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QUALITY INDICATORS IN FIELD TRAINING FOR SOCIAL WORK STUDENTS AS A MEANS TO IMPROVE LEARNING OUTCOMES

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ABSTRACT

The study aimed to: determine the degree of achievement of learning outcomes in field training for social work students, identify the difficulties that prevent field training from achieving the desired learning outcomes, build a matrix of indicators to achieve quality in field training and improve learning outcomes, and develop a proposed vision in light of the study results to achieve quality field training for social work students. Its assumptions were: Field training for social work students does not achieve course learning outcomes to acceptable degree from the students' point of view. The field training process for social work students faces high difficulties that prevent achieving course learning outcomes. This study belongs to the evaluative studies, and was based on the comprehensive social survey approach for all male and female students in the eighth level enrolled in the Bachelor of Social Work stage at the College of Social Sciences at Imam Muhammad bin Saud Islamic University. The data was collected by applying the questionnaire tool to the students who completed the credit hours for the field training course in social work, and their number is (340) It is the eighth level of the Bachelor of Social Work program at the end of the first semester of 1447.The results of the study were that field training for social work students does not achieve the curriculum learning outcomes to an acceptable degree from the students' point of view, and that the field training process for social work students faces high difficulties that prevent achieving the curriculum learning outcomes, especially difficulties due to the training institution and the social worker supervising the institution. However, difficulties due to the academic supervisor and the students themselves exist, but to a low degree The study ended with a proposed vision for achieving quality in the training process to achieve the course learning outcomes. It also reached a number of recommendations and indicators to achieve quality in field training for social service students.

KEYWORDS: Training, Learning outcomes, Indicators, Quality

FIRST: THE PROBLEM OF THE STUDY

Education represents the cornerstone of comprehensive development in general and human development in particular. Its importance is not limited to improving the quality of work and increasing productivity; it is a fundamental human right, an end in itself, and a source of fulfillment that enables individuals to live their lives and perform their various human roles better. It is also a crucial factor in combating poverty, providing people with skills that enhance their earning potential and access to better job opportunities, and strengthening their ability to communicate and belong to society (Ministry of National Economy, 2013). Therefore, the greatest challenge facing educational systems is not simply providing education for every citizen, but rather emphasizing the quality of education offered by these systems, striving to provide all the necessary elements for delivering high-quality education (Loverlace & Hixon, 2015, p. 12).

Our need for a quality education system has become urgent to meet current and future needs and drive development, ensuring graduates are better equipped to enter the global market with high-level skills and capabilities (Al-Adili & Abdulrahman, 2010).

Undoubtedly, quality education in social work is the cornerstone of professional advancement and the development of knowledge and skills among social workers, these workers must possess both theoretical knowledge derived from social theories and psychology, and practical knowledge of the policies, legislation, and regulatory procedures governing social work practice at various levels (Teater, 2014, pp. 3-4). Furthermore, applied education contributes to acquiring the required skills for professional practice (Sedan, 2012, p. 10).

Social work education contributes to achieving its goals as a humanitarian profession aimed at helping individuals, families, groups, and communities to enhance their capacity for healthy social functioning and create suitable social conditions to achieve this goal. In its pursuit of this, it relies in its education on a scientific basis of theories and models that provide it with technical methods and planned programs within a set of ethical values and professional principles that the profession has set for itself, which contribute to achieving social justice and providing services and assistance to people without any discrimination based on color, race, creed or religion, taking into account human dignity and not diminishing its value, whatever its social circumstances and personal characteristics (National Academic Standards, 2010, p. 7).

Training has become an important variable and the basic solution for providing a workforce capable of performing work tasks, as it aims to provide individuals with the information, knowledge and skills required by the job and to practice them in practice, in addition to developing this information, knowledge and skills in a manner that is consistent with the desired change, whether in the current job tasks or new jobs or developing the employee's performance and capabilities in performing these tasks (Center for Research and Studies, 2013, p. 4).

Field training in social work is at the heart of the profession, enabling students to combine knowledge, theory, and professional values with practical application in professional institutions and situations. Therefore, the quality of social service programs cannot be viewed in isolation from the quality of field training in them, nor from learning outcomes in isolation from opportunities for actual practice, feedback, and competency-based evaluation (Council on Social Work Education [CSWE], 2022).

Field training in social work is one of the basic and essential axes in the process of professional preparation for the social worker, as it is a decisive factor in the success and failure of the student in practice after graduation (Mazen, 1991, p. 200). Therefore, training must include a focus on social skills and focus on establishing clear and specific procedures such as giving orders, modifying behavior, and giving advice. It also includes feedback and some social practices to increase the ability of social workers to provide effective services in the areas of social service (Scharlach, Andrew E.; Robinson, Barrie K, 2005).

Since the training evaluation process is a key and vital activity that is inseparable from other training activities—and since it is also an ongoing process that requires special attention to ensure the effectiveness of training— consequently, many advanced universities are no longer willing to conduct training merely for the sake of training; rather, they are now required to provide an accountability report to measure the impact of this training, assess its returns, and ensure that it has brought about a tangible and radical change in the performance of trainees (Tawfiq, 1998, p. 18). Despite the numerous benefits of the training impact assessment process, it is considered the most neglected aspect by some institutions (Al-Rifai & Al-Athari, 2013, p. 134). Although evaluating the impact of training helps to determine its effectiveness in achieving the objectives for which it was conducted, this aids in decision-making based on the training outcomes achieved, as well as in planning and implementing a professional

intervention plan and evaluating its effects (Fernandez, 2014, p. 40).

Numerous h studies have addressed the topic of training in social work, focusing on various aspects. Among these studies is that of Bilt (2000), which indicated that inadequate training for social workers and their lack of confidence in their ability to help clients are among the reasons pointing to the failure of the traditional social work approach to define or provide effective training for social workers. Consequently, there is a growing need for further training in the areas of social work practice. Lee (2006) conducted a study on the impact of training methods used in social work students training on the outcomes of the training process and the integration of theory and practice, two training methods were tested: individual observation followed by recording of observations, and collaborative work, where students observe and then discuss their observations in group discussions with their supervisors and peers. The results of the study indicated that individual observation and recording skills weaken and may be forgotten over time, while group activities involving student participation increased.

Saeed's (2008) study identified a set of supervisory skills and tasks that should be emphasized in the training of graduate students in the Social Work Department, including observation, recording, and experimentation with individual cases. Regarding appropriate training methods, Schmid and Blit (2009) conducted a study to test a training method for social work students. This method involved holding seminars to present advanced social work theories, along with examples of social problems facing neighborhood communities, and then demonstrating how these theories could be applied to address those problems. The study's results indicated that students became more aware of community problems and more cooperative with the training institution and the community.

Meanwhile, Preece and Mellor's (2009) study showed that training programs to improve students' social skills still require more focus during the training period and to determine whether additional training hours are needed to maximize the benefits of these programs within the limits of available resources. Abu Al-Maati (2010) presented a study that attempted to diagnose the reality of field training in social work colleges and institutes in Egypt. He proposed implementing the training project approach and identifying mechanisms to ensure the quality of student training projects. These mechanisms included defining the objectives of the training project, ensuring student quality standards, ensuring the quality standards of training institutions, ensuring the quality of supervision of training projects, ensuring the quality of the training project plan, and finally, ensuring the quality of evaluation of students participating in training projects. Ali (2011), in his study, emphasized the need for social work students to undergo practical and objective development in both the academic and applied aspects of their studies to keep pace with societal changes. He asserted that the integration of theoretical and practical preparation has become an essential requirement for preparing social work students to graduate competent researchers and professional leaders capable of practicing social work.

The 2025 study by Gregory et al. provided a comprehensive review of field education/training research in social work, highlighting the need for more consistent models of supervision, evaluation, and institutional partnership, as well as for stronger evidence regarding what produces effective learning in field settings. Harris & Newcomb (2024) also presented their study on simulation and blended learning environments in field training, demonstrating that feedback-supported simulations can enhance students' confidence and reflective and applied skills, thus addressing the limitations of some real-world training opportunities. The study by McConnell et al. (2023) demonstrated that integrating applied research into field training strengthens the link between evidence-based practice and students' field experience, and enhances certain learning outcomes related to analysis and evaluation.

The study by Hicks and Egan (2024) showed that supervisory experience in field training directly impacts the quality of student learning, particularly in the presence of cultural or organizational pressures or difficulties integrating into the training environment. The findings of the study by Aikawa et al. (2024) highlighted the importance of multidimensional collaboration between the university and the field institution, and the necessity of clear expectations, supervisory activities, and professional standards as prerequisites for improving the quality of training.

The results of a national survey in New Zealand (Pascoe, 2025) revealed that field supervisors need systematic training in their dual roles as evaluators and facilitators of learning, and that inadequate professional development for supervisors negatively impacts student learning.

Zuchowski & Pascoe (2025) further emphasized in their research the importance of continuous

professional development for supervisors in field training programs, indicating that workload, time constraints, and a lack of institutional support limit the quality of supervision.

In light of the above, this study aims to evaluate the impact of the field training process for social work students on achieving the learning outcomes specified for the field training course. This evaluation seeks to ensure that the training process is implemented as planned, to establish indicators for future improvement, and to identify necessary modifications to enhance the effectiveness of field training. Ultimately, the study aims to identify opportunities for advancement and overcome any obstacles that may hinder the implementation of the field training plan. Therefore, this study seeks to answer the following questions:

Did the field training process contribute to achieving the required quality learning outcomes for the field training course? Did the field training process contribute to improving students' ability to learn professional social work practice in training institutions? Did the field training have an impact on developing the professional social work practice skills of social work students?

SECOND: IMPORTANCE OF THE STUDY:

1. Field training for social work students is a fundamental component of preparing them for professional practice after graduation, therefore, this study attempts to evaluate the effectiveness of the training process in preparing students according to the course learning outcomes.
2. This study can identify the extent to which training methods succeed in meeting students' training needs.
3. Measuring the impact of field training on achieving course learning outcomes can be beneficial in developing continuous improvement plans for the training process. This study, therefore, is an attempt to approach this goal.

THIRD: STUDY OBJECTIVES:

To determine the degree to which learning outcomes are achieved in the field training of social work students.

This leads to the following sub-objectives:

1. To determine the degree to which learning outcomes related to the cognitive aspects of the field training course for social work students are achieved.
2. To determine the degree to which learning outcomes related to the cognitive skills of the field training course for social work students are achieved.
3. To determine the degree to which learning outcomes related to interpersonal skills and responsibility are achieved in the field training course for social work students.
4. To determine the extent to which the learning outcomes related to communication, technical, and numeracy skills are achieved in the field training course for social work students.

Second objective: To identify the difficulties that prevent field training from achieving the desired learning outcomes.

Third objective: To develop a matrix of indicators to achieve quality in field training and improve learning outcomes.

FOURTH : RESEARCH HYPOTHESES:

Hypothesis 1: Field training for social work students does not achieve the course's learning outcomes to an acceptable degree from the students' perspective.

The previous hypothesis can be tested through the following criteria:

1. The degree to which learning outcomes related to the cognitive aspect of the field training course are achieved.
2. The degree to which learning outcomes related to the cognitive skills of the training course are achieved.
3. The degree to which learning outcomes related to interpersonal skills and responsibility in the field training course are achieved.
4. The degree to which learning outcomes related to communication skills, technical skills, and numerical skills for the field training course are achieved.

Hypothesis 2: The field training process for social work students faces significant difficulties that prevent the achievement of learning outcomes.

FIFTH : STUDY CONCEPTS:

This research is based on the Competency-Based Education approach, which asserts that the quality of learning is measured by the student's demonstration of the integration of knowledge, values, skills, and cognitive and affective processes in practice situations, rather than simply by the completion of time requirements (CSWE, 2022).

It also benefits from the quality assurance approach to field experience, which emphasizes that quality training can only be achieved with clear field experience specifications, measurable learning outcomes, periodic assessment tools, and continuous improvement mechanisms based on measurement

and analysis results (ETEC/NQF-KSA, 2023; Saudi Electronic University, 2023).

Contemporary literature supports this trend, indicating that the efficiency of field supervisors, the quality of the supervisory relationship, cooperation between the university and the training institution, the availability of real and safe practice opportunities, and regular feedback are all critical elements in improving student learning outcomes (Gregory et al., 2025; Pascoe, 2025; Zuchowski & Pascoe, 2025)

1) The Concept of Training:

The word "training" is linguistically derived from the root "train," meaning to become accustomed to or familiar with something. From this root comes "path ," meaning path or way, and "trained on something ," meaning to become proficient and skilled in something (Al-Basha, 2007, p. 438). It is also defined as technical training conducted in the workplace to equip trainees with practical skills that enable them to perform their work optimally (Badawi, 1987, p. 63).

Furthermore, it involves providing learning opportunities for students to acquire and improve work-related skills (Schermer Horn, Jr., & John R., 2015, p. 125). It also encompasses organized activities designed to provide trainees with knowledge and skills, enabling them to grasp concepts, reshape behavior, and apply learning to diverse situations with increasing efficiency to achieve desired outcomes, training focuses on providing trainees with the skills and knowledge they need to perform their jobs (Saad, 2012, p. 12).

Training is viewed as a planned and continuous process aimed at meeting an individual's current and future training needs by increasing their knowledge, reinforcing their attitudes, and improving their skills, this, in turn, helps improve their work performance and increase productivity in the organization (Abu Al-Nasr, 2009, p. 20). It is also the process through which practical field experience is provided, employing various methods designed to help students assimilate knowledge, gain practical experience, acquire technical skills, and modify their personality traits. This leads to their professional growth by linking theory with practice through adherence to a training curriculum implemented in institutions and under professional supervision (Abu Al-Maati, 2000, p. 27).

Based on the above, the following operational definition of field training for social work students can be derived:

1. It is a professional and technical process conducted in primary or secondary social institutions through a clear and specific timetable, supervised by a group of academics and practitioners. Its aims are:

A. To provide students with theoretical knowledge and information related to the professional practice of social work, including information related to training institutions, the community surrounding the institution, and clients, and how to assist them.

B. To provide students with field experiences related to professional practice, ensuring that these experiences are connected to social work processes and their various methods.

C. To equip students with the necessary technical skills that enable them to perform their roles as social workers in different areas of professional practice.

2. The training is based on a specific, goal-oriented plan that includes training on specific topics outlined in the course description, this plan is designed to guide and obligate the training process.
3. This plan constitutes a training methodology that connects theory with practice and is aligned with the training needs of social work students.
4. The effectiveness of the training is measured by the extent to which the course's defined learning outcomes are achieved, these outcomes are related to the areas of knowledge, cognitive skills, communication and responsibility skills, and technical and numerical skills.

(2) Learning Outcomes:

Learning outcomes are considered the appropriate learning standards that graduates should possess, they represent fundamental criteria for measuring the quality of the educational process. Outcomes demonstrate the extent to which students have achieved their learning objectives (Abu Al-Nasr, 2011, p. 205).

They refer to the achievements and results attained by the educational program, the program's outcomes are determined according to its objectives and functions, and the quality of the outcomes depends on the quality of the inputs and the level of accuracy of the processes (Shehata et al., 2013, p. 212). Achieving learning outcomes depends on the degree to which the principles of total quality management are applied within the institution and its functions (Al-Najjar, 2014, p. 27).

Furthermore, achieving these outcomes and results is an indicator of the institution's excellence (Bashiwa, 2015, p. 104).

Learning outcomes, their measurement methods, and teaching strategies work together harmoniously

as an interconnected unit, reflecting a consistent alignment of the learning and teaching process.

The qualifications framework includes five learning domains: knowledge, cognitive skills, interpersonal skills and responsibility, communication skills, technical skills, numeracy skills, and psychomotor skills (Education Evaluation Commission, Muharram 1437 AH, October 2015).

In this study, the learning outcomes of the Social Work Field Training course, as defined in the course description, were adopted by the Quality Committee of the Department of Sociology and Social Work. These outcomes are:

1-Learning outcomes related to the cognitive aspect of the field training course, which can be measured by determining the students' level of knowledge of the following statements: (Theoretical principles of professional practice in social work, elements of professional practice in social work, skills of professional practice in social work, roles of professional practice of the social worker with different systems of professional intervention).

Steps for professional social service intervention in helping clients, scientific models directed at intervention in helping to solve clients' problems).

2- Learning outcomes related to cognitive (cognitive) skills can be measured by determining the extent of students' ability to (conduct a professional interview with clients, classify clients' problems, realize the importance of choosing a specific specialist role for a specific practice situation, design a professional intervention plan with clients, implement a professional intervention plan with clients, write professional reports and recordings efficiently).

3- Learning outcomes related to personal relationship and responsibility skills, which can be measured by determining the extent of students' ability to (initiate questions and discussions, consciously listen to clients, interact positively with the institution's work team, professional ability to assist clients, ability to criticize the specialist's professional actions in different practice situations, ability to transfer knowledge about the professional practice to others).

4- Learning outcomes related to numerical skills, which can be measured by determining the extent of students' ability to (use digital technology to develop their professional information, search the Internet for types of practice skills required for problematic situations, use the computer to manage customer files, use the Internet to follow up on issues of interest to social service, use modern technology methods in dealing with the work team and customers, Using computer programs to process data on the social phenomena he studies).

3) Field Training in Social Work:

The field training course is one of the courses in the Bachelor of Social Work program, taught in the seventh and eighth levels. Students complete (12 hours) of field training in the seventh level and(6 hours) in the eighth level.

The course aims to:

1. Provide students with the opportunity to acquire field knowledge and translate it into practical and applied experiences.
2. Equip students with various professional practice skills.
3. Instill professional values and ethics in students through field practice.
4. Provide students with field experiences related to professional practice.

The importance of field training for social work students stems from the fact that (Ahmed, 2006, p. 15):

1. It helps in understanding the nature of the various social institutions through which the social work profession is practiced in its different ways.
2. It is considered the appropriate field for applying the theoretical frameworks, philosophical principles, and objectives specific to the social work profession.
3. It helps social workers acquire the experiences, skills, and professional attitudes beneficial to their practice.
4. It helps them understand the community, its problems, needs, capabilities, and resources, and to develop practical plans to address these problems and needs through the skills they acquire, as well as through the available human and material resources.
5. It enhances the social work student's ability to make informed choices from the vast amount of knowledge and information available to them in order to develop a plan to solve the problems they encounter in their professional practice (Morsi, 2015, p. 62).

The objectives that can be achieved through field training are numerous, perhaps the most important of which are (Scharlach, Andrew E.; Robinson, Barrie K, 2005):

1. Enhancing students' ability to practice social work effectively with clients after graduation.
2. Increasing students' knowledge and understanding of the programs and services offered by institutions to clients.

3. Increasing the capacity of social work education institutions and social work organizations to train students to work with diverse clients.
4. Providing students with field experiences related to professional practice within social work processes and methods (Al-Sarouji et al., 2008, p. 22).

The field training process focuses on the following axes (Al-Talbani Abdel-Hadi et al., 2011, p. 65):

1. **Knowledge:** This includes helping students learn, understand, and remember facts, information, and principles, these are theoretical frameworks, such as the organization's goals, functions, and policies, as well as the laws, regulations, and instructions related to providing the organization's services.
2. **Skills**: which relate to work skills and communication skills, administrative skills such as planning, organization, coordination and decision-making, and technical professional skills in social service such as recording, observation, problem-solving skills… etc.
3. **Techniques**; includes the technical methods used to apply knowledge and skills in different practical situations.
4. **Attitudes**; refers to an individual's attitudes and beliefs, the training focuses students on instilling honesty, motivation, team spirit, cooperation, loyalty to the profession, participation in decision-making, etc.
5. **Experience**;This field differs from previous fields in that it cannot be learned in the classroom, but rather is the product of practice and practical application of knowledge, skills, and style in several different professional situations over a long period of time.

There are three axes or areas of training: knowledge, changing directions, and acquiring skills. When choosing the appropriate training method to convey the material to the trainee, it must be ensured that the method used in the test serves the training area that needs to be focused on, training methods can be divided into two groups (Abdul Baqi, 2014, p. 221):

The first group, based on their methods of use, includes:

1. **Informative methods**: These include lectures, seminars, conferences, and case studies.
2. **Observational methods**: These include written materials, images, posters, role-playing, field visits, and more.
3. **work methods**: These include role-playing for participants, case interviews, written performance tests, simulations, and more.

The second group, based on objectives, includes:

1. Training methods aimed at increasing trainees' knowledge and information: Such as lectures, conferences, seminars, discussions, and case studies.
2. Training methods aimed at developing abilities and skills, such as case studies, situation analysis, and more.
3. **Training methods** aimed at changing trainees' behavior and attitudes, such as role-playing, professional behavior analysis, and more.

Measuring the impact of field training can achieve many important aspects, including (Al-Salim, 2014, p. 279):

1. Testing the effectiveness of the training methods used and ensuring their ability to meet students' needs and achieve the desired objectives.
2. To enhance the time, effort, and money spent on training and ensure its optimal investment to improve the effectiveness of field training.
3. To identify the sources of obstacles hindering the achievement of training objectives and the weaknesses in trainees' performance, in order to correct any shortcomings that may arise during training.
4. To evaluate the training outcomes, specifically the ability to transfer knowledge and skills and effect changes in student behavior.

SIXTH: STUDY METHODOLOGY

(1) Study Type:

This study falls under the category of evaluative studies, focusing on assessing the effectiveness of field training in achieving the learning outcomes of the social work training course.

(2) Methodology:

The study relied on a comprehensive social survey methodology for collecting data from all male and female students who completed the credit hours for the social work field training course.

The study population consisted of (400) male and female students, of whom (340) valid questionnaires were returned for analysis. The study instrument was distributed across six axes, including: cognitive outcomes, cognitive skills, interpersonal relationships and responsibility, technical/numerical skills, difficulties, and suggestions.

(3) Data Collection Instrument:

The researcher relied on a questionnaire to collect the required data to achieve the study objectives and test its hypotheses. This questionnaire was administered to male and female students who completed the field training course in the eighth level of the Social Work Department, and whose characteristics are indicated in the primary data table for the respondents.

The final version of the questionnaire, following revisions, consisted of six main axis. and(66 items distributed across these six axis.

The validity and reliability of the instrument were verified using inter-rater reliability, internal consistency, and Cronbach's alpha.

Table (1) Internal consistency among questionnaire variables and the total questionnaire score (N=30)

No.	Questionnaire Axis.	Correlation Coefficient
1	Learning outcomes related to the cognitive aspect of the field training course	*0.77
2	Learning outcomes related to cognitive (perceptual) skills	*0.82
3	Learning outcomes related to interpersonal skills and responsibility	*0.79
4	Learning outcomes related to numerical skills	*0.84
5	Difficulties facing the training process and hindering the achievement of course outcomes	*0.69
6	Proposals that contribute to achieving the learning outcomes of the field training course	*0.72

* Significance level (0.05)

1-Internal consistency was also calculated for each item under each axis of the questionnaire, and the correlation coefficients were significant at the 0.05 level, ranging from 0.65 to 0.95, which is an indication of the questionnaire's validity.

The reliability of the instrument was calculated using Cronbach's alpha coefficient for the estimated reliability values of the questionnaire, by applying it to a sample of(30) items from the study sample. The results ranged between (0.79 and 0.85), which are acceptable levels allowing for reliance on the results obtained by the instrument, as shown in the following table:

Table (2) Reliability results using Cronbach's alpha for the questionnaire (N=30)

No.	Questionnaire Axes	Cronbach's Alpha Coefficient
1	Learning outcomes related to the cognitive aspect of the field training course	0.84
2	Learning outcomes related to cognitive (perceptual) skills	0.79
3	Learning outcomes related to interpersonal skills and responsibility	0.75
4	Learning outcomes related to numerical skills	0.85
5	Difficulties facing the training process and hindering the achievement of course outcomes	0.78
6	Proposals that help achieve the learning outcomes of the field training course	0.82

Areas of study:

A) Spatial field: College of Social Sciences, Imam Muhammad ibn Saud Islamic University.

B**) Human field**: All male and female students of the eighth level, Social Service Division, numbering (400) male and female students.

C**) Time domain**: The study tool was applied at the end of the eighth level of the Bachelor of Social Work program at the end of the first semester of 1447.

The researcher transcribed and analyzed the questionnaire data using SPSS software, using tests and statistical methods appropriate to the nature of the data and hypotheses.

Field study results:

(1) Characteristics of the respondents:

Table (3) shows the distribution of students according to gender and field of work of the training institution n=340

Statement		Frequency (N)	Percentage (%)	Rank
Gender	Male	110	32.35	2
	Female	230	67.65	2
	Total	340	100	-
Field of the Training Institution	Educational Field	120	35.29	1
	Medical Field	95	27.94	2
	Social Development Field	75	22.06	3
	Social Care Field	50	14.71	4
	Total	340	100	-

The above table above shows that the percentage of female students in the research sample ranked higher than that of male students, which is due to their greater numbers at this academic level. It is also noted that educational training institutions accounted for the largest proportion among training institutions, followed by medical institutions, with social development institutions ranking third, and social welfare institutions coming in last. This may be because schools can accommodate large numbers of male and female students, unlike other training institutions, which are sometimes reluctant to accept trainees due to a lack of social workers on staff to supervise them.

(2) Results Related to the Study Hypotheses:

Table (4) illustrates the measurement of learning outcomes related to the cognitive aspect of the field training course N= 340

No	After completing your training this semester, do you think you have become able to:	Yes		To Some Extent		No		Weighted Mean	Standard Deviation	Coefficient of Variation
		Frequency	%100	Frequency	%100	Frequency	%100			
1	Enumerate the theoretical principles of professional practice in social work	120	35.3	130	28.2	90	26.5	2.09	0.50	23.39
2	Recognize the components of professional social work practice	155	45.6	115	33.8	70	20.9	2.25	0.51	22.67
3	Recall the skills of professional practice in social work	204	60.0	76	22.4	60	17.6	2.42	0.72	29.75
4	Recognize the roles of professional practice of the social worker with different systems of professional intervention.	220	64.7	95	27.9	65	19.1	2.69	0.56	2082
5	Recall steps of pprofessionl intervention of social service to help clients	115	33.8	155	45.6	70	20.9	2.13	0.54	25.35
6	Identify the scientific models guiding intervention in helping to solve clients' problems	95	27.9	214	62.9	31	9.1	1.79	0.74	41.34
	Total	909	43.8	782	37.7	386	18.6	2.43	0.65	60.75

The table shows that the weighted mean for the cognitive training outcomes dimension was higher than the hypothetical mean (2), with some homogeneity in the responses. Regarding the learning outcome statements related to the cognitive aspect of the field training course, the weighted mean for all of them was slightly higher than the hypothetical mean (2), except for the statement "Recognizing scientific models that guide intervention in helping solve clients' problems," where the arithmetic mean was relatively lower than the hypothetical mean.

A noticeable homogeneity in the response rates is also observed, indicated by the low standard deviation and coefficient of variation. This may be attributed to the influence of students' theoretical and cognitive background gained from attending lectures on their responses.

It is also noted that the significant statements indicating the achievement of learning outcomes in the cognitive domain were ranked according to the weighted mean and measures of dispersion mentioned, as follows: Recognizing the roles of the social worker's professional practice with different

professional intervention frameworks; recalling the skills of professional practice in social work; recognizing the elements of professional practice in social work; recalling the steps of professional social work intervention in helping clients; listing the theoretical principles of professional practice in social work; and recognizing scientific models guiding intervention to help solve clients' problems.

Table (5) illustrates the measurement of learning outcomes related to cognitive skills (N = 340)

No	After completing your training this semester, do you think you have become able to:	Yes		To Some Extent		No		Weighted Mean	Standard Deviation	Coefficient of Variation
		Frequency	%100	Frequency	%100	Frequency	%100			
1	Conducts professional interviews with clients	112	32.9	128	37.6	100	29.4	2.04	065	31.86
2	Classifies clients' problems	180	59.9	105	30.9	65	19.1	2.39	0.67	28.03
3	Recognizes the importance of selecting an appropriate professional role for specific practice situations	92	27.1	108	31.8	140	41.2	1.86	0.73	39.25
4	Designs a professional intervention plan for clients	84	24.7	96	28.2	180	52.9	1.84	072	39.13
5	Implements the professional intervention plan with clients	110	32.4	130	38.2	100	29.4	1.91	0.62	32.46
6	Prepares professional reports and records with the required level of competence	150	44.1.1	130	38.2	60	17.6	2.26	0.73	32.30
	Total	728	35.2	697	33.7	645	31.2	1.89	0.63	33.33

The above table shows that the weighted arithmetic mean (1.89) for the learning outcomes related to cognitive skills in the field training course was lower than the hypothetical mean (2), with some homogeneity in the responses according to the low standard deviation and coefficient of variation. It is also observed that the weighted mean for the statements (understands the importance of choosing a specific role of the specialist for a particular practice situation, designs a professional intervention plan with clients, and implements the professional intervention plan with clients) remained below the hypothetical mean, with no relative homogeneity in the standard deviation and coefficient of variation for these statements. This may indicate that students did not receive adequate training in these areas due to certain difficulties that prevented them from effectively applying these cognitive skills.

Meanwhile, the weighted rithmetic mean was slightly higher than the hypothetical mean for three statements from this dimension: (classifying client problems, writing professional reports and records with the required efficiency, and conducting professional interviews with clients). This indicates homogeneity according to the values of the measures of dispersion. These results are consistent with the findings of the studies by Bilt (2000) and Lee (2006), which emphasized that cognitive skills must be acquired through effective training and practical application by students in training institutions.

Table 6 illustrates the measurement of learning outcomes related to interpersonal skills and responsibility.

No	After completing your training this semester, do you think you have become able to:	Yes		To Some Extent		No		Weighted Mean	Standard Deviation	Coefficient of Variation
		Frequency	%100	Frequency	%100	Frequency	%100			
1	You transfer the knowledge you	82	24.1	175	46.2	83	24.4	1.98	0.53	26.78

	possess about professional practice to others									
2	You have the ability to take initiative in asking questions and engaging in discussion	95	27.94	153	45.0	92	18.2	1.74	0.55	31.61
3	You demonstrate attentive and conscious listening to clients	211	62.1	119	35.0	10	2.9	2.59	0.61	23.55
4	You interact positively with the organization's work team	115	33.8	133	39.1	92	27.1	2.07	0.52	25.12
5	You have confidence in your professional abilities to assist clients.	112	32.9	95	27.9	133	39.2	1.94	0.51	26.29
6	You critically evaluate the professional conduct of the specialist in various practice situations.	82	24.1	119	35.0	139	40.9	1.83	0.52	28.41
	Total	697	36.1	794	41.1	441	22.8	1.98	0.54	27.27

The above table shows that the weighted arithmetic mean (1.98) for the learning outcomes related to interpersonal skills and responsibility in the field training course was lower than the hypothetical mean (2), with some homogeneity in the responses according to the low standard deviation and coefficient of variation. This may indicate that students did not receive adequate training in these areas due to certain difficulties that prevented them from effectively applying these skills.

The weighted arithmetic mean was slightly lower than the hypothetical mean for the following statements from this dimension: (You communicate your professional practice knowledge to others; You have the ability to initiate questions and discussions; You are confident in your professional abilities to help clients; You critique the professional conduct of specialists in different practice situations). However, homogeneity was observed according to the values of the measures of dispersion.

It is also noted that the weighted mean for the statements (You are good at listening attentively to clients; You interact positively with the organization's team) was higher than the hypothetical mean, with relative homogeneity in the standard deviation and coefficient of variation for these two statements. These results are consistent with the study by Al-Damati (2008) that current training in social work

skills does not achieve the required quality.

Table (7) shows the measurement of learning outcomes related to numerical skills (N = 340).

No	**After completing your training this semester, do you think you have become able to:**	**Yes**		**To Some Extent**		**No**		**Weighted Mean**	**Standard Deviation**	**Coefficient of Variation**
		Frequency	**%100**	**Frequency**	**%100**	**Frequency**	**%100**			
1	You are able to use digital technology to develop your professional knowledge	25	7.4	82	24.1	233	68.5	1.15	0.76	66.08
2	You research, via the internet, the types of practice skills required for handling problematic situations	73	21.5	119	35.0	148	43.5	1.78	0.56	31.46

3	You use computers to manage client files	68	20.0	89	25.9	183	53.8	1.66	0.59	35.54
4	You use the internet to follow up on cases that fall within the scope of social work	75	22.1	59	27.9	170	50.0	1.72	0.53	30.81
5	You are proficient in modern technological methods in your dealings with the work team and clients	211	62.1	82	24.1	47	13.8	2.48	0.75	22.98
6	You use computer programs to process data related to the social phenomena you study	35	10.3	53	15.6	252	74.1	1.36	0.72	41.86
	Total	487	23.9	520	25.49	1033	5064	1.73	0.54	32.93

It can be seen from the above table that the weighted arithmetic mean (1.73) for learning outcomes related to numerical skills in the field training course was lower than the expected mean (2), with a certain degree of consistency in the responses, as indicated by the low standard deviation and coefficient of variation values. The weighted mean was slightly lower than the expected mean for the items in this dimension, with notable variation in student responses as indicated by the aforementioned measures of dispersion. An exception to this is the item "You are proficient in using modern technology in your interactions with the work team and clients," which achieved a weighted arithmetic mean of (2.48), higher than the hypothetical mean adopted in the study. This may be attributed to students' current ability to use technology extensively in their daily lives, particularly among Saudi students, who have access to the necessary resources for modern technological tools.

Table (8) illustrates the measurement of learning outcomes for the field training course N = 340

No	Field Training Course Learning Outcome	Yes		To Some Extent		No		Weighted Mean	Standard Deviation	Coefficient of Variation
		Frequency	%100	Frequency	%100	Frequency	%100			
1	Learning outcomes related to the knowledge domain	909	43.8	782	37.7	386	18.6	2.43	0.65	60.75
2	Learning outcomes related to cognitive skills	728	35.2	697	33.7	645	31.2	1.89	0.63	33.33
3	Learning outcomes related to interpersonal skills and responsibility	697	36.1	794	41.1	441	22.8	1.98	0,54	27.27
4	Learning outcomes related to numerical skills	487	23.9	520	25.49	1033	50.54	1.73	0.45	32.93
	Total learning outcomes	2921	35.49	2.793	33.95	2.512	50.54	1.80	0.53	48.18

It is clear to us from the above table that the weighted average of the first dimension exceeded the hypothetical average adopted in the research, which is (2), while the weighted arithmetic mean did not exceed the hypothetical average adopted in this research and did not reach it, which indicates the presence of an effect of field training on the dimension of learning outcomes related to the cognitive aspect, and the theoretical education that students receive may have a role in achieving their cognitive learning outcomes It was also found that there was a weak effect of field training on the rest of

the course learning outcomes related to other aspects, which are (learning outcomes related to cognitive knowledge skills, learning outcomes related to personal and responsible relationship skills, learning outcomes related to numerical skills). We also find that the total course learning outcomes did not reach the weighted arithmetic mean or the hypothetical mean of the data Thus, these results confirm the validity of the first hypothesis of the research, which is (field training for social work students does not achieve course learning outcomes to an acceptable degree from the students' point of view). This indicates the weak benefit of field training students from the training methods, skills and experiences provided to them. This requires reconsidering the training plan and reviewing all elements of the training process so that the training process can reach its goal, which is to achieve the learning outcomes prescribed for the field training course. These results are also consistent with the study of (Abu Al-Maati, 2010), which indicated the necessity of developing new methods of training, including training projects, so that the effectiveness of training can be increased in achieving the desired learning outcomes.

Table (9) shows the difficulties facing the training process and are due to the training institution N=340

No	Difficulties Facing the Training Process Attributable to the Training Institution	Agree		Somewhat agree		Disagree		Weighted Mean	Standard Deviation	Coefficient of Variation
		Frequency	%100	Frequency	%100	Frequency	%100			
1	Lack of awareness among institutions receiving student trainees regarding the importance of training.	112	32.9	133	39.2	95	27.94	2.50	0.51	24.87
2	Insufficient readiness of institutions practicing social work to receive student trainees	211	62.1	82	24.1	47	13.8	2.48	0.75	22.98
3	Lack of qualified professional specialists within training institutions who possess adequate experience.	82	24.1	175	46.2	83	24.4	1.98	0.53	26.78
4	Limited number of specialized institutions in the field of social work that are qualified to supervise student trainees	75	22.1	95	27.9	170	50.0	1.72	0.53	30.81
5	Weak level of social work practice in institutions	110	32.4	130	38.2	100	29.4	1.91	0.62	32.46

	that provide training.									
6	Limited space within the institution, rendering it unable to accommodate trainees.	150	44.1	130	38.2	60	17.6	2.26	0.73	32.30
7	Refusal of institutions to accept trainees due to concerns about their potential failure to adhere to the principle of professional confidentiality.	75	22.1	95	27.9	170	50.0	1.72	0,53	30.81
8	Some institutions do not permit trainees to access client records	25	7.4	82	24.1	233	68.5	1.15	0.76	66.08
	Total	840	30.9	922	33.9	958	35.2	1.96	0.51	26.02

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The above table shows that the degree of difficulties encountered in the training process and attributed to the training institution is relatively close to the average level, as the weighted arithmetic mean was close to the hypothetical mean (2), as evidenced by the weighted arithmetic mean and the standard deviation coefficients for each statement. Furthermore, the responses to some statements indicated a moderate degree of difficulties hindering the achievement of the training course learning outcomes, which are caused by the training institution. These difficulties were ranked according to the weighted arithmetic mean and standard deviation as follows: (Weak awareness among institutions receiving trainees of the importance of training; insufficient preparedness among social work institutions to receive trainees; limited space within the institution, making it unable to accommodate trainees; lack of professional specialists with sufficient experience in the training institutions; weak level of social work practice in the institutions providing training; a small number of institutions specializing in social work and qualified to supervise trainees; institutions refusing to receive trainees for fear of their non-compliance with the principle of professional confidentiality; some institutions do not allow trainees to access client records).

Table (10) shows the difficulties that prevent the achievement of the learning outcomes of the field training course and are attributed to the training supervisor specialist from the institution. N=340

No	**What are the difficulties that hinder the achievement of the learning outcomes of the field training course and are attributable to the specialist within the institution?**	**Agree s**		**Somewhat agree**		**disagree**		**Weighted Mean**	**Standard Deviation**	**Coefficient of Variation**
		Frequency	**%100**	**Frequency**	**%100**	**Frequency**	**%100**			
1	The specialist does not have sufficient time to follow up with trainee students.	95	27.9	170	50.0	75	22.1	2.05	0.51	24.88

2	The qualifications of specialists within the institution are not aligned with the specialization of social work students	82	24.1	119	35.0	139	40.9	1.83	0.52	28.41
3	Insufficient professional skills of the specialists supervising field training students	75	22.1	95	27.9	170	50.0	1.72	0.53	30.81
4	The large number of trainees supervised by the specialist within the institution	115	33.8	133	39.1	92	27.1	2.07	0.52	25.12
5	• The increased workload of the specialist, which limits their ability to effectively supervise trainees	211	62.1	82	24.1	47	13.8	2.48	0.75	22.98
6	Lack of sufficient willingness on the part of the specialist within the institution to supervise trainees.	25	7.4	82	24.1	233	68.5	1.15	0.76	66.8
7	Lack of interest by the specialist in transferring professional expertise to trainees	60	17.6	82	24.1	198	58.2	1.59	0.58	36.48
8	Lack of clarity regarding the role of the specialist supervising trainees within the institution	82	24.1	175	46.2	83	24.4	1.98	0.53	26.78
	Total	745	36.5	938	45.9	1037	50.8	2.52	0.52	20.63

It is noted from the previous table that the degree of difficulties facing the training process and attributed to the training supervisor specialist from the institution is high, and the value of the weighted arithmetic mean came in greater than the hypothetical mean (2). It is also noted that there is a degree of homogeneity in the opinions of the research sample. It is also noted that the value of the weighted arithmetic mean is higher than the hypothetical mean for a number of statements, as the responses to these statements came to indicate a high degree of difficulties that prevent the achievement of the learning outcomes of the training course and are caused by the social specialist supervising the training institution. These difficulties were ranked according to the weighted mean and standard deviation as follows: (Increased workload for the specialist, hindering their ability to supervise trainees; an increased number of trainees supervised by the specialist within the institution; insufficient time for the specialist to follow up with trainees; a lack of clarity regarding the role of the specialist supervising trainees within the institution; a mismatch between the specialists' qualifications and the social work students' specialization; inadequate professional skills among the specialists supervising field training students; a lack of interest among specialists in transferring their professional experience to trainees; and insufficient motivation among specialists within the institution to supervise trainees). These results align with the study by Preece & Mellor (2009) regarding the necessity of increasing training hours to maximize benefits and achieve the objectives of the social work practical training course.

Table (11) illustrates the difficulties that hinder the achievement of the learning outcomes of the field training course and are attributed to the academic supervisor of the training.

No	What are the difficulties that hinder the achievement of the learning outcomes of the field training course and are attributable to the academic supervisor of the training?	Agree		Somewhat agree		disagree		Weighted Mean	Standard Deviation	Rank
		Frequency	%100	Frequency	%100	Frequency	%100			
1	Lack of experience among academic supervisors that qualifies them to follow up with trainee students	25	7.4	82	24.1	233	68.5	1.39	0.76	54.68
2	Lack of clarity of the objectives of field training among academic supervisors.	35	10.3	53	15.6	252	74.1	1.36	0.72	41.86
3	Failure of academic supervisors to take the field training subject seriously	117	34.4	98	28.8	125	36.8	1.98	0.51	25.8
4	Insufficient knowledge among academic supervisors of the objectives of the institutions operating in the field of training	87	25.9	63	18.5	190	55.9	1.69	0.57	33.72
5	The academic qualifications of academic supervisors do not qualify them to supervise field training students	56	16.5	94	27.6	190	55.9	1.61	0.55	34.16
6	The limited number of visits conducted by the academic supervisor to institutions to follow up with trainee students	115	33.8	89	26.2	136	40.0	1.94	0.52	26.80
	Total	435	21.3	479	23.48	1.126	55.19	1.68	0.53	31.54

The above able shows that the degree of difficulties encountered during the training process and attributed to the academic supervisor is low, with the weighted mean value being lower than the hypothetical mean (2). A degree of homogeneity in the opinions of the research sample is also observed. Furthermore, the weighted mean value is lower than the hypothetical mean for each statement related to the academic supervisor. The fact that the weighted mean value was lower than the hypothetical mean for the responses to these statements indicates a low degree of difficulties preventing the achievement of the training course learning outcomes and attributable to the academic supervisor. These difficulties were ranked according to the weighted mean and standard deviation as follows: (academic supervisors do not take field training seriously; academic supervisors rarely visit institutions to monitor trainees; academic supervisors lack sufficient knowledge of the objectives of training institutions; academic supervisors' academic qualifications do not qualify them to supervise field training students; academic supervisors lack the experience necessary to monitor trainees; and academic supervisors do not have clear objectives for field training)..

Table (12) Difficulties that prevent the achievement of the learning outcomes of the field training course and are attributable to the students

No	What are the difficulties that hinder the achievement of the learning outcomes of the field training course attributable to the trainee students?	Agree		Somewhat agree		Disagree		Weighted Mean	Standard Deviation	Rank
		Frequency	%100	Frequency	%100	Frequency	%100			

1	Some students' lack of awareness of the objectives of field training	117	34.4	98	28.8	125	36.8	1.98	0.51	25.8
2	Some students' lack of commitment to regular attendance during training.	60	17.6	82	24.1	198	58.2	1.59	0,58	36.48
3	Insufficient theoretical knowledge acquired by students prior to joining field training	75	22.1	95	27.9	170	50.0	1.72	0.53	30.81
4	Some students' failure to adhere to the prescribed field training hours	92	27.1	60	17.6	188	55.3	1.72	0.55	31.97
5	Some students' failure to implement the field training plan	94	27.6	82	24.1	164	48.2	1.79	0.51	28.97
6	The student's inability to establish a professional relationship with the supervising specialist within the institution	63	18.5	190	55.9	87	25.6	1.93	0.50	25.90
	Total	536	26.3	680	33.3	824	40.4	1.85	0.51	27.57

It is observed from the previous table that the degree of difficulties facing the training process and attributable to the students is low, and the weighted arithmetic mean value was less than the hypothetical mean (2). It is also noted that there is a degree of homogeneity in the opinions of the research sample. It is also noted that the weighted arithmetic mean value was less than the hypothetical mean for all the statements related to the students, as the weighted arithmetic mean value was less than the hypothetical mean for the responses to these statements, indicating a low degree of difficulties that prevent the achievement of the learning outcomes of the training course and are caused by the students. This does not mean that there are no difficulties in this aspect, but they exist, but to a relatively low degree according to the weighted arithmetic mean value. These difficulties were ranked as follows: (Some students' lack of knowledge of the objectives of the field training, the student's failure to build a professional relationship with the specialist who supervises him within the institution, some students' failure to implement the field training plan, the lack of theoretical knowledge that students acquire before joining the field training, some students' failure to adhere to the specified hours for the field training, and some students' lack of concern for regular attendance at the training). These data indicate a reduced role for students in failing to achieve training outcomes, as students are eager to benefit from the training and improve their grades. Innovative training methods further motivate them to engage more actively.

Table (13) illustrates suggestions that can help achieve the learning outcomes of the field training course.

No	**What proposals can be made to achieve the learning outcomes of the field training course?**	**Agree**		**Somewhat agree**		**Disagree**		**Weighted Mean**	**Standard Deviation**	**Rank**
		Frequency	**%100**	**Frequency**	**%100**	**Frequency**	**%100**			
1	Developing a clear training plan that takes into account the objectives of the training and the methods of its implementation.	215	63.2	90	26.5	35	10.3	2.53	0.62	3
2	Precisely defining the roles of supervisors overseeing training within institutions.	182	50.6	98	28.8	60	17.6	2.36	0.52	5

3	Establishing specific criteria for evaluating students and informing them of these criteria prior to the commencement of training.	205	60.3	100	27.8	35	10.3	2.50	0.50	4
4	Ensuring that assessment criteria are aligned with the specified learning outcomes of the course.	190	20.6	70	20.6	80	23.5	2.32	0.53	6
5	Setting clear standards for selecting institutions for student training	2215	63.2	95	27.9	30	8.8	2.54	0.63	2
6	Holding periodic meetings involving academic supervisors and students to assess the extent of the training plan's implementation	112	32.9	133	39.2	95	27.9	2.50	0.51	4m
7	Organizing regular meetings that bring together academic supervisors and institutional supervisors to examine training obstacles and monitor the implementation of the plan.	115	33.8	133	39.1	92	27.1	2.07	0.52	9
8	Conducting training courses for institutional supervisors to enhance their competencies in the field of practical training.	115	33.8	133	39.1	92	27.1	2.07	0.52	9 m
9	Utilizing periodic reports prepared by students as a means of measuring their professional development.	105	30.8	165	48.5	70	20.6	2.10	0.53	8
10	Activating and strengthening the follow-up process of training through the academic supervisor.	220	46.7	90	26.5	30	8.8	2.56	0.65	1
11	Developing scientific tools to measure learning outcomes, to be applied on a regular basis	135	39.7	85	25.0	120	35.3	2.20	0.54	7
12	Making optimal use of the time period allocated in the student training plan.	95	27.9	170	50.0	75	22.1	2.06	0.55	10

It is clear from the previous table that the students' opinions about the proposals that help achieve the learning outcomes of the field training course came out with a high score and a close degree of homogeneity, which indicates the similarity of agreement between the research sample on these proposals. According to the weighted arithmetic mean score and the mentioned dispersion measures,

the order of these proposals was as follows: (Activating the training follow-up process through the academic supervisor, setting clear criteria for selecting the institutions in which students train, Formulate a clear training plan that takes into account the training objectives and implementation methods, set specific criteria for student evaluation and inform students of them before the start of training, hold periodic meetings with academic supervisors with students to determine the extent of implementation of the plan, precisely define the roles of training supervisors in institutions, and ensure that evaluation criteria are consistent with the learning outcomes specified for the course, prepare scientific tools to measure learning outcomes that are applied periodically, Using periodic reports written by students as a means of measuring the extent of their professional development, organizing a periodic meeting that includes academic supervisors and institutional supervisors to study training obstacles and follow up on the implementation of the plan, holding training courses for institutional supervisors to hone their capabilities in the field of practical training, making optimal use of the time period specified in the student training plan). These data are consistent with a number of studies, including the study of (Ali, 2011, (Preece & Mellor, 2009). Therefore, these recommendations must be implemented in order to achieve quality training through which graduates capable of entering the labor market with certain specifications are provided among social service graduates.

Study results:

The study reached the following results:

(1) The study proved the validity of its first assumption, which is that field training for social work students does not achieve course learning outcomes to an acceptable degree from the students' point of view, and this was demonstrated through:

1- The degree of achievement of learning outcomes related to the cognitive skills of the field training course was weak, except for (students' ability to classify customer problems, write reports and professional recordings, and conduct professional interviews with customers).

2- The degree of achievement of learning outcomes related to personal relationship skills and responsibility was weak, except for (conscious listening to customers, positive interaction with the organization's work team).

3- The degree of achievement of learning outcomes related to communication skills, technical skills, and numerical skills was also weak, except for (proficiency in modern technology methods in dealing with the work team and customers).

The degree of achievement of learning outcomes related to the cognitive aspects of the field training course was high, with the exception of knowledge of scientific models directed at intervention in helping to solve customer problems.

(2) The study also proved the validity of its second assumption , which is that the field training process for social work students faces high difficulties that prevent the achievement of the course learning outcomes. This applies to the difficulties attributed to the training institution and the social worker supervising the institution. However, the difficulties attributed to the academic supervisor and the students themselves are present but to a low degree.

These difficulties were represented in:

(2-1) Difficulties related to the training institution were as follows:

Weak awareness of the institutions that receive student trainees of the importance of training, lack of readiness among institutions that practice social service to receive students, lack of space within the institution, lack of trained institutions of specialists with sufficient experience, weak level of practice of social service in institutions that provide training, small number of institutions specialized in the field of social service, institutions' refusal to receive trainees

(2-2) Difficulties are due to the social worker supervising the institution and came in the following order:

The increased burdens placed by the specialist that prevent him from being able to supervise the trainees, the increase in the number of trainees supervised by the specialist in the institution, the lack of sufficient time for the specialist to follow up on the trainee students, the lack of clarity about the role of the specialist who supervises the trainees in the institution, the incompatibility of the qualifications of the specialists in the institution with the specialization of social service students, the insufficient professional skills of the social workers supervised by the institution on field training students, The specialist's lack of interest in transferring his professional expertise to the trainees.

(3-2) Difficulties due to the academic supervisor of field training came in the following order:

Lack of seriousness among academic supervisors regarding field training, limited visits by academic supervisors to institutions to follow up on student trainees, insufficient knowledge among academic

supervisors of the objectives of institutions working in the field of training, academic supervisors' scientific qualifications that do not qualify them to supervise field training students, lack of experience among academic supervisors, and lack of clarity regarding the objectives of field training among academic supervisors.

(4-2) Difficulties due to the training students themselves, which came in the following order:

some students' lack of knowledge of the objectives of field training, the student's failure to build a professional relationship with the specialist who supervises him within the institution, some students' failure to implement the field training plan, the lack of theoretical knowledge that students acquire before joining field training, and some students' failure to adhere to the hours specified for field training Some students are not keen on attending training regularly.

A Proposed Framework for Enhancing the Effectiveness of Field Training in Achieving the Learning Outcomes of the Social Work Field Training Course:

(1) The objective of this framework is to develop a set of theoretical ideas, based on the current study and its findings, that can be utilized to enhance the quality of field training and achieve the course learning outcomes.

(2) General requirements for achieving quality field training to contribute to the achievement of course learning outcomes:

1- Developing a specific and clear field training plan that is binding on both students and supervisors.

2- Defining the roles of students and supervisors in implementing the training plan.

3- Clearly defining student evaluation indicators and informing students and supervisors of these indicators from the beginning of the training.

4- Holding regular academic seminars for students and supervisors to review the progress of the training plan, discuss implementation challenges, and work towards overcoming them.

5- Forming committees to monitor training in each training area.

6- Conducting monthly evaluations of trainees to identify their strengths and weaknesses.

7- Establishing specific criteria for selecting training institutions and employing trainees.

8- Ensuring that student evaluation criteria align with the defined learning outcomes of the course.

9. Conduct training courses for institutional supervisors to enhance their practical training skills.

10. Utilize periodic reports written by students as a means of measuring their professional development.

(**3) Quality Requirements in the Field Training Plan Content to Achieve Course Learning Outcomes**:

(3-1) quality requirements in the training plan content to achieve learning outcomes:

This includes assigning students theoretical readings and discussions covering the following aspects:

1. Training: its nature, importance, detailed objectives and purposes, components, and the responsibility of each component.
2. General areas of professional practice, their characteristics and features, and the relationships between them, with a focus on the role of social work.
3. Theoretical principles guiding professional practice in social work.
4. Professional practice skills in social work.
5. The professional practice roles of the social worker within different professional intervention frameworks.
6. Steps of professional social work intervention in assisting clients.
7. Scientific models guiding intervention in helping clients solve their problems.

2) Quality requirements in the training plan content to achieve learning outcomes in the area of cognitive skills:

1- Equipping the trainee with scientific research skills, including how to identify and diagnose problems, design appropriate data collection tools, collect, process, analyze, interpret, and utilize the results in professional practice.

2- Reviewing the various recordings of the specialist within the institution and noting any observations.

3- Observing the supervisor and social workers within the institution during their actual performance of certain tasks and technical duties, attending meetings, and visiting other institutions related to the institution.

4- Observing the supervisor while they are leading a meeting in a professional manner.

5. The supervisor instructs the trainee to record events (interviews or meetings) in accordance with professional recording requirements.

6. Students are tasked with preparing a professional intervention plan for clients.

7. Students are tasked with participating in the implementation of the professional intervention plan for clients.

8. The trainee reviews, organizes, and prepares their records and all written reports for presentation and evaluation.

(3.3) Quality Requirements in the Training Plan Content to Achieve Learning Outcomes in Interpersonal Skills and Responsibility:

1. Enabling students to build successful professional relationships with various interpersonal systems.
2. Providing students with the opportunity to share their professional practice knowledge with their fellow students.
3. Training students to initiate questions and discussions regarding professional situations and behaviors.
4. Giving students opportunities to interact positively with the organization's team.
5. Involving students with the social worker in developing the professional intervention plan for certain cases.

(3.4) Quality Requirements in the Training Plan Content to Achieve Learning Outcomes in Communication, Technical, and Numerical Skills:

1. Assigning students the use of digital technology to enhance their professional knowledge and conduct research. The internet provides information on the types of practical skills required for handling problematic situations.
2- Training students to use computers to manage client files within the organization.
3- Training students to use computer programs to process data on social phenomena they are assigned to study.

(4) Training methods that can contribute to the quality of field training:

Training methods that can contribute to the quality of training vary and include: peer visits, brainstorming, direct observation, discussion groups, discussion and analysis of cases and situations, modeling, research projects, role-playing, and lectures.

A matrix of indicators for achieving quality in field training:

In light of field results and recent studies, the following indicators can be proposed as a practical framework for improving learning outcomes in field training:

Indicator	Measurement Method	Target	Source of Verification
Availability of a documented and approved training plan	Percentage of courses/sections that have an approved training plan prior to the start of training	100%	Course syllabus, approval minutes
Clarity of roles and responsibilities	Percentage of students and supervisors who received a written description of roles	≥ 90%	Acknowledgment forms, questionnaire
Selection of qualified institutions	Percentage of institutions meeting selection and field accreditation criteria	≥ 85%	Visit checklists
Continuity of communication with the institution	Average number of coordination meetings with each institution per semester	At least 3 meetings	Meeting minutes
Regularity of supervision	Average number of individual/group supervision sessions per student	Weekly session or equivalent	Supervision records
Competence of field supervisors	Percentage of supervisors who received training in supervision and evaluation	≥ 80%	Attendance certificates, training records
Diversity of field experiences	Average number of tasks/professional situations actually practiced by the student	Determined according to the plan	Portfolio, activity records
Integration of theory and practice	Percentage of activities involving analytical reflection or explicit theoretical application	≥ 70%	Reflective reports, rubrics
Alignment of assessment tools with outcomes	Percentage of assessment items directly linked to intended learning outcomes	100%	Alignment map, assessment tool
Diversity of assessment evidence	Availability of direct and indirect tools (observation, report, portfolio, presentation)	Comprehensive	Course file
Student digital competencies	Percentage of students capable of digital documentation, research, and use of technological tools	≥ 80%	Performance test, applied task
Use of results for	Availability of an improvement	100%	Course/program report

improvement	plan based on assessment results at the end of each cycle		

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