is the degree of availability of quality standards in the performance of the associate teacher in the practical education program at the College of Education at Al-Quds Open University from the perspective of student teachers?"

The researcher calculated the arithmetic means, relative weights, standard deviations, rankings, and T-value for the items in the first domain of the questionnaire, and the following table (Table 9) clarifies this:

Table 9: The arithmetic means, standard deviations, relative weights and ranking for each item in the fourth domain: (The Quality Standards in the Performance of the Associate Teacher in Training Student Teachers)

Code	item	Mean	standard deviations	relative weight s	"t" value	Sig.	rankin g
1	The assistant teacher contributes to solving the problems faced by the student teacher.	4.341	0.827	86.82	18.622	0.000	2
2	The assistant teacher respects the opinions and suggestions of the student teachers.	4.432	0.783	88.64	21.000	0.000	1
3	The assistant teacher provides support and guidance to the student teacher.	4.114	0.986	82.27	12.980	0.000	3
4	The assistant teacher explains to the student teachers the contradictions they feel between what they learn at university and the negative aspects of reality.	3.955	1.047	79.09	10.470	0.000	4
The total score for the domain.		4.210	0.760	84.20	18.288	0.000	

By answering the fourth sub-question of the study, it was found that from the analysis of the data in Table (9), the overall score for the fourth domain, "The degree of availability of quality standards for the assistant teacher's performance in training student teachers," received a high relative weight. The result of this domain was consistent with the results of the study by Al-Hajj and Al-Hamidiya (2022) and Mahmoud (2022), who indicated that the assistant teacher performs what is required of him in training student teachers at a high level of quality. The current study differed from the results of the study by Issa (2022), Suwaisi and Dikana (2021), and Atta (2019), who indicated that the quality standards for the assistant teacher's performance in training student learners were average. The reason for the high level of quality performance of the assistant teachers in the current study may be due to the selection of competent cooperating teachers, according to specific criteria, who are recommended by the school principal who has experience in their area of specialization, in addition to criteria related to experience in the field of training, supervision, evaluation, patience, tolerance, forbearance and calmness in dealing with the trainee. It was found that the two highest paragraphs in this area were: item No. (2), which stated: "The assistant teacher respects the opinions and suggestions of the student teachers." And item No. (1), which stated: "The assistant teacher contributes to solving the problems facing the student teacher." The reason for the high-quality standards of the assistant teacher's performance in these two items may be due to the assistant teachers' adherence to the ethics of the teaching profession, commitment to academic integrity and sincerity in working with the student learners.

5 Conclusion

Although the results of previous studies referred to in this study revealed shortcomings in the performance quality standards of the components of the practical education system, represented by the university supervisor, school principal, and the college's procedures regarding the practical education program, the current study revealed positive indicators regarding the degree of availability of high performance quality standards among the components of the practical education system at the Faculty of Education at Al-Quds Open University. Given that societies in developing countries continue to face difficult future challenges represented by instability, political fluctuations, wars, crises, and health and natural disasters, positive indicators of high performance in the management of practical education programs and teacher preparation will not be constant. Hence, the need to continue the process of developing the performance of both faculty members supervising training at the Faculty of Education and principals of cooperating schools with regard to the training process for student teachers according to quality standards. It also recommends adopting the

scale of performance quality standards for the components of the practical education system developed by this study, which has been validated and proven reliable, with the possibility of building upon and developing it to enable its application in different circumstances.

6 Suggestions and Recommendations

6.1 Recommendations

In light of the study's findings, the researcher recommends the following:

- The Practical Education Program Management should play a greater role in planning, organizing, and monitoring the performance of academic supervisors supervising student training in schools.
- Establish effective technological communication mechanisms with cooperating schools to coordinate efforts to address the challenges facing the training process.
- Conduct ongoing evaluations by the Education Program Management of the components of the Practical Education System using standardized performance quality measures. The measure designed to measure performance quality in this study should be relied upon for its ability to fulfill its purpose. Its validity and reliability in measuring what it was designed to measure have been verified, and it can be built upon and developed to enable its application in all circumstances.
- Require the academic supervisor to visit the student trainee at school for at least four classes to monitor the student's performance, guide them, and provide instructions, observations, and feedback.
- Commit the school principal and cooperating teacher to attend the trainee's classes, guide them, and provide them with the necessary guidance before evaluating them. The principal should not rely solely on the assistant teacher's observations in the evaluation process.
- Allowing the trainee teacher to attend school meetings to gain administrative experience and learn about school problems and how to address them.
- Holding training workshops by the College of Education administration for academic supervisors, school principals, and assistant teachers to discuss the needs and requirements of the trainee teacher and work to resolve them.

6.2. Suggestions

Because societies in developing countries are still facing difficult future challenges represented by instability, political fluctuations, wars, crises, health and natural disasters, therefore, positive indicators of high performance in managing practical education programs and preparing teachers will not be constant. Therefore, there is a need to move towards continuous development of performance evaluation methods and resort to using technological and digital methods to develop and improve university education, especially with regard to pre-service teacher preparation methods and to continue the diligent work to conduct a comprehensive and continuous review of the performance quality standards for the elements of the practical education system.

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