Teaching Performance of Students of the Faculty of Education, Sohag University: "An Evaluative Study in Light of Teacher Preparation Standards"

Shoeb Gamal Saleh[1], Rommel Mahmoud AlAli[2]

Abstract

This study aimed to evaluate the teaching performance of student teachers at the Faculty of Education, Sohag University, based on teacher preparation standards. The research employed a descriptive-analytical approach and developed a checklist comprising 64 sub-skills categorized under seven main standards: lesson planning, classroom management and student interaction, use of teaching strategies, integration of educational tools and technologies, personal traits and interpersonal skills, mastery of subject matter, and student learning assessment. The performance of 50 student teachers from scientific and literary disciplines was assessed using an observation checklist. The results revealed that teaching performance was moderate across six standards and good in the "personal traits and interpersonal skills" standard. Statistically significant differences (p ≤ 0.01) were found in favor of scientific students compared to their literary counterparts. The study emphasized the need to enhance student teachers' skills to improve the quality of teaching performance.

Keywords: *Assessment, Teaching Performance, Teacher Preparation Standards, Teaching Methods, Educational Tools and Technologies.*

Introduction

In recent years, there has been growing attention toward improving the quality and quantity of educational outcomes and enhancing the role of universities and faculties of education in developing teacher preparation. This emphasis reflects the belief in teachers' essential role in ensuring education quality, as educational experts acknowledge that the cornerstone of educational reform lies in effective teacher preparation (Naga, 2004). Successful education systems largely depend on well-trained teachers capable of mastering teaching skills necessary to achieve learning objectives (Ali, 2006). Additionally, research confirms that teacher performance significantly impacts student outcomes, making it a vital factor in achieving education quality standards (Wakeel & Mufti, 1992).

Over the last two decades, researchers have placed substantial focus on teacher preparation, recognizing the need for continuous studies to adapt to the rapidly changing educational landscape. Experts link declining student achievement to inadequate teacher preparation programs, which often fail to bridge the gap between theoretical knowledge and practical classroom applications (Al-Kandari et al., 1998). Recent studies also highlight concerns about graduates lacking basic skills, such as reading, writing, and arithmetic, underscoring the need for more comprehensive teacher training (Alomiear & Alreshidi, 2022).

Despite numerous national and international conferences stressing the importance of both pre-service and in-service teacher training, challenges persist. Many studies point to deficiencies in the pedagogical and subject-specific skills of teachers, calling for continuous professional development to enhance teaching competency (Sharif, 1983; Abdulsamee, 2000). Furthermore, scholars emphasize that teacher education programs must adopt modern instructional technologies, such as interactive video, simulations, and computer-aided instruction, to prepare educators for 21st-century classrooms (Alghamdi, 2022).

Comprehensive evaluation plays a critical role in ensuring educational quality. It involves monitoring performance continuously and benchmarking against national and international standards to foster ongoing improvement (Allam, 2003). In line with Saudi Arabia's strategic goals, the ten-year educational plan aims

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[1] The National Research Center for Giftedness and Creativity, King Faisal University, Saudi Arabia, Department of Educational Technology, Faculty of Education, Sohag University, Email: sgsaleh@kfu.edu.sa.
[2] The National Research Center for Giftedness and Creativity, King Faisal University, Saudi Arabia, Email: ralali@kfu.edu.sa

to implement total quality management practices, placing teacher competence at the heart of the education reform agenda (Al-Arefa, 2007).

Ultimately, achieving educational excellence requires elevating teacher training programs and ensuring alignment with global standards. Such efforts are crucial for enabling educators to meet the challenges of globalization and preserving cultural identity amidst rapid societal changes (Amara, 2000). By fostering continuous professional development, decision-makers can ensure that educators are equipped to face the evolving demands of the modern educational landscape.

Study Problem and Questions (Professional Translation):

Building on the recommendations of several conferences (IACQA, 2023; International Conference on Education and New Developments, 2024; The Fourth International Conference on Education in the Arab World, 2024), which stressed the importance of developing skills to maximize academic achievement and keep pace with future educational advancements, a pressing need has emerged to reevaluate teacher preparation programs in education faculties. These programs must emphasize both instructional skills and academic competencies that teachers should master, providing them with comprehensive and adaptable training strategies aligned with real-world demands.

In line with Sohag University's current policy to enhance faculty programs based on quality standards, this study aims to evaluate the teaching performance of students in the Faculty of Education. A list of teaching skills, derived from quality standards, will be developed to assess the extent to which these skills are applied within classrooms.

Main Research Question

- To what extent is the teaching performance of students in the Faculty of Education at Sohag University effective?

This main question is addressed through the following sub-questions:

- What are the essential teaching skills that student-teachers should acquire?

- What is the current level of teaching performance among students in the Faculty of Education at Sohag University?

Study Objectives

The study aims to:

- Define the standards for high-quality teaching performance.

- Develop a list of teaching skills in alignment with teacher preparation standards.

- Assess the actual teaching performance of students in the Faculty of Education at Sohag University.

Significance of the Study

The study's findings are expected to:

- Identify shortcomings in the teacher preparation programs at Sohag University's Faculty of Education.

- Improve the practical training program offered by the faculty.

- Bridge the gap between theoretical knowledge and practical teaching skills.

- Promote the design of teacher preparation programs based on performance competency standards.

Research Methodology and Procedures

This study adopts the **descriptive-analytical method** as it aligns with the nature of the research problem. This approach involves describing the current situation through data collection, analysis, and interpretation to identify deficiencies and propose solutions based on the study's findings.

Previous Studies

Studies On Student-Teacher Performance During Field Training:

Previous studies on student-teacher performance during field training emphasize the importance of practical experiences in developing essential teaching competencies, though challenges remain. Hall (1992) found that student-teachers struggled most with human relations and professional growth, even after completing practical coursework, recommending that teacher preparation programs prioritize these areas. Similarly, Kim (1992) noted that pre-service training positively impacts teachers' performance and job satisfaction. Al-Buthi (1995) demonstrated a positive correlation between student performance, GPA, and their instructional course grades, while Al-Jassar and Al-Tammar (2004) evaluated Kuwait University's field training program, highlighting strengths in teaching skills but identifying weaknesses in school management and practical application. Further, Afaneh and Hamdan (2005) showed that effective classroom management is critical for student achievement, emphasizing the need to create better classroom environments. Nouf (2024) demonstrated the effectiveness of training programs in improving student-teachers' goal formulation and questioning techniques.

Studies on Teacher Preparation and Field Training Programs

Research focusing on teacher preparation programs and field training identified key areas for improvement, including supervision and practical coordination. Studies by Habib and Habib (1994) and Al-Ajez and Hammad (1999) found variations in student performance across different majors, with science majors generally excelling. Mustafa Kamel (2001) highlighted gaps in training programs, suggesting the need for better skill-based instruction. Ibrahim (1999) and Al-Mugheedi (1998) emphasized the importance of supervision but reported issues in both supervisory visits and the organization of practical workshops, indicating a need for greater alignment between theory and practice.

Studies on In-Service Teacher Performance

Further insights come from studies on in-service teacher performance, which underline the need for continuous professional development. Jabr (2002) emphasized that training programs must address teachers' practical needs to be effective, while studies by Boling and Jones (2002) and Quesada et al. (2001) found that online professional development enhances teaching strategies and encourages the use of technology, leading to better communication and performance among teachers.

Studies on Teacher Preparation Standards

Several studies also addressed the standards required for teacher preparation. Fadallah and Salem (2004) proposed detailed standards for Arabic language teachers, focusing on planning and professional responsibility, while Al-Zahrani (2009) found that many high school math teachers were underperforming. Similarly, Issa (2011) reported that Islamic studies teachers showed weak performance in lesson planning and classroom management, underscoring the need for more rigorous training programs.

In summary, these studies highlight the importance of field training, supervision, and standards in teacher preparation. They also stress the need for continuous development and better integration of technology in teaching practices. The findings of these prior studies have informed the present research by providing guidance on observation tools and statistical methods, as well as emphasizing the importance of practical training for student-teachers. Gender differences in performance were found to be minimal, although female teachers tended to show more positive attitudes toward the teaching profession. These insights are critical for designing better teacher preparation programs and ensuring more effective classroom outcomes.

Literature Review

- *The Concept of Educational Evaluation* (Welch, 2021): Educational evaluation refers to forming a judgment on an educational phenomenon or the value of something to guide decision-making. It encompasses multiple areas, such as evaluating teachers' performance, school organization, relationships between schools and communities, and the adequacy of school facilities.

- *Areas of Educational Evaluation* (Frey, 2018): These areas include assessing teacher performance, measuring student progress, evaluating school organization, analyzing the relationship between schools and communities, and reviewing curricula.

- *Methods for Evaluating Teacher Performance* (Gómez & Valdés, 2019): Various methods are used to assess teachers, such as surveys of administrative and instructional supervisors, feedback from colleagues, subjective opinions from students, student achievement as a performance indicator, interaction analysis to observe teacher-student dynamics, and evaluating teaching competencies, which is considered the most suitable method.

- *The Concept of Instructional Performance* (Setiawan, 2020): Instructional performance refers to a teacher's observable and measurable behaviors in the educational context, influenced by their knowledge background and forming the core of teaching competency.

- *Methods for Evaluating Instructional Performance* (Setiawan, 2020): These methods include task analysis to determine the teacher's roles, analysis of verbal and non-verbal interactions in class, and observing teachers through structured checklists or observation cards.

- *The Concept of Educational Standards* (Kovrigina, 2021): Educational standards are essential requirements for teachers, containing measurable indicators to assess their performance.

- *The Emergence of Educational Standards* (Sysoieva & Mospan, 2018): Educational standards originated in the 1950s with the concept of normative tests and evolved to include performance standards. This trend gained momentum after the 1984 "A Nation at Risk" report, which spurred educational reforms in the U.S.

- *The Importance of Standards in Education* (Chang, Hirenkumar, & Wu, 2021): Standards are critical for guiding educational efforts, setting goals, and ensuring high-quality outcomes that align with global challenges.

- *Examples of Teacher Preparation Standards*

  - Standards by the National Council for Accreditation of Teacher Education (NCATE, 2000).

  - INTASC standards by the Council of Chief State School Officers (CCSSO, 2013).

  - Standards from the Kentucky Education Professional Standards Board (2008).

- Professional teacher standards in Egypt and Qatar (Supreme Education Council, 2009).

- *Extracting Standards for the Study*: The review of prior literature informed the identification of key standards for evaluating student-teachers' performance, focusing on lesson planning, classroom management, teaching methods, use of instructional aids, mastery of subject content, and student assessment.

- *Developing a Teaching Performance Observation Tool*: Based on the extracted standards, an observation tool was created to assess student-teachers. This tool was reviewed by experts, and modifications were made to ensure accuracy and alignment with the study objectives.

In summary, the literature emphasizes the significance and diversity of educational evaluation, with a particular focus on teacher and student-teacher performance. The study highlights the importance of global and regional standards in improving teaching quality and ensuring educational excellence. Using these standards, a precise observation tool was developed to measure student-teachers' instructional performance, ensuring alignment with best practices and quality assurance frameworks.

Study Procedures

- *Study Sample*
  The sample consisted of a group of student-teachers enrolled in the field education program at the College of Education, Sohag University, during the academic year 2023/2024. The sample included students from both literary and scientific disciplines. Specifically, the sample comprised 35 students from literary majors and 15 from scientific majors.

Study Instrument

To achieve the objectives of the study, the researchers developed an observation checklist. The development of this tool went through several stages, detailed as follows:

Stage One: Reviewing Scientific Sources
The first step involved reviewing a range of scientific sources to identify and develop relevant competencies. These sources included:

Previous studies in the field.

Findings and recommendations from various international organizations and associations concerned with teaching competencies.

- *Stage Two: Designing the Main Axes and Sub-Skills*
  At this stage, the primary categories of the observation checklist were identified, along with the corresponding teaching sub-skills under each category.

- *Stage Three: Validating the Checklist*
  The draft version of the checklist was presented to a panel of experts specializing in curricula and teaching methods. Their feedback was gathered regarding the alignment of sub-skills with their respective categories, the appropriateness of the checklist's structure, and the linguistic clarity of each section.

- *Stage Four: Finalizing the Checklist*

After analyzing the experts' feedback and implementing the necessary adjustments, the observation checklist was finalized. It now includes the following key categories:

- Lesson Planning and Preparation (assessed through the lesson plan notebook).

- Classroom Management and Student Interaction.

- Use of Teaching Strategies and Methods.

- Utilization of Educational Tools and Technology.

- Personal Traits and Interpersonal Relationships.

- Mastery of Subject Matter.

- Assessment of Student Learning.

Validity of the Instrument

The validity of the instrument was assessed using the internal consistency method, which involved calculating the correlation coefficient between the main dimensions of the instrument and the overall score, as well as the correlation of individual items with the total score. The internal consistency values for the dimensions are as follows: the first dimension is 0.813, the second dimension is 0.873, the third dimension is 0.889, the fourth dimension is 0.804, the fifth dimension is 0.520, the sixth dimension is 0.877, and the seventh dimension is 0.807. It is evident from these results that all correlation coefficients between the dimensions and the overall score are statistically significant at the 0.01 level, indicating a high degree of internal consistency among the dimensions.

Table 1. Internal Consistency of the Items of the Observation Card

First	Second	Third	Fourth	Fifth	Sixth	Seventh
**.74	**54.	**69.	**91.	**83.	**64.	**.47
**.55	*39.	**56.	**.44	**.86	**.74	**.88
**.82	**50.	**56.	**.60	**.84	**70.	**.87
**74.	**77.	**82.	**.74	**.65	**.74	**.93
**67.	**87.	**70.	**.82	**.71	**.52	**.69
**60.	**69.	**74.	**.64	**.70	**62.	**.73
**67.	**80.	-	-	**.57	**63.	**65.
**58.	**.54	-	-	-	**86.	**.70
**.82	**.68	-	-	-	**.78	**.74
**.78	**.72	-	-	-	-	**62.
**.70	**.76	-	-	-	-	-
	**.70					
	**.75					
	**.73					
	**.65					

It is evident from the previous table that all the correlation values of the items with the overall score of the observation instrument are statistically significant at the 0.01 level, indicating a high degree of internal consistency for the items.

*Reliability of the Instrument***:** The reliability of the questionnaire was calculated using Cronbach's alpha and the split-half method with the Spearman-Brown equation. The results indicate that the reliability coefficients of the observation card are acceptable, with Cronbach's alpha values ranging from 0.770 to 0.912 and a total reliability score of 0.853. Similarly, Spearman's coefficients range from 0.559 to 0.938, with an overall score of 0.797. These high and consistent values across individual dimensions and the card as a whole provide confidence in its use for evaluating the quality of teaching performance among students at the College of Education.

Study Results
*Answer to the Second Question***:** What is the level of teaching performance among students of the College of Education at Sohag University?

First: The level of students' teaching performance based on the standard of lesson preparation and planning. To determine the level of teaching performance of students at the College of Education, Sohag University, according to the standard of lesson preparation and planning, frequencies, percentages, and arithmetic means were calculated to assess the students' ability to prepare and plan lessons. The results are presented in the following table:

Table .2 Frequencies, Percentages, And Arithmetic Means for Evaluating Students' Performance Based on The Statements Related to The Standard of Lesson Preparation and Planning, Ranked in Descending Order According to The Arithmetic Mean Values.

No. of item	Item	F	The level of performance achievement					Mean	St. Dev.	Rank
		%	Weak	Average	Good	Very Good	excellent			
2	Writes the basic data of the lesson in the preparation, on the board, or in the lesson presentation.	F	7	20	23	-	-	2.320	0.713	1
		%	14	40	46	-	-			
6	Identifies teaching strategies that position students at the center of classroom activities (e.g., discussion, brainstorming, constructive learning, role-play, etc.)	F	8	22	17	3	-	2.300	0.814	2
		%	16	44	34	6	-			
11	Designs lesson content as educational situations related to students' real-life experiences.	F	8	22	20	-	-	2.240	0.716	3
		%	16	44	40	-	-			
1	Prepares a lesson plan that includes all essential elements of a complete lesson plan	F	9	27	14	-	-	2.120	0.678	4
		%	18	54	28	-	-			
3	Formulates lesson objectives operationally, making them observable and measurable	F	4	36	10	-	-	2.100	0.520	5
		%	8	72	20	-	-			
5	Distributes lesson objectives across different learning domains (cognitive, skill-based, and affective).	F	11	23	16	-	-	2.100	0.735	6
		%	22	46	32	-	-			
10	Records the information sources used in planning the lesson topic.	F	8	31	9	2	-	2.100	0.707	7
		%	16	62	18	4	-			
8	Identifies appropriate teaching aids to achieve the lesson objectives.	F	15	17	18	-	-	2.060	0.818	8
		%	30	34	36	-	-			
9	Selects evaluation methods and tools aligned with the intended learning outcomes.	F	8	34	8	-	-	2.000	0.571	9
		%	16	68	16	-	-			

4	Specifies the required mastery level for topics or objectives that demand it.	F	21	16	13	-	-	1.840	0.817	10
		%	42	32	26	-	-			
7	Designs enrichment and remedial activities (both in-class and extracurricular) that consider students' intellectual abilities.	F	20	26	4	-	-	1.680	0.620	11
		%	40	52	8	-	-			
Overall average of students' ability to prepare and plan lessons								2.078		0.701

Based on **Table (5)**, the extent to which students from the College of Education at Sohag University meet the standards for lesson preparation and planning is as follows:

- *The Overall Mean Score* for meeting the standards for lesson preparation and planning was **(2.078)**, with a standard deviation of **(0.701)**. This score of **2.078 out of 5** falls within the Likert scale category **"1.80 to 2.60,"** which indicates a **medium** rating on the observation card, the research instrument used.

- There was **variation in the students' ability** to prepare and plan lessons, with some aspects scoring medium and others weak. The mean scores for different criteria ranged between **2.32 and 1.68**.

- **Ten out of the eleven standards** were achieved at a **medium level** (Items: 2, 6, 11, 1, 3, 5, 10, 8, 9, and 4), ranked according to the highest means. However, one standard was rated **weak**: **Item 7**, which states, "Designs enrichment and remedial activities (both in-class and extracurricular) that consider students' intellectual abilities."

- The results, based on observing the performance of the sample, indicate that the level of meeting the standards for lesson preparation and planning was **medium**—a result that is **acceptable, though not high**. The researchers attribute this to the **insufficient focus on lesson preparation and planning** in the curriculum offered to students. The **College of Education at Sohag University** does not allocate specific hours for training on micro-teaching, which could enhance students' skills in lesson preparation and planning. Additionally, many student-teachers **rely on ready-made lesson plans**, which contradicts the nature of the preparation and planning process, characterized by continuous renewal, development, and change. This reliance deprives students of the **mental preparation** required for effective lesson execution, which plays a critical role in enhancing their presence during classroom sessions.

- These findings align with the results of several studies, including those by **Asqul (1999)**, **Afaneh and Hamdan (2005)**, **Asmaa (2003)**, **Mustafa Kamel (2001)**, and **Al-Duwish (1421 AH)**.

Second: Students' Teaching Performance Based on Classroom Management and Student Interaction Standards

To evaluate the students' teaching performance at the College of Education at Sohag University in light of **classroom management and student interaction standards**, the frequencies, percentages, and mean scores were calculated to assess the students' ability to manage classrooms and interact with students. The results are summarized in the following table:

Table3. Frequencies, Percentages, and Mean Scores for Evaluating Students' Performance on Classroom Management and Student Interaction Standards, Ranked by Mean Score (Descending)

No. of item	Item	F	The level of performance achievement					Mean	St. Dev.	Rank
		%	Weak	Average	Good	Very Good	excellent			
7	Praises students who deserve recognition.	F	18	22	10	-	-	2.84	0.738	1
		%	36	44	20	-	-			
2	Uses correct and clear Arabic language in explanations, discussions, and writing.	F	20	26	4	-	-	2.68	0.621	2
		%	40	52	8	-	-			
8	Utilizes class time effectively without waste	F	24	24	2	-	-	2.56	0.577	3
		%	48	48	4	-	-			
1	Speaks clearly, ensuring all students can hear.	F	2	27	14	7	-	2.52	0.789	4
		%	4	54	28	14	-			
5	Connects the current lesson to previous lessons and the students' prior knowledge.	F	2	24	12	8	-	2.44	0.907	5
		%	12	48	24	16	-			
4	Uses the whiteboard efficiently, writing and organizing essential information neatly.	F	14	12	20	4	-	2.28	0.970	6
		%	28	24	40	8	-			
11	Engages students' attention through verbal and non-verbal interaction (e.g., preparation, motivation, reinforcement, closure, final summary).	F	10	19	21	-	-	2.22	0.764	7
		%	20	38	42	-	-			
6	Ensures logical sequencing of ideas.	F	12	20	14	4	-	2.2	0.904	8
		%	24	40	28	8	-			
12	Links the lesson to students' previous experiences.	F	7	27	16	-	-	2.18	0.661	9
		%	14	34	52	-	-			
14	Considers individual differences among students, especially by maintaining a balanced pace—neither too fast nor too slow.	F	11	19	20	-	-	2.18	0.774	10
		%	22	38	40	-	-			
13	Encourages students to apply the concepts and topics learned to real-life situations.	F	4	38	8	-	-	2.08	0.488	11
		%	8	76	16	-	-			
15	Concludes the lesson with a summary (either verbal or written) that highlights key elements and concepts.	F	10	30	6	4	-	2.08	0.804	12
		%	20	60	12	8	-			
3	Uses voice effectively by varying pitch and tone for emphasis.	F	13	23	14	-	-	2.02	0.742	13
		%	26	46	28	-	-			
9	Incorporates a variety of techniques to introduce the lesson in ways that stimulate students' motivation (e.g., stories, thought-provoking questions, prior experiences, engaging introductions, real-world problems, current events, or Quranic verses).	F	21	10	16	3	-	2.02	0.999	14
		%	42	20	32	6	-			
10	Asks questions that assess higher-order thinking skills (e.g., analysis, interpretation, classification,	F	21	16	13	-	-	1.84	0.817	15
		%	42	32	26	-	-			

comparison, evaluation, innovation, and problem-solving).								
Overall Average of Students' Ability in Classroom Management and Interaction							2.276	0.771

Upon examining Table (6), it is evident that the degree of criteria achievement among the students of the College of Education at Sohag University in terms of classroom management and interaction was as follows:

- The overall average score for the criteria achievement in classroom management and interaction reached **(2.276)**, with a standard deviation of **(0.771)**. This indicates that the degree of criteria achievement in this area was **(2.276 out of 5)**, which falls within the Likert five-point scale category of **"1.80 to 2.60,"** indicating a moderate option on the observation tool used in the research.

- There is a variance in the detailed estimates of the students' ability to manage the classroom and interact with students, ranging from good in some aspects to moderate in others, with the average scores for classroom management and interaction spanning from **"2.84 to 1.84."**

- The criteria were achieved at a **(moderate)** level in fourteen out of the total number of criteria for this domain, which consists of **(15)** criteria (2, 8, 1, 5, 4, 11, 6, 12, 14, 13, 15, 3, 9, 10), arranged according to the highest average scores. There was one criterion that was achieved at a **(good)** level, which is statement number (7), stating that the teacher **"praises those students who deserve commendation."**

- In light of the results obtained from observing the performance of the study sample, it is clear that the degree of criteria achievement for classroom management and interaction was **(moderate)**. The researchers attribute this result to the fact that teacher preparation at Sohag University lacks practical laboratory experiences, focusing more on theoretical aspects than practical application. Additionally, training in teaching situations (which facilitates interaction with students) through micro-teaching and teaching methods labs has not been implemented at a level commensurate with achieving the objectives of practical laboratory experiences.

- This result aligns with the studies of Al-Ajmi (2001), Al-Salem (2005), Abouzeid (2007), and Al-Salmi (1996).

Third: Students' Teaching Performance Level According to the Use of Teaching Strategies and Methods

To determine the teaching performance level of students in the College of Education at Sohag University based on the criterion of using teaching strategies and methods, the frequencies, percentages, and arithmetic averages were calculated to estimate the extent of students' ability to use teaching strategies and methods. The results are illustrated in the following table:

Table 4. Frequencies, Percentages, And Arithmetic Averages for Estimating Students' Performance on The Criterion of Using Teaching Strategies and Methods, Arranged in Descending Order Based on The Average Values.

No. of item	item	F	The level of performance achievement					Mean	St. Dev.	Rank
		%	Weak	Average	Good	Very Good	excellent			
3	Utilizes effective dialogue methods and open discussions between himself and the students.	F	33	13	4	-	-	2.42	0.642	1
		%	66	26	8	-	-			
4	Transforms verbal content into visual forms, diagrams, and graphs.	F	10	15	21	4	-	2.38	0.901	2
		%	20	30	42	8	-			
6		F	8	19	23	-	-	2.3	0.735	3

	Provides sufficient opportunities to encourage students' self-learning in the subject area.	%	16	38	46	-	-			
2	Employs a variety of teaching strategies such as dialogue, discussion, brainstorming, constructivist learning, and role-playing.	F	8	29	10	3	-	2.16	0.765	4
		%	16	58	20	6	-			
5	Uses specific tasks and activities that promote cooperative learning through student groups.	F	17	19	14	-	-	1.94	0.793	5
		%	34	38	28	-	-			
1	Applies student-centered teaching strategies (induction, discovery, problem-solving).	F	17	24	9	-	-	1.84	0.710	6
		%	34	48	18	-	-			
	overall Average of Students' Ability to Use Teaching Strategies and Methods							2.17		0.758

By examining Table (7), it is evident that the level of compliance with the standards among students of the College of Education at Sohag University regarding the use of teaching strategies and methods is as follows:

- The overall average score for achieving the standards for the use of teaching strategies and methods was (2.17), with a standard deviation of (0.758). This indicates that the level of achievement for the standards regarding the use of teaching strategies and methods was (2.17 out of 5), which falls within the range of the five-point Likert scale of "1.80 to 2.60," indicating a medium option on the observation tool used in the research.

- A total of (100%) of the standards were achieved at a medium level from the total number of standards for the entire category, which consisted of (5) standards, specifically numbers (3, 4, 6, 2, 5, 1), arranged according to the highest average values.

- In light of the results obtained through observing the performance of the study sample, it is clear that the degree of compliance with the standards for using teaching strategies and methods was considered (medium). The researchers attribute this result to the lack of practical aspects in the teaching methods courses at the College of Education at Sohag University, focusing primarily on the theoretical knowledge of each strategy and method. Despite the variety and availability of teaching methods courses (Methods 1 and Methods 2) in the teacher preparation program at Sohag University, these methods and strategies were not presented through modeling, which demonstrates the mechanisms and ways to implement these strategies and methods within the classroom and provides practical training for students on them.

- This result aligns with the studies of Al-Salem (2009), Afana and Hamdan (2005), Al-Nahar (2000), and Ibrahim et al. (1994).

Fourth: The Level of Teaching Performance of Students in Light of the Standard for Using Educational Tools and Technologies

To assess the teaching performance level of students at the College of Education at Sohag University based on the standard for using educational tools and technologies, the frequencies, percentages, and means were calculated to estimate the extent of students' ability to use educational tools and technologies, as shown in the following table:

Table 5. Frequencies, Percentages, and Means for Evaluating Students' Performance on the Standard of Using Educational Tools and Technologies, Ranked in Descending Order According to Mean Values.

No. of item	Item	F	The level of performance achievement					Mean	St. Dev.	Rank
		%	Weak	Average	Good	Very Good	excellent			
6	Develops the use of teaching aids according to the needs of the situation.	F	4	35	9	2	-	2.18	0.629	1
		%	8	70	18	4	-			
3	Uses simple environmental materials to produce aids for classroom teaching.	F	8	29	13	-	-	2.1	0.647	2
		%	16	58	26	-	-			
1	Employs appropriate educational tools and technologies that align with the lesson's objectives and topic to facilitate comprehension and stimulate thinking.	F	17	21	6	6	-	2.02	0.979	3
		%	34	42	12	12	-			
2	Prepares a suitable classroom environment that matches the lesson topic (including physical arrangements, lighting, ventilation, etc.).	F	15	27	6	2	-	1.9	0.763	4
		%	30	54	12	4	-			
5	Operates equipment effectively in the classroom.	F	25	19	6	-	-	1.74	0.965	5
		%	50	38	12	-	-			
4	Integrates computers into teaching.	F	32	12	2	4	-	1.56	0.907	6
		%	64	24	4	8	-			
Overall Average of Students' Ability to Use Educational Tools and Technologies								**1.92**	**0.815**	

Based on **Table 8**, the degree to which the standards were met by students of the College of Education at Sohag University in the area of using educational tools and technologies was as follows:

- The **overall mean** for the level of meeting the standards related to the use of educational tools and technologies was **1.92**, with a standard deviation of **0.815**. This indicates that the degree of meeting these standards was **1.92 out of 5**, which falls within the "1.80 to 2.60" range on the **five-point Likert scale**, corresponding to the **"moderate" level** on the observation card used in the study.

- There was **variation** in the students' abilities to use educational tools and technologies, with some aspects being rated as **moderate**, while others were rated as **weak**. The means for students' performance in lesson planning and preparation ranged from **2.18 to 1.56**.

- **Four out of six standards** for this area were achieved at a **moderate level** (standards 6, 3, 1, and 2), arranged in descending order according to their means. On the other hand, **two standards** were achieved at a **weak level**:

Standard (5): *"Effectively operates devices in the classroom."*

Standard (4): *"Integrates computers into teaching."*

- Based on the observed performance of the study sample, it is evident that the use of educational tools and technologies was **moderate**. The researchers attribute this to the fact that students' usage of these tools has remained **traditional**, focusing on outdated teaching aids. There is also a **lack of proficiency** in using modern technological tools and devices, and students are in **urgent need of training programs** to enhance their competency in utilizing information technology effectively.

- These findings align with previous studies, including Al-Jundi (2005), Ibrahim (1999), Al-Farra (1993), Hassan (1992), and Adwan and Fasha (1993).

Fifth: Students' Teaching Performance in Light of Personal Traits and Human Relations

To assess the teaching performance of students from the College of Education at Sohag University regarding **personal traits and human relations**, frequencies, percentages, and means were calculated to evaluate the extent to which students exhibit these qualities. The results are presented in **Table 9**.

Table 6. Frequencies, Percentages, And Means for Evaluating Students' Performance in Terms of Personal Traits and Human Relations, Arranged In Descending Order Based on The Means.

No. of item	Item	F %	Weak	Aver age	Goo d	Very Goo d	exc elle nt	Mean	St. Dev.	Ran k
5	Confident in himself and does not hesitate or feel afraid while explaining.	F	4	37	9	-	-	3.1	0.505	1
		%	8	74	18	-	-			
4	Ensures fairness and equity in dealing with students.	F	6	35	9	-	-	3.06	0.550	2
		%	12	70	18	-	-			
3	Sets a good example for students through his personal appearance and commitment.	F	12	34	4	-	-	2.84	0.549	3
		%	24	68	8	-	-			
6	Handles unexpected situations and inappropriate behaviors using educational methods.	F	25	21	4	-	-	2.58	0.642	4
		%	50	42	8	-	-			
1	Demonstrates patience and self-control.	F	7	16	21	6	-	2.52	0.886	5
		%	14	32	42	12	-			
7	Balances kindness and firmness in interacting with students.	F	24	26	-	-	-	2.52	0.505	6
		%	48	52	-	-	-			
2	Applies the principle of reward and punishment clearly	F	30	16	4	-	-	2.48	0.647	7
		%	60	32	8	-	-			
	The overall average of students' possession of personal traits and social relationships.							2.729	0.612	

Based on Table 9, the extent to which the students of the College of Education at Sohag University meet the criteria for personal traits and interpersonal relationships is as follows:

- **The overall average** for the criteria related to personal traits and interpersonal relationships was **2.729**, with a standard deviation of **0.612**. This score (2.729 out of 5) falls within the "2.60 to 3.40" range on the five-point Likert scale, indicating a **"Good"** rating on the research tool, the "Observation Checklist."

- There is **variation** in students' performance regarding personal traits and interpersonal relationships, with scores ranging between **3.1 and 2.48**, indicating "good" performance in some aspects and "moderate" performance in others.

- **Three criteria** were achieved at the **"Good"** level (items 5, 4, and 3), arranged in descending order based on their mean scores. In contrast, **four criteria** were achieved at the **"Moderate"** level (items 6, 1, 7, and 2).

- In light of the results obtained from observing the sample's performance, the students' personal traits and interpersonal relationships were evaluated as **"Good."** This is considered an acceptable

outcome. The researchers attribute this to the high degree of freedom and equality embedded in the training program at the College of Education, which fosters students' confidence and self-control when interacting with learners in the classroom.

- These findings align with **Ali's study (2007)**, **Al-Ajez and Hammad's study (1999)**, and **Ibrahim's study (1999).**

Sixth: Teaching Performance Level in Terms of Mastery of Subject Matter

To assess the students' teaching performance regarding their **mastery of the subject matter**, frequencies, percentages, and mean scores were calculated. The results are summarized in the following table:

Table 7. Frequencies, Percentages, and Mean Scores for Students' Performance on the Mastery of Subject Matter Criterion, Ranked in Descending Order by Mean Scores

No. of item	Item	F	The level of performance achievement					Mean	St. Dev.	Rank
		%	Weak	Average	Good	Very Good	excellent			
5	Selects appropriate examples and evidence to clarify and convince with the presented concepts.	F	6	18	23	3	-	2.46	0.789	1
		%	12	36	46	6	-			
2	Reads the texts in the lesson correctly.	F	29	21	-	-	-	2.42	0.499	2
		%	58	42	-	-	-			
6	Connects the main and subsidiary concepts in the lesson.	F	10	20	20	-	-	2.2	0.756	3
		%	20	40	40	-	-			
1	Relates the subject matter to students' lives in an appropriate manner.	F	13	18	19	-	-	2.12	0.799	4
		%	26	36	38	-	-			
3	Presents the lesson's ideas and concepts coherently, highlighting logical relationships.	F	11	27	12	-	-	2.02	0.685	5
		%	22	54	24	-	-			
9	Demonstrates mastery of scientific processes (induction, deduction, inference, analysis, discovery) in teaching.	F	14	26	10	-	-	1.92	0.695	6
		%	28	52	20	-	-			
4	Distinguishes accurately between the concepts and terms presented in the lesson topic.	F	20	18	12	-	-	1.84	0.891	7
		%	40	36	24	-	-			
8	Makes comparisons between the concepts and terms in the lesson to identify similarities and differences.	F	19	21	10	-	-	1.82	0.748	8
		%	38	42	20	-	-			
7	Utilizes diverse knowledge sources (CDs, the Internet, etc.) to obtain information and concepts related to the lesson topic.	F	33	15	2	-	-	1.38	0.567	9
		%	66	30	4	-	-			
	Overall Mean of Students' Mastery of Their Major Subject							2.02	0.703	

Looking at Table 10, it is evident that the degree of criterion achievement among the students of the College of Education at Sohag University in the level of proficiency in their major was as follows:

- The overall average degree of criterion achievement for the level of proficiency in the major was **(2.02)**, with a standard deviation of **(0.703)**. This indicates that the degree of criterion achievement

for proficiency in the major was **(2.02 out of 5)**, which falls within the Likert scale range of "1.80 to 2.60," indicating a moderate option on the research tool "observation card."

- There is variation in the detailed assessments of proficiency in the major, with some aspects rated as moderate and others rated as weak. The students' average ratings of their proficiency in the major ranged from **"2.46 to 1.38."**

- The criteria were achieved at a **(moderate)** level in eight of the total number of criteria for the entire axis, which amounted to **(9)** criteria (5, 2, 6, 1, 3, 9, 4, 8), arranged according to the highest arithmetic means. Meanwhile, there was one criterion achieved at a **(weak)** level, which is statement number (7) stating that **(students use diverse knowledge sources—CDs, the internet, etc.—to obtain information and concepts related to the lesson topic).**

- In light of the results obtained from observing the performance of the sample individuals, it is clear that the degree of criterion achievement for proficiency in the major was **(moderate)**. The researchers attribute this result to the nature of the courses offered in the College of Education, whether specialized or pedagogical, where vertical and horizontal integration and relationships between these courses are rarely provided. These courses are seldom linked to the real-life environment of the learners. Additionally, there is a low tendency among students to utilize diverse knowledge sources due to a lack of training in using such resources and limited exposure to new ones.

- This result is consistent with the studies conducted by Adwan and Fasha (1993), Al-Khatib and Ashour (1996), and Fadlallah and Salem (2004).

Seventh: The Teaching Performance Level of Students in Light of the Criterion for Assessing Student Learning. To identify the teaching performance level of the College of Education students at Sohag University in light of the criterion for assessing student learning, the frequencies, percentages, and arithmetic means were calculated to evaluate the students' ability to assess student learning. The results are shown in the following table:

Table. Frequencies, Percentages, and Arithmetic Means for Evaluating Students' Performance on the Statements of the Criterion for Assessing Student Learning, Arranged in Descending Order According to The Values of The Arithmetic Means.

No. of item	Item	F %	The level of performance achievement					Mean	St. Dev.	Rank
			Weak	Average	Good	Very Good	excellent			
8	He directs evaluative questions to as many students as possible.	F	2	31	17	-	-	2.3	0.544	1
		%	4	62	34	-	-			
6	He focuses on higher-order cognitive levels in assessment (analysis, interpretation, classification, comparison, evaluation, innovation, and problem-solving).	F	6	31	8	5	-	2.24	0.797	2
		%	12	62	16	10	-			
3	He evaluates different aspects of learning (cognitive, affective, and psychomotor).	F	8	23	19	-	-	2.22	0.708	3
		%	16	46	38	-	-			
2	He asks a variety of questions during the lesson and after its conclusion.	F	8	26	16	-	-	2.16	0.681	4
		%	16	52	32	-	-			
4	He employs various types of assessment (formative, summative, and diagnostic) to evaluate student learning.	F	8	32	10	-	-	2.04	0.605	5
		%	16	64	20	-	-			

7	He utilizes assessment results to provide appropriate feedback by discussing and correcting errors and presenting ideal models.	F	13	26	8	3	-	2.02	0.820	6
		%	26	52	16	6	-			
9	He assigns students self-directed activities (readings, report presentations, research).	F	14	24	12	-	-	1.96	0.727	7
		%	28	48	24	-	-			
10	He guides self-assessment for students as well as peer assessment	F	17	18	15	-	-	1.96	0.807	8
		%	34	36	30	-	-			
5	He uses diverse assessment methods to measure students' understanding of learning content (oral, written, and objective questions).	F	18	22	10	-	-	1.84	0.738	9
		%	36	44	20	-	-			
1	He pays attention to following up on assignments and homework activities.	F	19	27	4	-	-	1.7	0.614	10
		%	38	54	8	-	-			
The overall average of students' ability to assess learning.								2.044	0.704	

Looking at Table (11), it is clear that the degree of achievement of the criteria among students of the College of Education at Sohag University regarding the level of student learning assessment was as follows:

- The overall average score for the achievement of the criteria for the level of student learning assessment was (2.044), with a standard deviation of (0.704). This means that the degree of achievement of the criteria for the level of student learning assessment was (2.044 out of 5), which falls within the range of the five-point Likert scale of "1.80 to 2.60," indicating a moderate option on the research tool "Observation Checklist."

- There is variability in the detailed assessments of student learning evaluation, with some areas rated as moderate and others as weak, where the average scores of student assessments ranged from "2.3 to 1.7."

- The criteria were achieved at a "moderate" level in nine out of the total number of criteria for the entire axis, which totaled (10) criteria (8, 6, 3, 2, 4, 7, 9, 10, 5), ordered according to the highest arithmetic averages, while there was one criterion achieved at a "weak" level, which was statement number (1) stating that "He pays attention to following up on assignments and homework activities."

- In light of the results obtained through observing the performance of the study sample, it is evident that the degree of achievement of the criteria for the level of student learning assessment was "moderate." Researchers attribute this result to the fact that despite the importance of the process of evaluating student learning, the topic of evaluation itself is taught in some colleges of education (including the College of Education at Sohag University) as part of a subject such as curriculum foundations and teaching methods. It is rarely taught at the undergraduate level as an independent course, except in a few colleges of education. Undoubtedly, the evaluation stage is one of the most significant phases and requires many skills. Therefore, students are in urgent need of studying evaluation as an independent subject or course with its study units to benefit as much as possible from the dimensions of the evaluation process represented in its methods, tools, types, techniques, and skills.

- This result aligns with studies by Ibrahim et al. (1994), Al-Jurjawi and Nashwan (2006), Al-Alimat (2010), Afana and Hamdan (2005), and Asma (2003).

Question Three: Are there statistically significant differences in the teaching performance of students in the College of Education at Sohag University concerning teacher preparation standards that can be attributed to the major?

To identify the differences in teaching performance among students of the College of Education at Sohag University based on the variable of major (literary and scientific), the researchers used the T-test to clarify the significance between the performance of literary and scientific students, as shown in the following table:

Table 9. Results Of The T-Test for Differences in The Teaching Performance of Students in the College of Education at Sohag University According to The Major Variable.

Performance Dimension	Literary Students		Scientific Students		T-Value	Significance
	Mean	Standard Deviation	Mean	Standard Deviation		
Preparation and Planning of Lessons	21.4	4.6	26.3	5.4	3.24	0.002
Class Management and Interaction with Students	31.8	6.4	39.7	8.3	3.64	0.001
Use of Teaching Strategies and Methods	12.5	3.2	14.4	2.5	2.09	0.042
Use of Educational Tools and Technologies	10.9	2.7	12.9	4.7	1.96	0.055
Personal Traits and Human Relationships	19.5	3.5	18.3	2.3	1.21	0.234
Criteria for Mastery of Specialization	17.2	3.8	20.5	4.9	2.6	0.014
Assessment of Student Learning	19.2	4.7	23.4	5.04	2.9	0.006
Overall Performance	151.8	21.6	173.7	34.1	2.74	0.009

It is evident from the results of the previous table that there are statistically significant differences at the 0.01 level in the overall teaching performance between literary and scientific students, in favor of the scientific students.

The results also indicate that there are no statistically significant differences between literary and scientific students in the areas of using educational tools and techniques, as well as personal traits and human relationships. However, statistically significant differences were found in five of the observation card areas in favor of the scientific students.

The researchers attribute this result to the nature of the studies undertaken by scientific students, which require calculations, logical and analytical thinking. Additionally, there are practical aspects that they acquire through their studies in scientific disciplines, all of which reflect positively on their performance in the classroom. This finding aligns with the study conducted by Al-Ajiz and Hamad (1999).

Recommendations of the Study

In light of the findings of the current study, the researchers recommend the following:

- Utilizing the list of skills identified in this study to enhance the teacher preparation program, implementing them in the curriculum and field training.

- Using the teaching performance observation card developed in this study to assess students during their field training.

- Focusing on the practical and field aspects in educational and professional preparation courses in colleges of education to achieve the desired results from adopting the necessary professional standards for teacher preparation.

- Emphasizing the necessity for student/teachers to effectively practice lesson preparation and planning skills within the classrooms of colleges of education, and ensuring that teaching methods course assessments include practical questions on lesson planning so that student teachers can master these skills rather than resorting to purchasing ready-made lesson preparations from entities that provide them for various subjects and educational levels.

- Conducting seminars, training courses, and continuous workshops for student teachers before and during their field training to familiarize them with the teaching skills they need to acquire to succeed in their future roles as teachers.

- Including an independent course on educational assessment in the curriculum of the College of Education at Taibah University, where students learn about assessment methods, tools, types, and skills.

- It is essential for students of the College of Education at Taibah University to study an independent course on micro-teaching before they undertake field training in schools, similar to what occurs in some colleges of education in Arab countries, such as the College of Education at Al-Azhar University in Egypt, where students study a course titled micro-teaching that has both theoretical and practical components before entering practical or field education, as some refer to it.

Suggestions for Further Study

In light of the findings of the current study, the researchers propose the following:

- Conducting a study aimed at improving the teaching performance of students at the Faculty of Education at Sohag University based on the skills list identified in this study.

- Carrying out a similar study to the current one applied to female students of the Faculty of Education at Sohag University, as the current study was conducted solely on male students.

- A survey study on the professional competencies and training needs of students at the Faculty of Education at Sohag University.

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