

The Impact Of Practical Education Programs On Raising The Level Of Soft Skills Among Female Students: A Prospective Study

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Abstract:

Soft skills are essential for future students. This study aimed to find out the impact of the practical education program in raising the level of soft skills for female students at King Faisal University. The study adopted the observational tool as a data collection tool for this study. The study population consisted of 300 students of the College of Education in different specializations from kindergarten, educational techniques and art education in the first semester of the academic year 1443-1444 AH, and 100 cooperating teachers from public education schools affiliated to the Al-Ahsa Education Department, and kindergartens affiliated to the Kindergarten Supervision Department. The study included all members of the study population. The results of the study showed that there are several soft skills that are necessary for training the student teacher. There are statistically significant differences between the mean scores of the pre and post observations of the practice of the experimental study group of practical education students for all soft skills. Also I the result that there is a statistically significant difference at the level ($\alpha \leq 0.01$) between the mean scores of the pre and post observations for the practice of the experimental study group of practical education students for all soft skills

Keyword: Practical programs, Educations, Student teacher.

Introduction:

Practical education is one of the important educational activities in the field of preparing and training teachers, as a process that helps the student teacher to possess the educational competencies required by the nature of his professional role in education, as the training is practiced in natural field situations, in which the student teacher translates his theoretical knowledge into concrete practical facts. Guided training period.

In addition, practical education occupies a distinguished position in preparing the future teacher, especially those that are before engaging in the educational process, i.e. before service, which is represented in the preparation of community colleges and Arabic colleges in universities. Practical education represents a practical application in schools of most of the educational principles and theories that they learned. Where students realize that the greatest benefit they achieve through practical education programs is because of their dealings with students and textbooks and discovering the problems and difficulties facing the educational process in the educational field. Hence, it can be said that it is difficult to imagine the existence of a teacher preparation program in the absence of planned and organized programs for practical education, and thus such a program is considered one of the main and essential issues in the teacher preparation program (Swailem, 2013).

Recent trends in practical education:

With a careful look at the practical education courses in Arab and international universities, we notice many advantages that we can take into account when we develop practical education, including: These colleges accept small numbers of students annually to enroll in practical education courses, which enables us to follow up on their successful preparation and training. Dividing the period of practical education into two main parts: the first is observations, as the role of the student teacher is limited to observing teaching and working in small groups of students (micro-teaching) and the second is the actual teaching experience, which is a gradual experience in which the student teacher begins to play specific roles and then gradually in tasks until he becomes Responsible for the entire course of the teaching process. (Al-Sharif, 2022). It also includes the synchronization of practical education courses with teaching methods courses and their connection to the needs of student teachers, which achieves a

conscious application of the procedures for teaching the subject matter. As well as selecting a distinguished quality from the cooperating schools for the application of practical education, in which there is a resident supervisor who follows up on the training of student teachers. And paying attention to continuous training of science education supervisors, and holding training seminars and seminars for them by faculty members in the college.

Practical education supervisors may provide actual classroom lessons for school students in the presence of student teachers. Or the student assigns the teacher to prepare a requirement to finish the practical education, Portfolios, which includes an educational task with all its elements. Among the trends is also the provision of practical guides "pamphlets" for all stages of practical education specifying the tasks and expected roles and the follow-up and evaluation procedures for each of the bodies participating in the implementation of the scientific education course, and attached to them are questionnaires for opinion polls and self-evaluation cards, as well as lists of behavior observations so that the student knows the aspects and tools that he uses. He will do it (Abdul Wahed, 2016).

In addition, the practical education course is located at the top of the hierarchy of study plans, in the College of Education at King Faisal University. It is a course of a practical study nature, and is not a theoretical matter that confirms that the student-teacher's knowledge of educational concepts, principles, and theories is not a sufficient indicator to predict the student's success in the teaching profession. This course confirms the abilities of the student teacher, and develops his practice of the knowledge and concepts that he studied in the previous semesters theoretically, in a performance manner that can be said to have the competence or skill to work.

The study Problem:

From the daily observations through the researcher's work as an academic supervisor for practical education students, then the administrative work as a coordinator of an office in practical education for two years for the academic years 1442-1443 at the College of Education, the need to develop the thought of workshops on Thursday emerged to take the form of alignment with the strategy of King Faisal University 2040-2020, with the support of the sectors vitality locally and regionally by providing

an education belonging to the future, which contributes to providing a distinguished teaching and learning experience for the university student, and the revolution of interest in job interviews after graduation, and the obsession with obtaining a job among the university student, which prompted reading and research on the subject of soft skills, so the problem of the study is determined in Answer the following research questions:

1. What are the soft skills needed by the graduates of King Faisal University?
2. To what extent do practicum programs contribute to providing practicum students with soft skills?
3. Which soft skills are most acquired through practicum programs for practicum students?

The importance of studying:

The importance of this study stems from the importance of its topic and the recent interest in it in the outputs of educational colleges and the preparation of teachers, and the impact of this interest in the quality of the graduate and his access to soft skills through workshops and programs of the practical education course, for female teachers.

Objectives of the study:

- Disclosure of the soft skills needed by the outputs of educational colleges in general and the College of Education at King Faisal University in particular.
- Clarifying the role of the practical education program in supporting the soft skills of the outputs of King Faisal University.
- Highlighting the contribution of practical education programs in providing soft skills to students of practical education.
- Determine the most prominent soft skills that students acquire during practical training.

Limits of the study:

Spatial Limits: College of Education, King Faisal University, Al-Ahsa

Temporal boundaries: the first semester of the academic year 1443-1444 AH

Human Limits: Practical Education Students and Collaborating Teachers of Al-Ahsa Education Department.

Objective limits: scientific education for students of the faculties of education and soft skills

Terminology of study:

- Practical education course:

Defined procedurally: It is the course available to male and female students of the faculties of educational sciences to apply what they have studied from the specialized, educational and psychological courses in realistic practical situations through applying the theories and principles they have studied and giving them the opportunity to develop their teaching skills through actual teaching under the supervision of a specialized technician.

- soft skills:

Defined as: "Those basic skills that are related to a person's experience in dealing with others, presenting his ideas, using leadership behaviors in a persuasive and tactful manner, as well as his ability to communicate, communicate and interact with customers during their service." Hence, soft skills are simply the personal qualities that characterize a person's relationship with others in the workplace. Soft skills are complementary to hard skills; which refers to: the knowledge, academic qualifications, and professional skills of the person and the life skills necessary to obtain a job opportunity. (Abdul Wahid, 2016 AD).

Theoretical framework:

Practical education aims to develop educational outputs belonging to the future, and selectivity in developing partnerships and alliances that enrich the university's expertise and enhance opportunities for strategic integration and synergy, and focus on the teaching skills necessary for students through classroom halls and related study projects. As well as the abundance of activities that enhance the formation of the student's integrated personality, and the development of a comprehensive framework for the specifications of the university graduate, as well as the provision of a package of training programs aimed at refining and enhancing the skills of the twenty-first century for students.

As all the knowledge, emotions, inclinations, attitudes, skills, customs, cultures, characteristics and experiences of the trainee are fused into practical education, it was necessary for the student/teacher to complete the study of all the educational and specialized courses that qualify the student for fruitful training to carry out his professional roles, and on top of these courses: Building and developing Curriculum, teaching strategies, special teaching methods, and lesson design and development.

When desiring to develop the practical education program, the development of the student-teacher should be taken into account according to a vision belonging to the future, as well as the needs of the local community with a regional and international eye that aligns with supply and demand for a future that guarantees a decent life for this educational director, so that he can overcome future problems related to his professional, personal and social life and play his role in the best way, by directing the educational and educational process to the future direction that the Kingdom of Saudi Arabia's vision aspires to 2030, and this will only come in the light of future forward-looking efforts for this educational director of Saudi universities in general and King Faisal University in particular to possess certain tools that qualify for the labor market with high global competitiveness.

In addition, a number of those concerned participate in the scientific training, including the university supervisor, whose role is reflected in directing and encouraging the practical education student - field visits - providing feedback - evaluation. The same applies to the school leader who observes the student-teacher - directs him and provides him with appropriate expertise - involving him in activity and administrative work. As well as the cooperating teacher, organizing training hours - providing viewing opportunities - following up on the student teacher - guiding them and providing them with what they need.

Soft skills:

Soft skills is a relatively recent concept that relies on providing individuals with skills required by the labor market by developing the personal and social aspects to qualify them to deal with others and communicate effectively with them in order to bear the pressures and burdens of work (Al-Taher, 2022). Soft skills refer to the personal qualities, habits, attitudes, and social civility that

make an individual a good employee and a compatible colleague (Aldulaimi, 2018).

Types of soft skills:

Soft skills are essential for everyone to adopt in any developmental educational institution, and they are as follows (Snyder, 2020):

Leadership skills: Companies need people who can supervise and direct other workers and build good relationships with them. At the same time, leaders should encourage and motivate workers to build work teams to understand the needs of workers and meet them as much as possible.

Team work skills: Most workers are considered an integral part of the department or unit work team, and even those who are not considered part of this team should cooperate with them. , which confirms that you have soft skills to get along with others at work.

Communication and Communication Skills: Successful communication includes five components: oral communication by speaking clearly and concisely, non-verbal communication, which refers to the ability to shed positive body language and facial expressions, written communication, which refers to the skill of preparing text messages, reports, and writing documents and documents, communication Visual, which includes the ability to convey images and use information and other visual tools. Active listening, helping to hear what others are saying.

- **Problem-solving skills:** The leader of any organization wants to contribute to solving work problems, as obstacles and bumps in the road are all from the core of work and represent learning opportunities through the ability to respond to problem pressures and formulate practical solutions to them.

- **Work ethics skills:** Discipline in working hours and meeting times, and making sure that your work is correct and free of errors is positively reflected in work performance ethics.

Flexibility and adaptive skills: Companies in the twenty-first century need to create rapid and rigorous changes to maintain their competitive position, so they want to accommodate employees who can move the wheels of change required and exercise various tasks and demonstrate a sure desire to assume responsibilities outside their field of specialization.

- Personal skills: Personal skills include building and repairing relationships with others, developing harmony and using diplomacy, by receiving and receiving constructive criticism, and being respectful of the opinions of others and sympathetic to them.

In each of the jobs, soft skills emerge as a priority compared to others, according to the type of job, its position, and the type of target group to deal with. For example, workers in the education and education sector must have communication and dialogue skills more prominent than factory workers, who must have the skill of self-confidence and intellectual courage. This study focuses on the skills that the student teacher needs before graduation in order to benefit from them in the labor market after graduation.

The importance of soft skills:

Soft skills are an integral part of the administrative and academic skills that a person acquires and are considered among the basic requirements for professional work, and are an essential part of the future job and professional future, especially if the members of each institution are trained on them and it is a priority to prepare and train them on them before graduation. The importance of focusing on the development of soft skills is evident because it is gained through practice and positive coexistence with others, and through daily situations and apparent behaviors. There is a big difference between soft skills and hard skills, as the latter are acquired through documents, academic certificates, achievement experience, and theoretical knowledge requirements often, while soft skills are acquired through understanding ideas and information and expressing them with confidence and creativity, using interactive and social communication skills, and in a smooth dialogue language. Integrated in their acquired experience and practices. So, it is necessary to possess soft skills to ensure the individual's readiness to learn, coexist, and communicate with others for life, as the sources of knowledge have diversified and developed, and the current era is characterized as the era of the knowledge-based economy (Al-Saleh, 2013, p. 42).

Previous studies:

Al-Dabhawi's study (2022 AD) aimed to reveal the relationship and influence between meta-cognitive thinking through its

dimensions (planning, monitoring, control, evaluation) and soft skills through its dimensions (communication with others, self-development, use of cognitive skills, self-control, effective decisions Dealing with difference and contradiction, dealing with criticism and difficult situations, and the study tools were: the questionnaire using the descriptive analytical method, and the research community consisted of (323) leaders and followers in the number of 10 private schools in Najaf, and the study sample was random and numbered (188) Using statistical methods, including the Kendall correlation coefficient and the coefficient of simple and multiple determination. And the study of Al-Jamaan (2022 AD), which aimed to identify the soft skills of academic counselors and the differences in self-determination among educational counselors according to the variables of gender, level of education and length of service. The sample was random (200) male and female counselors using the random stratified method. There are statistically significant differences in soft skills according to the gender variable in favor of females and according to the service variable. There are no differences according to the level of education. And the study of Adam (2022 AD), which aims to identify the relationship of soft skills to the formation of the intellectual capital of workers. Otaiba's study (2021 AD) aimed to highlight the following challenges facing Arab higher education, to reveal the causes of poor alignment between the outputs of higher education and the requirements of the labor market, to identify the soft skills needed for graduates of university education and their relationship to achieving alignment with the requirements of the labor market, and to present some pioneering experiences. Developed countries have been able to achieve harmonization between the outputs of higher education and the requirements of the labor market by upgrading their soft skills as one of the mechanisms to bridge the gap between the outputs of higher education and the changing needs of the labor market, using the descriptive analytical approach. Thus, there is a difference between purchases of education and training and the requirements of the labor market.

As for the study of Musa (2019 AD), which aimed to measure the effectiveness of the proposed training program in developing some soft skills (body language - time management) for kindergarten teachers, through a random sample of (40) kindergarten teachers, divided into two experimental and control

groups, using The observation card and achievement test tools, and the study concluded that the training program was effective in developing some soft skills (body language, time management) for kindergarten teachers. Al-Taher's study (2022 AD) presented recommendations and proposals for how to develop soft skills in adult education as a necessity for the knowledge society through several methods, including integrating soft skills into educational curricula and academic activities for all stages, with a focus on secondary stages., to spread the culture of soft skills in educational circles with the help of more Studies and research in (soft skills) and continuous development of measuring tools. Al-Sharif's study (2022 AD) showed that the soft skills included in the courses amounted to (661) skills and were available in different proportions as follows: family and social skills, then self-skills, then citizenship and economics. Avoid feelings, avoid bringing problems, and balance between basic and soft skills when formulating the goals of the life and family skills

Methodology:

Based on the nature of the study and its objectives that it seeks to achieve, the researcher relied on the descriptive approach that aims to describe the studied phenomenon. Information was also collected and classified in order from its original and secondary sources according to the following: Secondary sources: represented in references and studies in scientific journals related to the subject of the study. And primary sources: The researcher relied on the collective public meeting of all students of practical education in the first semester of the academic year 1443-1444 AH, as well as the teachers who cooperated in the meeting of "practical education, experience and empowerment", and the questionnaire on soft skills was also distributed.

Procedures:

Thursday of every week has been approved as a day for workshops and special training programs in which the programs are presented by the Office of Practical Education at the College of Education in programs aimed at providing, equipping and empowering soft skills for female teachers, where 13 programs and workshops were presented over the course of 13 weeks in the semester, These directed programs were presented by members of the Practical Education Committee and some members of the College of Education in the following disciplines: "Educational

Leadership - Curricula and Teaching Methods - Education and Psychology - Art Education - Special Education"

The program was introduced and the students of practical education were asked to apply what was learned and acquired skills in the site of practical education in general education schools and kindergartens. The development of impact and observation of behavior is measured through periodic visits by the academic supervisor and the observations of the cooperating teacher on a daily basis in the school. After the end of the practical experiment period, the practical education students and the cooperating teachers were gathered in a public meeting. The meeting included an aspect for expressing and open discussion about the reality of the practical education program in general education schools and kindergartens, and the most prominent difficulties, obstacles and challenges that the students faced in the experiment, and how soft skills programs provided an opportunity for their performance, skills, social and personal development. The table (1) shows the stages of practical education.

Table (1) shows the program's practical procedures

specialist	Classes	procedures	duration	stage
cooperating teacher University supervisor cooperating	10	The cooperating teacher, in cooperation with the school agent, provides at least ten lessons over a period of two weeks for basic teachers affiliated with the school in specializations similar to the trainees' specialization. A special form is used for this	two weeks 10 servings (minimum)	watching And Discussion
University supervisor cooperating teacher	10	The cooperating teacher, in cooperation with the school agent, provides at least nine classes over a period of three weeks. He assigns the task of teaching in each class to a group of trainees (2-4) and allows the rest of the trainees to attend and record their views in preparation for discussing them with their colleagues, the cooperating teacher, and the university supervisor.	three weeks (9-12) share	Group teaching
University supervisor	25	The school provides each trainee with a teaching schedule in the same specialization, with no less	(8-10) weeks	individual teaching

		than six weekly lessons and no more than twelve lessons, during which the trainee teaches on his own according to the study plan, with the help of the opinions and directions of the main teacher of the class and the university supervisor.	(48-60) a class	
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Study population and sample:

The study population consisted of all practical education students in the first semester of the academic year 2022 / 2023 whose number was a (300) students, and all the cooperating teachers supervising the students, whose number was (50) teachers.

A sample of (140) female students and (12) supervising female students were selected from this community to participate in this study, and a note card was designed that includes the ten soft skills, to collect information and data from the study sample in order to analyze it statistically and reach results related to the extent of the acquisition of female education students. Practical for these soft skills.

Study tool:

Observation card of the soft skills of practical education students It was prepared by the researcher in the light of the theoretical framework and the guiding studies in this field, where the card consists of the ten soft skills that practical education programs are interested in providing to practical education students, where in front of each skill is a graded scale (from 1 to 10) as in the table (2):

Table (2) soft skills observation card

N	Soft Skill	The degree of practicing the skill
1.	dialogue	1 2 3 4 5 6 7 8 9 10
2.	communication	1 2 3 4 5 6 7 8 9 10
3.	Problem Solving	1 2 3 4 5 6 7 8 9 10
4.	Self-marketing	1 2 3 4 5 6 7 8 9 10
5.	Working in a team	1 2 3 4 5 6 7 8 9 10
6.	Adaptation	1 2 3 4 5 6 7 8 9 10
7.	The initiative	1 2 3 4 5 6 7 8 9 10
8.	the responsibility	1 2 3 4 5 6 7 8 9 10
9.	Self confidence	1 2 3 4 5 6 7 8 9 10
10.	time management	1 2 3 4 5 6 7 8 9 10

The observation card is filled out by the researcher or the researcher's assistant teachers or the teachers supervising the practical education students whom the researcher trained on how to fill it out. The student is evaluated for practicing these soft skills in the classroom by observation while the student is explaining a class in her specialization when training in practical education. The higher the evaluation score and closer to the value (10), it indicates a higher ability of the student to practice the soft skill in the classroom, and vice versa, whenever it approaches the value (1), it indicates a decrease in the student's ability to practice the soft skill. In order to verify the stability and validity of the observation card of soft skills among students of practical education, it was applied to the members of the survey sample consisting of (40) female students in practical education. The stability and validity of the observation card was calculated as follows:

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First: the stability of the note card

(1) The stability of sub-soft skills was calculated using the observation card in two ways:

- The first method (internal consistency): by calculating the correlation coefficients between the score of each soft skill and the total score of the observation card.

- The second method (the stability of the observers): on the stability of calculating the correlation coefficients between the degree of the first observation and the second observation on each soft skill.

(2) The overall card stability was calculated by two methods: Alpha-Cronbach's coefficient, and Spearman-Brown's split-half method.

Second: validity the note card

(1) The validity of the sub-soft skills in the observation card was calculated by calculating the correlation coefficient between the degree of each soft skill and the total score of the observation card if the soft skill score was omitted from the total score of the

observation card, given that the rest of the soft skills are a test of skill.

(2) The total validity of the observation card was calculated by calculating the subjective validity coefficient, which is equal to the square root of the stability coefficient using Cronbach's alpha coefficient method. Table (3) shows the reliability and validity of the soft skills observation card coefficients.

Table (3) coefficients of stability and validity of the soft skills observation card (n = 40)

N	Soft skills	stability coefficient		validity coefficient Soft skills
		Correlation coefficient of the total degree	Stability coefficient between observations	
1.	dialogue	**0.77	**0.85	**0.71
2.	communication	**0.93	**0.89	**0.91
3.	Problem Solving	**0.64	**0.81	**0.57
4.	Self-marketing	**0.83	**0.84	**0.79
5.	team Working	**0.90	**0.87	**0.88
6.	Adaptation	**0.91	**0.89	**0.89
7.	The initiative	**0.76	**0.86	**0.70
8.	the responsibility	**0.80	**0.83	**0.75
9.	Self confidence	**0.78	**0.83	**0.71
10.	time management	**0.82	**0.85	**0.76
The total Cronbach's alpha coefficient of the observation card = 0.942				
The overall stability coefficient using the split-half method of the observation card = 0.960				
The total subjective validity coefficient of the observation card = 0.971				

** Statistically significant at ($\alpha \leq 0.01$) level

The overall stability coefficient using the split-half method of the observation card = 0.960

The total subjective validity coefficient of the observation card = 0.971

** Statistically significant at ($\alpha \leq 0.01$) level.

The results in the table (3) indicate that all values are statistically significant, which indicates the validity of all sub-soft skills in the observation card. Also, the coefficient of the total subjective validity of the observation card is high, which indicates the overall validity of the observation card. From the previous procedures, the researcher confirmed the stability and validity of the soft skills

observation card, and then its validity to measure the soft skills of practical education students.

Statistical methods:

A set of statistical methods were used to answer her questions, these methods are: Paired Samples Test. And the ETA square test to calculate the size of the effect of practical education programs in raising the level of soft skills among female students at King Faisal University.

Results and disusing

- **Answer to the first question:** What are the soft skills needed by the graduates of King Faisal University? A preliminary list prepared was by referring to the literature, research and previous studies that dealt with soft skills, and they were arbitrated. The soft skills that should be taken care of in the practical education course at the College of Education at King Faisal University were identified as follows:
 - Dialogue: Discussion and discussion in dealing with various issues in an equal manner dominated by respect and distance from rivalry and conflict.
 - Communication: It means the individual's ability to deal well with managers and co-workers kindly, and to deal with the public in a good and tactful way, so that he can face the challenges and the different circumstances that he may face in the way of performing his work duties. (Wilding, 2014 AD).
 - Solve problems: the ability of the individual to deal with the difference and contradiction and to deal with cases of contradiction with the difference between co-workers or with the external client, as the conditions and requirements of the work require concessions from both sides of the difference or contradiction. In bringing together contradictory or different ideas, cultures, opinions, and behavior, and thus the individual's ability to behave well, find appropriate solutions to problems, anticipate risks and problems, use problem-solving skills, deal with difficult situations, and predict the behavior of others. (Mahadvan et al., 2017: 3)

- Self-marketing: A set of methods, methods and means that are characterized by self-confidence, personal intelligence, and the ability to persuade, as well as re-engineering the self that a person possesses to reach creativity in marketing himself to the target group and arouse their admiration and satisfaction with the marketer. (Saadoun, Sarah, 2020 AD).
 - Working within a team: It is represented in managing and representing the group at work, and the ability to successfully implement various roles, while acquiring coping skills and understanding the requirements of the work environment, and adapting to it, whether by being able to work under pressure, work in culturally diverse environments, or accept criticism. (Abdul Wahed, 2016 AD).
 - Adaptation: the ability to create and introduce rapid and rigorous changes to maintain a competitive position, with the ability to practice various tasks and demonstrate a strong desire to assume responsibilities outside their field of specialization. (Adam, 2022 AD, p. 166).
 - Initiative: Commitment to precede the proposal in a matter without obligating those who have authority or higher than you, with a degree of flexibility and determination.
 - Responsibility: carrying out important tasks and keeping information confidential, speaking well to others, taking responsibility, and acknowledging mistakes, accepting blame, and making apologies; this indicates a high level of responsibility." (Suwailem, 1013 AD).
 - Self-confidence: good self-reliance and self-respect according to his circumstances and abilities without arrogance or wonder, humiliation, and submission.
 - Time management: It is the process of making use of the available time, personal talents, and available resources to achieve the goals of the daily program. It is a process based on planning, organizing, follow-up, coordination, motivation, and communication. (Mousa, 2019, p. 13).
- The opinions of many education specialists agree that the framework prepared by the Partnership for Soft Skills is the most expansive, detailed, and applicable framework among the frameworks, and many organizations, projects, and studies have used it in defining maps of the skills of the current century and integrating them into various fields of study, and in evaluating curricula and courses. In light of its

inclusion of soft skills, as well as in proposing and implementing curricula standards based on those skills (United Nations Educational, Scientific and Cultural Organization, 2010, p. 233).

- **Answer to the third question:** To what extent do practicum programs contribute to providing practicum students with soft skills? T-test for two related samples and Eta square test to calculate the effect of practical education programs on raising the level of soft skills among female students at King Faisal University. The results were as shown in table (4).

Table (4) results of the (T) test and the ETA square between the pre and post observation of the practice of soft skills among female students of practical education (n = 100)

Soft skills	Note	mean	standard deviation	degrees of freedom	t value	ETA Square
dialogue	before	4.66	1.60	99	**17.98	0.7656
	after	8.46	1.05			
communication	before	4.77	1.46	99	**16.80	0.7403
	after	8.33	1.27			
Problem Solving	before	4.98	1.39	99	**10.73	0.5377
	after	7.76	1.87			
Self-marketing	before	4.66	1.58	99	**11.02	0.5509
	after	7.79	1.88			
team Working	before	4.85	1.37	99	**11.08	0.5536
	after	7.82	1.89			
Adaptation	before	4.93	1.40	99	**11.44	0.5693
	after	7.91	1.79			
The initiative	before	4.65	1.58	99	**20.72	0.8126
	after	8.86	1.15			
the responsibility	before	4.85	1.37	99	**19.75	0.7976
	after	8.76	1.13			
Self confidence	before	4.95	1.39	99	**21.17	0.8191
	after	8.98	1.27			
time management	before	4.88	1.37	99	**14.58	0.6823
	after	8.23	1.48			

Total	before	48.18	13.12	99	**16.73	0.7387
	after	82.90	12.33			

**Statistically significant at ($\alpha \leq 0.01$) level

It is clear from table (4) that: There is a statistically significant difference at the level ($\alpha \leq 0.01$) between the mean scores of the pre and post observations for the practice of the experimental study group of practical education students for all soft skills (dialogue, communication, problem solving, self-marketing, working within a team, adaptation, initiative, responsibility, self-confidence, time management) in favor of the mean scores of the post observation in all cases. That is, the mean scores of the experimental group of practicum students in practicing all soft skills (dialogue, communication, problem-solving, self-marketing, working within a team, adaptation, initiative, responsibility, self-confidence, time management) in the post observation are statistically higher than Analogues in the tribal note. Also The Eta square values which ranged from (0.5509) to (0.8191), indicate that (practical education programs) have a very large effect on raising the level of all soft skills among female students at King Faisal University. The Eta square values also indicate that Practical education programs explain rates ranging from 55.09% to 81.91% of the variance in soft skills practice scores, which are very large amounts of variance explained by practical education programs for the experimental study group of practicum students. Figure (1) shows the mean scores of the experimental group of practical education students in the pre and post observations in the practice of soft skills:

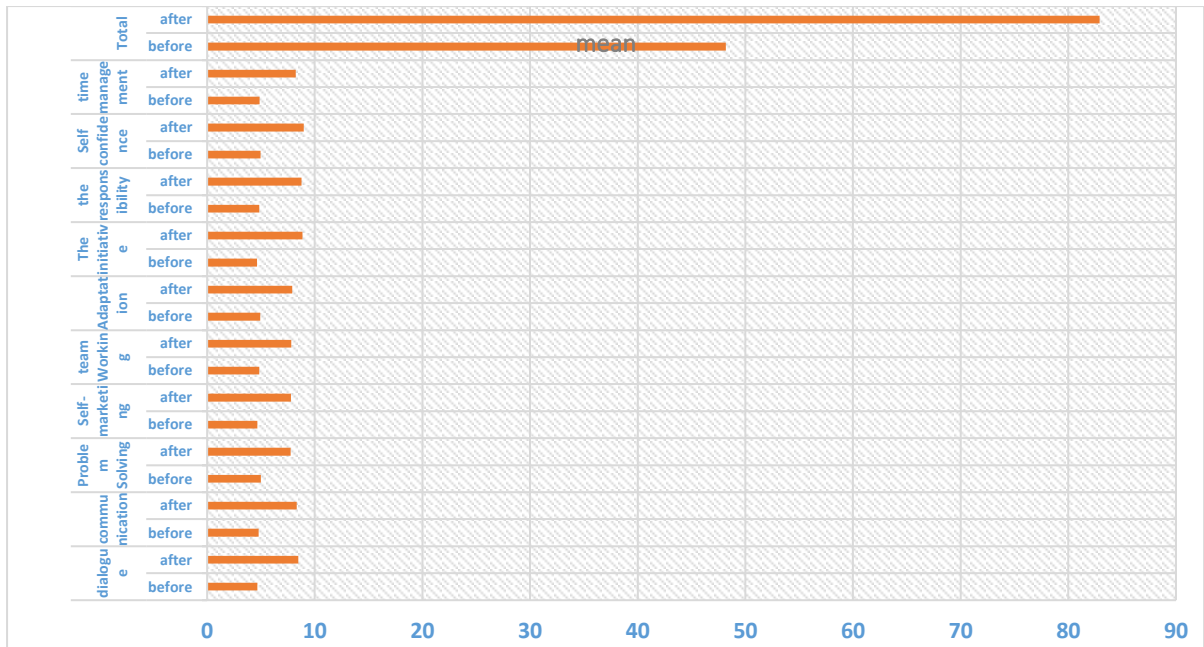


Figure (1) Average scores of the experimental study group of practicum students in the pre and post observations in the practice of soft skills, This result is consistent up with with(Al-Sharif , et al ,2022).

- **Answer to the fourth question:** Which soft skills are most acquired through practicum programs for practicum students? The arithmetic averages and percentages of the arithmetic averages of the total score for practicing each soft skill. The results were as shown in table (5).

Table (5) the arithmetic averages and percentages of the arithmetic averages of the total score for the practice of each soft skill for practical education students.

n	soft skill	means	average percentage	Sd	Rank
.1	Self confidence	8.98	%89.8	1.27	1
.2	The initiative	8.86	%88.6	1.15	2
.3	the responsibility	8.76	%87.6	1.13	3
.4	dialogue	8.46	%84.6	1.05	4
.5	communication	8.33	%83.3	1.27	5
.6	time management	8.23	%82.3	1.48	6
.7	Adaptation	7.91	%79.1	1.79	7

.8	team Working	7.82	%78.2	1.89	8
.9	Self-marketing	7.79	%77.9	1.88	9
.10	Problem Solving	7.76	%77.6	1.87	10

It is clear from the table (5) the following:

- Practical education female students acquired soft skills in different and unequal ways through practical education programmes, where the averages of soft skills practice in the post application ranged from (77.6) for the problem-solving skill to (8.98) for the self-confidence skill, This result is consistent with what he came up with (MAhdaven, et al,2007).
- The highest soft skill that practical education students were able to acquire through practical education programs is the skill of self-confidence, as their average practice of it reached (8.98 out of 10), with a practice rate of 89.8%.
- The second highest soft skill that practical education students were able to acquire through practical education programs is the initiative skill, followed in the third place by the responsibility skill, and then in the fourth place the dialogue skill, as the average of their practice of these skills reached (88.6), (87.6), and (84.6) with a percentage of practice. (88.6%), (87.6%), and (84.6%), respectively.
- The five skills: (communication), (time management), (adaptation), (working within a team), and (self-marketing) ranked from the fifth to the ninth in terms of the degree to which practical education students acquired them through practical education programs, with averages Practices amounted to (83.36), (82.3), (7.91), (7.82), (7.79) and the percentages of practice were (83.3%), (82.3%), (79.1%), (78.2%), and (77.9%), respectively.
- Finally, the problem-solving skill ranked tenth and last, with an average practice (7.76 out of 10), with a practice rate of 77.6%.

Recommendations and suggestions:

- The need for educational policies in higher education to adopt formulas that are more closely related to the requirements and needs of the labor market.
- Conducting similar studies in a few Saudi universities.

- Directing the efforts of practical education offices in Saudi universities towards directing the objectives of the practical education course program towards acquiring and achieving soft skills.
- Carrying out studies aimed at knowing the role of practical education supervisors in enhancing the soft skills of female student teachers.
- Conducting a study on how to develop practical education programs in the development of soft skills.
- Benefiting from the list of soft skills that were reached in evaluating the practical field positions of practical education students in the future.

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