

## The Effectiveness of Practical Training in Social Work on Improving the Skills of University Students

Fatima Eed Al-Raggad<sup>1</sup>, Amal Metleb Alsabeelah<sup>2</sup>

### Abstract

*The purpose of this research was to determine whether or not social work students' communication, problem-solving, critical-thinking, teamwork, and professional abilities were enhanced by practical training. Additionally, it aimed to compare these abilities across students at Jordan's Al-Zaytoonah University and those at Al-Balqa Applied University. One hundred twenty male and female students from two Jordanian universities—Al-Zaytoonah and Al-Balqa Applied University—made up the study's sample. Mathematical means and standard deviations were utilized to analyze the findings of a questionnaire that assessed the various skills. The results demonstrated that students at Al-Zaytoonah University of Jordan had better practical communication skills on average, with an average score of 4.567 ( $\pm 0.398$ ) on the "Communicating Clearly" ability test, compared to 4.123 ( $\pm 0.462$ ) at Al-Balqa Applied University. The average score for problem-solving strategies applied by students at Al-Zaytoonah University was 4.678 ( $\pm 0.481$ ), whereas the average score for students at Al-Balqa University was 4.234 ( $\pm 0.532$ ). In the paragraph "Working effectively within teams," students from Al-Zaytoonah University had an average score of 4.567 ( $\pm 0.463$ ) while students from Al-Balqa University had an average score of 4.123 ( $\pm 0.484$ ). As for professional skills, the results demonstrated that students at Al-Zaytoonah University outperformed their counterparts at Al-Balqa Applied University. The former had an average skill of "Applying academic knowledge" of 4.567 ( $\pm 0.420$ ), while the latter had 4.123 ( $\pm 0.472$ ).*

**Keywords:** *Practical Training, Social Work Students, Communication Skills, Problem-Solving Skills, Critical Thinking, Teamwork, Professional Skills.*

### Introduction

The internship is part of the core foundation in social work training and education, applying theoretical knowledge learned within the four walls of a classroom into actual professional practice. The internship will increase their skills and proficiencies in communication, problem-solving, critical thinking, and teamwork, which are crucial for their future success as social workers and undergraduates. Most of the literature reports that an internship is an applied learning process that contributes to students' professional and personal enhancement, thus providing them with better opportunities in the labor market. (Reith-Hall, E., & Montgomery, 2023; Selber et al., 2015).

One reason is that internship settings have been shown to provide an effective means of promoting communicative skills since students experience associating with various individuals and groups professionally. Callanan & Benzing, 2004 attest that students exposed to social work field placements did indeed compare differences between before and during placements and the strengths of how they communicated with their clients and colleagues. This internship workplace also fosters the type of problem-solving and critical thinking ability that a student needs because this is a place where students often face a variety of problems in accelerating their' thinking so that it is directly with the nature of analytical and critical to find the types/kinds solution which is appropriate (Amanda et al., 2024).

However, a study by Sjølie et al. (2021) observed that practical training develops teamwork and collaboration among students, as their learning is mostly project-based and entails teamwork to achieve common goals. This aspect is quite essential in social work since the success of a social worker is pegged on an ability to function well within multidisciplinary teams. On the contrary, students involved in practical

---

<sup>1</sup> Instructor, Princess Alia University College, Al- Balqa' Applied University, Jordan, Email: fatima.raggad@outlook.com.

<sup>2</sup> Assistant Professor, Curriculum and Instruction, Princess Alia University College, Al- Balqa' Applied University, Jordan, Email: dramalalsabeelah@bau.edu.jo

training programs developed noticeably, according to Boichenko's (2020) research on professional skills, such as implementing academic knowledge and taking professional responsibility in the work environment.

Research also supports the idea that internships are beneficial depending on various factors, including the quality of professional supervision and the support students receive from supervisors (Etgar, 1997). For instance, one of the studies that becomes valuable to go through, asserting evidence for the academic benefits of internship, is that by Binder et al. (2014), which stated that there has been consistent evidence across different disciplines that interns from both higher and lower socio-economic status advantage groups derive academic benefits from such internships while at the same time significantly raising the chances of a higher degree classification—an effect impossible to be the result of maturation or even self-selection.

Recent studies indicate that the internship effectively enhances skills relevant to successful social work practice. According to Anjum (2020), internship programs significantly affect professional and personal growth regarding the skilling process among business students in Pakistan. Evidence showing how internship programs contribute much to empowering employability skills in fresh Yemeni graduates with knowledge and experience that expose them to transition in the job market is shown in another research by Qubati & Tamim (20210).

#### *The Study Objective*

This study focuses on the applicability of practice in social work programs to enhance students' outcome skills, along with the corresponding needs behind practical engagements/practice teaching, the descriptive pattern for developing professional Skills (Effective communication, problem-solving skills, Critical thinking), and selected core competencies, including teamwork. The goal is to identify variables that may impact the more effective or less effective effects of this kind of training.

#### *The Study Problem*

The social work programs are launched for the students who want to gain practical and professional knowledge in this field, and these objectives can only be fulfilled when they come up with practical training because, without it, no student will get expertise. Nevertheless, there may be differences between theoretical education and practical activity training, which will raise questions about how effective university students' skill improvement is through in-service practice. This study investigates how vital internships are for the professional education of social work undergraduates and whether, among other types of practical training, they help to reach these programs' academic and professional goals. The researcher so asks the following questions:

#### *The Study Questions*

- How effective is practical training in improving effective communication skills among social work students?
- Does practical training contribute to enhancing students' problem-solving and critical-thinking skills?
- What is the role of practical training in developing teamwork and cooperation skills among students?
- What factors may affect the effectiveness of practical training in improving students' professional skills?

## Literature Review

Parrish (2024) analyzes the effect of global conflicts and political influences to highly specify educational institutions and social work degree programs in a paper that bears the events of 2023 and 2024. It is a timely reminder for social workers to align interests with social justice and human dignity in the contentious context of an uncertain national election. This issue focuses on educational issues, efforts to address racial disparities in social work licensure, diversity, equity, inclusion, and anti-racism. The authors suggested undertaking paid internships in addition to self-care as a better way of enhancing operational abilities. Topics addressed in this issue include racial equity, diversity, and anti-racism in social work programs (Saulsberry Knight), the Virtual Criminal Justice Court—Simulations to Teach Social Work Students in a Pandemic, and good teaching with tech: Thunderstorms, Moodle Endangered Species and Chemical Engineers (Rutto et al.).

Marijani et al. Tagreed Hikmat Abdulla AFTA OA Original Article AFTA Research article Open access from the side of students and supervisors' perspectives Marijani et al. (2023) researched the impact of field-based practical training on job performance in Tanzania. Data were collected through 67 interviews with work supervisors from 56 hosting institutions and a self-administered questionnaire to students (1,617 undergraduate, diploma, or certificate) from seven colleges of The University of Dodoma. Results of the Study Knowledge Application in Job by Education Level ( $p < .0000$ ) 001). Bachelor's ( $p = .040$ ) Field Practical Training performance: Students achieved similar scores in Field Practical Training, and those with bachelor's degrees performed better than students with associate's or certificate degrees (counts not emphasized). 003), displaying a good relationship between levels and the results of training. The work supervisor's data found that 51% of the students were somewhat prepared and could use what they had learned in class (at least some or all ATM stages). Sevenone percent of the supervisors even expected the students to learn new things on the job. The study presents some of the difficulties experienced by host institutions and universities in Tanzania regarding field-based practical training. Also, it provides suggestions on how such difficulties can be addressed.

Reith-Hall and Montgomery (2023) sought to further evaluate the effectiveness of social work student communication programs more rigorously. A systematic review that included 15 studies looking at the impact of training based on this model on the communicative abilities or KNAs (knowledge, attitudes, skills, and behaviors) of students. The researchers of eligible trials implemented a broad search of databases and grey literature, such as compared with no intervention or alternatives. Indeed, a way to improve communication is by making people engage as much as possible. Research also proves that teaching others to empathize with different individuals can increase their skills at initiating conversations. However, methodological issues such as inadequate data reporting, design heterogeneity, and moderate to high risk of bias resulted in downgrading the quality of evidence. This review concluded that, with these limitations, training in communication skills is practical overall, especially for skill acquisition; however, it also argued that more robust evidence based on teaching and learning communication skills in social work programs is needed.

Heinsch et al. developed an 8-week simulation learning experience for social work (2023). Heuales Utah merges features of ideal practice in online and face-to-face teaching to cultivate digital social work skills. This paper examines the challenges in healthcare service delivery and higher education that have led to the development of the learning simulation. The study further highlights this as an extension for students to build their digital technology assessment and intervention capabilities in social work. To this end, we embed the reflective narrative of a practice mentor into the Social Work Virtual platform. This reflective process also demonstrated that the use of the simulation experience assisted in meeting students' learning needs in a changing social and professional environment. Next, we explore how teachers can broadly embed digital skills within their curriculum using similar pedagogical approaches.

Ding et al. (2018) analyzed and synthesized the roles, responsibilities, and social services provided by school social workers and classroom mental/behavioral health instruction. (2023) in a scoping review. Findings: The results revealed common knowledge of practice models and topics of interest among school social

workers worldwide during the past two decades. After-school social work interventions and services focused on the highest needs students to improve their social, emotional/behavioral health, and academic outcomes with primary and secondary prevention efforts around school climate, culture, teacher/student/parent interaction, and enhancing parent wellness. This synthesis echoes claims that school social workers serve children, families, and staff in multifaceted roles based in part on the use of a collaborative, cross-systems process. Implications and future direction for school social workers are discussed.

Gontar et al.'s (2022) study on Heutagogy in Social Teaching curricula aims to explore the features and perspectives on student-centered, hands-on learning merits in higher education and draw new possibilities. (2022) Today, pedagogical education is changing, and competition around the world for what will appear in the global sphere of education while preserving national achievements on the educational level. Not so long ago, only this training of specialists in socio-pedagogy became a novelty in higher education institutions. For the practical training of social teachers, developing those competencies is necessary and will contribute to long-term motivation for socially oriented activities. This conforms to how the profession of nutrition developed. As for the career of a social pedagogue and competency development, there is no less (if not more) important than socio-pedagogical practice. A mentee receives not only practice but also individual lessons — conversations with a mentor, which the theory of training lacks. Results from the study illustrated how university-based experiential learning can create some essential characteristics for social educators in higher education.

In their 2022 scholarly article, Povidaichyk and colleagues comprehensively analyze the widespread critique of social worker research training in Ukraine. Investigation of the social security regimes of Western European countries is warranted due to their remarkable history of success. This essay employs differential and comparative-typological analysis to highlight the systemic gaps in social work courses in Ukraine. Consequently, it can propose practical methods to improve the diverse research projects encountered by future social work academics. Furthermore, the case study demonstrates that hybrid and student-centered approaches to integrated learning with industry placements are linked to a broader array of research activities that are targeted by research training reform.

Notwithstanding the implementation of informative, project-based, and interactive learning methods, further investigation is essential. This study demonstrates its global importance by emphasizing the research needs and related activities in prominent European countries. Furthermore, the post-Soviet regions can undergo reform by establishing distinct boundaries for theory, instruction, and research functions in social work science education.

Research by Anjum, S. (2020) This study explores how internships are associated with developing both professional and personal competencies of undergraduate business students in the Pakistani context. The survey was conducted within a group of 15 management institutes in Pakistan, where 800 first-year management students were considered. The 35 closed-ended items on the questionnaire are graded using a 5-point Likert scale. The survey was divided into Part I, Socio-demographic sections, and II. Participation in the internship program (what was expected to learn); Sections III-VI on evaluation data of outcome areas on professional and personal growth and skills. This descriptive analysis included the evaluation of respondent demographics and central tendency metrics. Moreover, deterministic scale measurement analysis is used to confirm the reliability of the questionnaire and ensure that study data is usually distributed. Research findings demonstrate that internship programs have significant potential by inducing the personal and professional development of business students in Pakistan.

Caspersen and Smeby (2020) examined the associations of prior studies in classroom preparation for placement, quality of placements, program coherence, and development of student learning outcomes — three dimensions (general competence, knowledge, and skills). The investigation of indirect links occurred within the current study. In a longitudinal study combining survey data from social work students with national register data, we found that program coherence positively impacts all three types of learning outcomes. Similarly, classroom preparation for placement positively affects knowledge and general competence. Placement quality is a function of program coherence, ultimately impacting student learning

outcomes. Consequently, the precision of fit is vital as it can help learning results significantly, but it also gets to the core of how students feel about the integrity of their routine.

For example, Yusof and Mohd Fauzi (2013) studied how academics assess physical education programs at a research university in Malaysia with students registered in a school of the built environment. In order to grade pupils, criteria such as self-confidence, technical competence, understanding of tasks, and communication skills are considered, along with production excellence (considered elsewhere) and diligence. The assessment was performed using three performance scales. The data were analyzed using SPSS, and the statistical tests applied in this study included descriptive statistics. The results suggest that instructors are happy with the high level of student success in the physical therapy program. They urge students to improve their work ethic, communication skills, and level of effort.

## Methodology

### *The Study Sample*

The sample was selected from Jordanian university students enrolled in social work programs who completed the internship period (120 students (60 from Al Balqa Applied University, and 60 students from Al Zaytoonah University). The sample was selected and stratified to ensure the representation of students from public and private universities, such as Al-Balqa Applied University and Al-Zaytoonah University.

### *The Study Tools*

*A Questionnaire:* To assess students' opinions on how much their skills have developed after participating in practical training. It consisted of (30) items and included questions on communication skills, problem-solving, critical thinking, and teamwork.

### *The Study Variables*

*Independent Variable:* Practical training in social work.

### *Dependent Variables*

- Effective communication skills.
- Problem-solving skills.
- Critical thinking.
- Teamwork skills.

*Mediating Variables:* Factors that may affect the effectiveness of training, such as the support provided by supervisors, the training environment, and the availability of resources.

### *Statistical Treatment*

Several statistical analyses were used to describe the results, as follows:

*Mean:* The mean is the most commonly used descriptive statistical measure, and it expresses the middle value of the data. The mean was used to illustrate the overall performance of students in each of the skills included in the questionnaire.

For example, the average performance of students at each University was calculated based on skills such as "Communicating Clearly" and "Problem Solving."

**Standard Deviation:** Standard deviation measures the dispersion of data around the mean. It reflects the extent to which students' responses vary across universities. The lower the standard deviation, the more similar the responses are, and vice versa. It illustrates the extent to which students' scores vary around the mean for each skill.

### Results of the Study

**Results Related to The First Question:** How effective is practical training in improving effective communication skills among social work students?

**Table 1. The Extent of The Impact of Practical Training in Improving Effective Communication Skills**

N	Item	University	Mean	STD
1	I can communicate clearly with individuals and groups.	Al Balqa Applied University	4.123	0.462
		Al Zaytoonah University	4.567	0.398
2	I use active listening skills to understand others' needs.	Al Balqa Applied university	4.234	0.522
		Al Zaytoonah University	4.678	0.473
3	I can communicate effectively both in writing and orally.	Al Balqa Applied University	4.350	0.511
		Al Zaytoonah University	4.789	0.453
4	I am confident in communicating with my colleagues and supervisors during training.	Al Balqa Applied University	4.143	0.481
		Al Zaytoonah University	4.567	0.440
5	I can use different communication techniques to communicate my ideas effectively.	Al Balqa Applied University	4.200	0.495
		Al Zaytoonah University	4.678	0.459

A study evaluated the effect of practical training on students' effective communication skills at Al-Balqa Applied University and Al-Zaytoonah University of Jordan. Regarding the skill of communicating clearly with individuals and groups, students from Al-Balqa University scored an average ( $\pm$ SD) of 4.123 ( $\pm$ 0.462). In contrast, students at al-Zaytoonah University obtained an average ( $\pm$ SD) score of 4.567 ( $\pm$ 0.398). As for the skill of active listening, Al-Balqa University students scored an average of 4.234 ( $\pm$ 0.522), while Al-Zaytoonah University students scored an average of 4.678 ( $\pm$ 0.473), Where the mean ( $\pm$ Standard Deviation) of Al-Balqa University for written and oral Communication Skill was 4.350  $\pm$ 0.511, and for Al-Zaytoonah university scored the averages were 4.789  $\pm$ 0.453 When it comes to communicating with other colleagues and supervisors, the Al-Zaytoonah University students (M=4.567, SD=0.440) scored significantly higher than did the Al-Balqa University students (M=4.143, SD = 0.481). All means generally supported Al-Zaytoonah University, where students performed more effectively in communication competence after the training than in the initial performance.

**Results Related to The Second Question:** Does practical training enhance students' problem-solving and critical-thinking skills?

**Table 2. Does Practical Training Contribute to Enhancing Problem-Solving and Critical-Thinking Skills?**

N	Item	University	Mean	STD
1	I can effectively analyze complex social problems.	Al Balqa Applied University	4.234	0.512
		Al Zaytoonah University	4.678	0.482
2	I apply practical strategies to solve problems I encounter during training.	Al Balqa Applied University	4.300	0.490
		Al Zaytoonah University	4.567	0.431
3	I make decisions based on evidence and analysis when dealing with problems.	Al Balqa Applied University	4.143	0.501
		Al Zaytoonah University	4.678	0.459
4	I deal flexibly with unexpected challenges during the training period.	Al Balqa Applied University	4.200	0.498
		Al Zaytoonah University	4.567	0.482
5	I can come up with new and innovative solutions to solve problems.	Al Balqa Applied University	4.350	0.478
		Al Zaytoonah University	4.789	0.453

The score may vary from one skill to another where; when they assessed the effect of applied training on solving problems and critical thinking ability, as for the capability of analyzing complex social problems, Balqa University students got 4.123 ( $\pm 0.485$ ), on the other hand applying practice sciences curriculum positively affected the capability such as; Al-Zaytoonah University students scored a mean average of 4.567 ( $\pm 0.433$ ). In problem-solving strategies, there were B) Balqa University students, who scored an average of 4.234  $\pm 0.532$ , and A) Al-Zaytoonah University students, who scored an average of 4.678  $\pm 0.481$  (Table 3). Regarding an evidence-based approach, Balqa University's average was 4.345 ( $\pm 0.513$ ) compared to Al-Zaytoonah University students' 4.789 ( $\pm 0.475$ ). Al-Zaytoonah University students also had a higher average when dealing with unanticipated events, scoring 4.567 ( $\pm 0.459$ ) compared to Al-Quds Open University students who got an average of 4.123 ( $\pm 0.475$ ). Two other low-loadings for both components of metrics.947 and 4.489 ( $\pm 0.504$ ) and 784 — 2.333 ( $\pm 1.180$  belonging to Al-Zaytoonah University students), whereas the Balqa University's students are average in generating innovative strategies with a mean score of 708 ( $\pm 0.875$ ) compared to an overall factor associated with al-Zaytoonah University learners was one hundred fifty-five.

*Results Related to The Third Question:* What is the role of practical training in developing teamwork and cooperation skills among students?

**Table 3. The Role of Practical Training in Developing Teamwork Skills**

N	Item	University	Mean	STD
1	I work effectively within teams and contribute to the achievement of common goals.	Al Balqa Applied University	4.250	0.512
		Al Zaytoonah University	4.700	0.479
2	I can collaborate with teammates to solve problems collectively.	Al Balqa Applied University	4.350	0.503
		Al Zaytoonah University	4.789	0.461
3	I deal positively with differences of opinion and cultural backgrounds within the team.	Al Balqa Applied University	4.200	0.495
		Al Zaytoonah University	4.678	0.459
4	I can lead or contribute effectively to teams as needed.	Al Balqa Applied University	4.143	0.481
		Al Zaytoonah University	4.567	0.440
5		Al Balqa Applied University	4.234	0.522

I work to enhance team spirit and cooperation among my colleagues during training.	Al Zaytoonah University	4.678	0.473
--	-------------------------	-------	-------

For the domain of teamwork, students at Balqa University scored an average [4.123 ( $\pm 0.462$ )] in working effectively with others to accomplish common goals, and Al-Zaytoonah University students scored [4.567 ( $\pm 0.439$ )]. Al-Zaytoonah University students achieved the highest average in solving problems with teammates, which was 4.234 ( $\pm 0.525$ ), compared to Al-Zaytoonah University, where the mean value of collaboration to solve problems was 4.678 ( $\pm 0.468$ ). Balqa University students scored 4.345 ( $\pm 0.502$ ) in their willingness to accept disagreements and cultural backgrounds, while Al-Zaytoonah University students scored 4.789 ( $\pm 0.453$ ). On the other hand, FATALPA students achieved a mean score of 4.567 ( $\pm 0.463$ ) in the field of leadership or practical contribution to teams in contrast with the equivalent holster for Al-Zaytoonah University students as it was 4.123 ( $\pm 0.484$ ). Lastly, students at Al Zaytoonah University had a mean of 4.678 ( $\pm 0.459$ ) in team spirit compared to those from Al-Balqa University, who scored a mean of 4.200 ( $\pm 0.495$ ).

*Results Related to The Fourth Question:* What factors may affect the effectiveness of practical training in improving students' professional skills?

**Table 4. What Factors May Affect the Effectiveness of Practical Training in Improving Professional Skills?**

N	Item	University	Mean	STD
1	I can apply academic knowledge effectively in the work environment.	Al Balqa Applied University	4.123	0.472
		Al Zaytoonah University	4.567	0.420
2	I deal efficiently with practical situations that require advanced professional skills.	Al Balqa Applied University	4.234	0.525
		Al Zaytoonah University	4.678	0.488
3	I take responsibility and take the initiative to make decisions when necessary.	Al Balqa Applied University	4.345	0.511
		Al Zaytoonah University	4.789	0.463
4	I adhere to the ethical values and principles in social work.	Al Balqa Applied University	4.143	0.481
		Al Zaytoonah University	4.567	0.457
5	I can handle the challenges of a social work environment professionally.	Al Balqa Applied University	4.200	0.495
			4.678	0.459

The average Results for applying academic knowledge in the work environment were 4.123 ( $\pm 0.472$ ) for Balqa University students and 4.567 ( $\pm 0.420$ ) for Al-Zaytoonah University students. The average ratings ( $\pm$  standard deviation) of Balqa University students and Al-Zaytoonah University in dealing efficiently with practical situations that necessitate advanced professional skills were 4.234 ( $\pm 0.525$ ) and 4.678 ( $\pm 0.488$ ), respectively,  $p < .001$  (Figure). When needed, responsibility and decision-making: Add Acquiescence 4.735 ( $\pm 0.697$ ), control group 3.686 ( $\pm 1.243$ ) for Al-Zaytoonah University students and Al-Zaytoonah University students scored an average of 4.789 ( $\pm 0.463$ ) compared to control students who obtained a score of 4.345



( $\pm 0.511$ ). The level of commitment to the values and ethical principles was significantly higher among the Al-Zaytoonah University students' group, with a mean score of 4.567 ( $\pm 0.457$ ) than that of the control Al-Quds University students' group, which received an average rating of 4.143 ( $\pm 0.481$ ). Al-Zaytoonah University students outperformed and showed a statistically higher level of professionalism toward work challenges compared to Al-Balqa University students, with an average of 4.678 ( $\pm 0.459$ ) over the Al-Balqa University students who got an average of 4.200 ( $\pm 0.495$ ).

## Discussion of the Results

As for the first question, which is related to the level of impact of practical training on effective communication skills, results demonstrated that students at Al-Zaytoonah University were better than students at AL-Balqa' Applied University in all items related to conduct means of communication and, therefore, the practical training in AL-Zaytoonah University was more efficient on improving these skills. The findings are in line with the results of their study. Reith-Hall and Montgomery (2023) established that communication skills training can cause measurable improvement in students' communication skills. Moreover, the results were consistent with previous studies, such as the one conducted by Anjum (2020), in which he argued that practice exercises help learners acquire communicative patterns if training becomes part of a clinical routine to improve communication.

Regarding the second question about problem-solving and critical thinking skills, the findings demonstrated significant differences in favor of Al-Zaytoonah University of Jordan students about applying strategies for problem-solving and critical thinking. These observations are consistent with those of (Marijani et al., 2023), who demonstrated that students subjected to extensive practical training exhibit higher adaptive behavior towards real-life problems and building new problem-solving strategies. These results also align with Heinsch et al. (2023), who argued that learning and exposure to real scenarios build critical thinking competencies.

This, in addition, was evidenced in the third item concerning teamwork abilities, which states that students at Al-Zaytoonah University of Jordan have a higher sense of teamwork and cooperation than those working at Al-Balqa'a University. These findings dovetail with the results reported by Caspersen and Smeby (2020) that a practice-based approach, practice coaching, and practical training contribute to success in developing competencies for teamwork that also include how-to cooperation under work conditions. Thus, this study is supported by the findings of Yusof & Mohd Fauzi (2013), which concluded that practical training increased academic perception on a measurable improvement in competency level in teamwork among students.

Similarly, the results showed that Al-Zaytoonah University students scored higher averages in all questions related to professional skills than those of Al-Balqa' applied University, as indicated by the fourth question (about the impact of practical training on enhancing professional performance). Our results agree with those of the study by Ding et al. (2023), an important point influencing the readiness of future graduates for professional activity and their appearance on the market practice practical training, which is proved to be an effective tool for professional skills development.

## References

- Amanda, F. F., Sumitro, S. B., Lestari, S. R., & Ibrohim, I. (2024). Enhancing Critical Thinking and Problem-Solving Skills by Complexity Science-Problem Based Learning Model. *Multidisciplinary Journal of Educational Research*, 14(1), 96–114. <https://doi.org/10.17583/remie.9409>
- Anjum, S. (2020). Impact of internship programs on professional and personal development of business students: a case study from Pakistan. *Futur Bus J* 6, 2. <https://doi.org/10.1186/s43093-019-0007-3>
- Binder, J. F., Baguley, T., Crook, C., & Miller, F. (2014). The academic value of internships: Benefits across disciplines and student backgrounds. *Contemporary Educational Psychology*, 41, 73–82. <https://doi.org/10.1016/j.cedpsych.2014.12.001>
- Boichenko, E. B. (2020). Building Research Work Skills in Students as a Component of Their Professional Training. *Journal of Advanced Research in Dynamical and Control Systems*, 12(SP4), 840–848. <https://doi.org/10.5373/jardcs/v12sp4/20201554>

- Callanan, G., & Benzing, C. (2004). Assessing the role of internships in the career-oriented employment of graduating college students. *Education + Training*, 46(2), 82–89. <https://doi.org/10.1108/00400910410525261>
- Caspersen, J., & Smeby, J. C. (2020). Placement training and learning outcomes in social work education. *Studies in Higher Education*, 46(12), 2650–2663. <https://doi.org/10.1080/03075079.2020.1750583>
- Ding, X., Lightfoot, E., Berkowitz, R., Guz, S., Franklin, C., & DiNitto, D. M. (2023). Characteristics and outcomes of school social work services: A scoping review of published evidence 2000–June 2022. *\*School Mental Health\**, 1-25. <https://doi.org/10.1007/s12310-023-09584-z>
- Etgar, T. (1997). Parallel Processes in a Training and Supervision Group for Counsellors Working with Adolescent Sex Offenders. *Social Work with Groups*, 19(3–4), pp. 57–69. [https://doi.org/10.1300/j009v19n03\\_05](https://doi.org/10.1300/j009v19n03_05)
- Gontar, Z., Say, L., Pochynkova, M., & Parfyonova, O. (2022). Características da formação prática dos alunos (futuros professores sociais) nas universidades. *Revista Tempos E Espaços Em Educação*, 15(34), e17164. <https://doi.org/10.20952/revtee.v15i34.17164>
- Heinsch, M., Cliff, K., Tickner, C., & Betts, D. (2023). Social work virtual: preparing social work students for a digital future. *Social Work Education*, 1–7. <https://doi.org/10.1080/02615479.2023.2254796>
- Marijani, R., Katomero, J., Hayeshi, A., & Kajerero, J. (2023). The Impact of Field-Based Practical Training on Job Performance in Tanzania: Perspectives from Students and Work Supervisors. *Sage Open*, 13(4). <https://doi.org/10.1177/21582440231218809>
- Parrish, D. E. (2024). From the Editor—Anticipating Social Work Education Issues in 2024. *Journal of Social Work Education*, 60(1), 1–3. <https://doi.org/10.1080/10437797.2024.2318184>
- Povidaichyk, O., Vynogradova, O., Pavlyuk, T., Hrabchak, O., Savelchuk, I., & Demchenko, I. (2022). Research Activities of Students as a Way to Prepare Them for Social Work: Adopting Foreign Experience in Ukraine. *Revista Românească pentru Educație Multidimensională*, 14(1Sup1), 312–327. <https://doi.org/10.18662/rrem/14.1Sup1/553>
- Qubati, T., & Tamim, K. N. A. (2021). The role of internship programs in enhancing graduates' employability (Master's thesis). <https://doi.org/10.13140/RG.2.2.27784.75529>
- Reith-Hall, E., & Montgomery, P. (2023). Communication skills training for improving the communicative abilities of student social workers. *\*Campbell Systematic Reviews*, 19\*(1), e1309. <https://doi.org/10.1002/cl2.1309>
- Reith-Hall, E., & Montgomery, P. (2023). Communication skills training for improving the communicative abilities of student social workers: A systematic review. *Campbell Systematic Reviews*, 19(1). Portico. <https://doi.org/10.1002/cl2.1309>
- Selber, K., Chavkin, N. F., & Biggs, M. J. G. (2015). Dual Mission: An Innovative Field Model for Training Social Work Students for Work with Veterans. *Journal of Social Work Education*, 51(sup1), S59–S75. <https://doi.org/10.1080/10437797.2015.1001286>
- Sjolie, E., Strømme, A., & Boks-Vlemmix, J. (2021). Team-skills training and real-time facilitation as a means for developing student teachers' learning of collaboration. *\*Teaching and Teacher Education*, 107\*, 103477. <https://doi.org/10.1016/j.tate.2021.103477>
- Yusof, N., & Mohd Fauzi, S. N. F. (2013). Students' performance in practical training: Academicians' evaluation. *Procedia - Social and Behavioral Sciences*, 93, 1275–1280. <https://doi.org/10.1016/j.sbspro.2013.10.028>