Evaluating the Effectiveness of the Teacher Education Course Program through Prospective Teachers' Perceptions

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Abstract

This study aimed to evaluate the effectiveness of the teacher education program offered by the Faculty of Education at Tripoli University. The study also aimed to examine teacher educator's' commitment towards their main responsibilities with the duties assigned to them when preparing teacher candidates for their future profession. The findings were obtained via questionnaires. The findings revealed that prospective teachers had different views about the teacher education program components. The results indicated that the teacher education program offered at the faculty of education was not up to date nor it met the prospective teachers' needs. The data also indicated that the program did not encourage prospective teachers to reflect on their past experiences as language learners nor it taught them how to evaluate themselves as teachers. The findings also found that the teacher educator's commitment towards their main responsibilities in preparing prospective teachers for their future profession at the faculty of education was not satisfactory according to the prospective teachers 'perceptions Overall, the majority of prospective teachers believe that neither the teacher education program nor teacher educators were as committed and effective as they were supposed to be. Therefore, it can be suggested that university academic teacher educators and university administrators should work together to improve the quality of their teacher education program in their faculty departments. Also, prospective teachers need much more balance between practice and theoretical knowledge, which has been the case throughout the history of teacher education in Libya.

Keywords: Effectiveness of Teacher Education Program, Teacher Candidates, Qualities of Teacher Educators, Teacher's Commitment & Responsibilities.

تقييم فاعلية برنامج إعداد المعلمين من خلال تصورات المعلمين المرتقبين

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ملخص

هدفت هذه الدراسة إلى تقييم فاعلية برنامج إعداد المعلمين الذي تقدمه كلية التربية بجامعة طرابلس. كما هدفت الدراسة إلى التعرف على مدى التزام اعضاء هيئة التدريس بمسئولياتهم الرئيسية بالواجبات المنوطة بهم عند إعداد المعلمين المرشحين لمهنتهم المستقبلية.

تم جمع البيانات عن طريق نوعين من استبيانات التقييم. وأظهرت النتائج أن المعلمين المحتملين لديهم وجهات نظر مختلفة حول مكونات برنامج إعداد المعلمين. أشارت النتائج إلى أن برنامج إعداد المعلمين المقدم في كلية التربية لم يكن محدثاً ولا يلبي احتياجات المعلمين المتوقعة. أشارت البيانات أيضًا إلى أن البرنامج لم يشجع المعلمين المحتملين على الاستفادة من تجاربهم السابقة كمتعلمي لغة ولم يعلمهم كيفية تقييم أنفسهم كمعلمين. كما توصلت النتائج إلى أن التزام اعضاء هيئة التدريس تجاه مسؤولياتهم الرئيسية في إعداد المعلمين المحتملين لمهنتهم المستقبلية في كلية التربية لم يكن مرضياً وفقاً لتصورات المعلمين المحتملين.

بشكل عام، يعتقد غالبية المعلمين المحتملين أنه لم يكن برنامج تعليم المعلمين ولا اعضاء هيئة التدريس ملتزمين وفعالين كما كان من المفترض أن يكونوا. لذلك، يمكن اقتراح أنه يجب على اعضاء هيئة التدريس المعلمين الأكاديميين ومديري الجامعات العمل معًا لتحسين جودة برنامج إعداد المعلمين في أقسام كلياتهم. كما يحتاج المعلمون المحتملون إلى قدر أكبر من التوازن بين الممارسة والمعرفة النظرية وهو ما كان عليه الحال طوال تاريخ إعداد المعلمين في ليبيا.

الكلمات المفتاحية: فاعلية برنامج إعداد المعلمين، المرشحون للتدريس، صفات مدربي المعلمين، التزام ومسؤوليات المعلم.

1. Introduction

Prospective teachers' achievement is determined by the effectiveness and the quality of the teacher education program. Teacher education preparation and development are the key elements in producing effective teachers. However, the debate over

the knowledge and skills required to produce an effective teacher remains an open question for many scholars, Zeichner, et al (2015). Teacher education is the key to preparing prospective teachers for their future teaching profession. Teacher education and training institutions must provide teacher candidates with high quality training and development in order to succeed in their future profession. Therefore, the effectiveness of teacher education requires professional standards of education and training in teacher education programs. Teaching has always been described as the noblest profession since it is profession of the previous messengers and prophets. Teaching is a demanding, but rewarding profession. Indeed, a successful teacher educator is a motivated, dedicated and educated model who positively affect prospective teachers' achievement.

Moreover, teacher educators have important responsibilities & duties assigned to them in creating effective teaching and learning contexts. These responsibilities demonstrate their roles in the teaching and learning process. In fact, teachers have a variety of roles ranging from being a manager, an administrator of materials, an initiator, a facilitator, and a mentor (Petterson et al., 2004) which can be considered as some of these roles. Obviously, these roles are interconnected and are related to one another, and a teacher may take on several roles. However, a successful teacher does not need to be proficient in all roles during the teaching process as Harden and Crosby (2000) stated.

As the world is changing, traditional methods of teaching, skills, knowledge, and attitudes towards teachers' roles and responsibilities are changing too. What is more is that today's students are changing since they need to take on a more active role in the teaching/learning process.

Therefore, one could argue that teacher education paves the way to the development of teacher expertise, command and capability to enable him/her to meet the requirements of the profession and overcome the challenges ahead.

Further to that, some traditional teachers fail to view teaching as a profession because they think it is merely a job that anyone can practice without requiring any theoretical knowledge of the subject matter and that skills that can be developed through actual practice. Teacher Education, according to standard dictionaries of education, involves formal and informal activities and experiences that assist to qualify a person of some responsibilities as a member of the

educational profession. Therefore, the teaching profession requires not only the mastery of the subject matter but also a good knowledge of the psychology of the students, teaching techniques, assessment techniques.

Thus, the ultimate goal of teacher education is to develop prospective teachers' skills, disposition and attitudes towards their future profession.

Moreover, the objective of teacher education programs is to educate and train individuals who have the right qualities and responsibilities in order to meet the demands of the teaching profession. Therefore, it is very important for the teacher education programs to have a periodical evaluation system so that any urgent changes can be made about the program. As Peacock (2009) argues that educational program evaluation is the starting point towards professionalization in the field of ELT.

Considering this view, it seems necessary now than ever to evaluate the effectiveness of the English teacher education program offered at the faculty of education since there is no research study has been conducted in this area in Libya so far as foreign language teacher education is a recent developed approach when compared to other areas in ELT.

Therefore, this study stems from more evaluation studies carried out in other training contexts using similar approaches and where no similar study has been conducted in Libya so far. Therefore, this study seeks to answer the following research questions**:**

1. To what extent do prospective teachers perceive the effectiveness of the teacher education programs to meet their needs؟

2.To what extent are teacher educators committed to their main responsibilities of preparing future teachers?

2. Literature Review

The success of a qualified teacher is determined by their level of education and training. Well-educated and highly trained teachers are the result of opportunities provided for their training and professional development. Quality in teacher education is measured by how well teacher educators are committed to their roles and responsibilities in preparing successful future teachers. Teacher educators should take into consideration how new and experienced teachers can benefit from their training and support with all opportunities available to them (Panda, 2009).

Many scholars and researchers have stressed many responsibilities and roles a teacher educator, as an expert in their subject, should take on, from being a facilitator of learning, a motivator, and a source of inspiration to an upholder of moral standards (Calderhead & Shorrock, 2005).

Teaching and training practitioners are considered to be one of the main responsibilities of the teaching profession. Therefore, to succeed in the teaching profession, sound professional training is needed (Frank and Ann, 2001). The concept of professionalism is used to refer to the methods, skills, and spirit of a profession and of its practitioners. As a result, professional development in teacher education has received an increasing attention in recent years (Anna, 2000).

There are many definitions related to teacher educators' roles, responsibilities. For instance, Darling-Hammond, L. (2005) described academic teacher educators as scientists who contribute to the dissemination of information, training life-long learners as teachers, implementing discipline-specific knowledge and skills for teacher candidates to be professionals, developing society's ideology as intellectuals, etc.

The definition of effective teacher education by Goodwin & Low، (2021); Marco, 2021) is best described as structured professional learning that can produce changes in the knowledge and practice of novice teachers, thereby improving their learning outcomes.

Therefore, moving the teacher educator's role from the conventional to the contemporary can contribute to significant changes in teacher roles inconsistent with the social developments. Teacher's role has been defined as the leading guide of the learning and teaching process organizing and planning the teaching & learning environment and conducting the evaluation activities.

The effectiveness of any teaching program is one of the biggest concerns in higher education. The quality of teacher education is related to the quality of the coursework dedicated by a teacher educator, which has a great impact on his prospective teachers since the assurance and enhancement of the quality of teacher educators are very important elements in creating prospective teachers (Anderson, 2009).

As a matter of fact, providing appropriate quality teacher education is important for producing effective prospective future teachers (Sawyer,2022). Therefore, the first stage of teacher education can help novice teachers to perceive different teaching environments

which reflect s on their own teaching styles and teaching strategies to create an appropriate learning environment. This view is supported by Wakefield et al., (2022) stating that this teacher education methodology enhances the preparation and adaptability of novice teachers before they start the teaching profession in the workplace.

However, recent research studies on the teaching challenges encountered by prospective teachers have revealed a gap between education theory and practice. Researchers argue that long-standing problems faced by inexperienced teachers have been the main cause creating a gap between theory-based knowledge and experience-based knowledge. (Ginsberg, 2023; Suyatno et al., 2023).

The ultimate purpose of teacher education programs is to prepare and incorporate prospective teachers and develop their knowledge with pedagogical and linguistics competence. Thus, these preparations are expected to produce high quality novice teachers with professional development by attending formal teacher education program instruction (Coady, Harper and Jong, 2011).

However, Greenberg, Walsh and McKee (2013) stated that many teacher education programs are not functioning properly to produce effective teachers because they underestimate the importance of equipping the future teachers with specific skills, methods, or strategies.

Therefore, effective teacher educators should possess clear teaching objectives with curriculum structure and content closely related to their course objective and to teaching practice. In other words, the effectiveness of a teacher education program is revealed in the curriculum content, practice, and objectives and balances between course content and classroom experience to develop the learning outcomes of novice teachers (Bahtaji, 2023).

Moreover, teacher educators must stress the value of their teaching profession both as professionals and as teaching role models.

As Tang and Chamberlain (1997) argues that many universities academic teacher educators do not think that the university system acknowledges their teaching. These academic teacher educators also regard research as a barrier impeding their ability to teach and think that university academics should focus on either research or teaching, but not both. Thus, in many university research studies, the preparation of novice teachers is often neglected and more attention has been directed towards conducting research. Wright

(2005) pointed out that this is due to the failure of many institutions to establish clear and shared criteria for quality teaching.

However, many researchers in the area of teacher education indicated that the biggest challenges encountering novice teachers are how to put theory into practice, that is, the ability to apply what they have learned in classroom practice as a result of their failing to relate between their theoretical knowledge and classroom teaching practice (Zulkifli et al2019 ،).

As a matter of fact, the number of research studies relating the evaluation of prospective English teacher education program in Libya is almost nonexistent.

At the international level, the professional performance of prospective teachers reflects the learning outcomes of the teacher education program. In a study by Su, Sung & Yu (2021) to examine the teacher training courses in Taiwan found that the courses related to teaching practice needed to be revised and it was difficult to improve prospective teachers' teaching experience and ability.

Another recent study by Lo & Chen (2020) found that the problems prospective teachers in Taiwan encountered in teaching were mainly due to the lack of teaching ability which did not promote students' learning. Their study suggested that teacher education in Taiwan needs to include more teaching-related courses to help prospective teachers develop their teaching styles effectively.

A study by the International Association for the evaluation of educational achievement to evaluate the readiness of teachers to teach mathematics in schools found that prospective teachers in Taiwan were not as good as they should be in terms of the teacher training (Tatto, 2013).

In this respect, investigating the strengths and weaknesses of an English teacher education program has received much attention among many scholars. For instance, a study conducted by Al-Gaeed (1983) in Saudi Arabia on graduated students found the teacher education program was effective in terms of the classroom practice of the teacher, teaching methodologies, and the quality of the teacher educators. However, prospective teachers reported some drawbacks resulted from insufficient oral communication.

Research has also investigated the effectiveness of teacher education programs focusing on their values, skills, and knowledge . For example, a study by Chong and Cheah (2009) conducted in Singapore to evaluate the teacher education program validity and reliability in an attempt to assess the value, skills and knowledge

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viewed by prospective teachers who have attended their education program prior to their teaching found that although the prospective teachers were provided with the value, skills and knowledge needed for teaching and learning they reported some lacks in the potentiality to apply these in real practice.

Another more recent study in Spain by Agudo (2017) to investigate the effectiveness of the teacher education program in showed that the TEFL program adequately included the pedagogic competence but the linguistic component was reported weak using the education program evaluation questionnaire proposed by Peacock (2009).

While various studies were conducted in the western literature examining the qualities and effectiveness of teacher educators at the tertiary university level (Childs 2013; Goodwin & Kosnik 2013; Smith 2011), the relationship between the teacher educators' characteristics and the effectiveness of teacher education has not been investigated enough in the Arab world literature. Although there are a few research studies on English teacher education in Turkey not much has been researched about the evaluation of such programs.

A study by Ogeyik's (2009) in Turkish universities found that although the teacher education program implemented was sufficient and was consistent with the students' expectations in terms of the outline of the goals of the teaching profession, the social objectives، and benefits obtained from the program, there was one lack in the program relating to culture- specific courses.

Another study by Erozan (2005) evaluated the language improvement courses in the English teacher education program in a Turkish university revealed that the courses were generally effective but it recommended more practice in the courses, a wider variety of authentic materials, various methods and activities، and coherence between or among the courses needed. The study urged for more micro-teaching and practice teaching activities in the program.

Considering the importance of investigating the practical component of the English teacher education program. A study by Seferoglu (2006) conducted to assess the teachers' opinions about the methodology and practice component of the program found that most of the student teachers indicated the need for more micro-teaching activities and skills and more observations of teachers in the school experience courses. As stated by Luthans (1993) that a professional attitude is of a great value in many ways, and knowing about these attitudes can also be of a very great usefulness.

Prospective teachers 's attitudes towards their teacher profession have a strong impact on their performance. These people' perspectives are also valid for the teaching profession (Sparks, 1979).

In a nutshell, it can be said that the teacher education programs offered in some universities in Libya employ different courses, which claim to provide teacher candidates with the repertoires needed to be expert language teachers. However, the effectiveness of such teacher education programs has not been explored. Therefore, this study aims to examine the effectiveness of teacher education programs and the commitment to which teacher educators adhere to their main responsibilities in preparing future teacher programs. However, it has been recently brought to the researcher's attention that teacher candidates have complained about the teacher education program offered to them at the faculty of education in terms of the ineffectiveness of the course, lack of a good education, and lack of readiness for the teaching profession. As a result, the researcher decided to examine the effectiveness of the teacher education course and the commitment of teacher educators toward their responsibilities in the teacher education program offered at the Faculty of Education of Tripoli University.

3. Methodology

This study aimed to evaluate the attitudes of candidate teachers towards the effectiveness of the teacher education program before commencing their future teaching profession. Accordingly, the study is a general quantitative type research, which is the most popular research design in the social sciences found appropriate for this research study. This is because it is a more reliable and objectively accurate way for the analysis of data and is flexible in that a large number of variables can be studied (Muijs, 2004).

3.1. Participants

This study involved 40 students majoring in English language at the faculty of education of Tripoli university. The participants were aged between 20 and 22 years and had been studying English as a foreign language for at least 4 years.

3.2. Data collection procedures

To collect detailed information about how EFL teachers' candidates actually perceive the effectiveness of the teacher education programs, the two questionnaires were administered among the teacher candidates at the end of their teacher education course

program. As suggested by Ustuner (2006), investigating the individuals' attitudes within an organization can used as a guide for determining strategies and points of focus during pre-teacher education & training. The first questionnaire aimed to evaluate the teacher education course program was adopted from Peacock's (2009) study. The questionnaire contained 22 closed-ended statements. Respondents were asked to indicate their level of agreement or disagreement on a 5-point Likert scale ranged from 'strongly disagree' to 'strongly agree'.

The second type of the questionnaire used in this study was about evaluating the teacher educators' main responsibilities in preparing prospective teachers. The data was obtained via prospective teachers' views about the teacher educators' teaching main responsibilities. The questionnaire consisted of 27 items assessing teacher educators' commitment towards their main responsibilities based on five criteria. These are, namely, curriculum and instruction standards, assessment and evaluation system standards, assessment and monitoring of prospective teachers, teaching practice and internship standards and classroom management standards. Selective question items were administered among the prospective teachers. Some questions were excluded in order to reduce redundancy since they have already been asked in the first quantitative questionnaire. The focus of this study was kept to examine the prospective teachers' perceptions regarding the course they had attended and to assess their teacher educators' commitment towards their main responsibilities in preparing future teachers.

3.3. Data Analysis

Before administering the questionnaire, a consultation was conducted with an expert to check the suitability of the questionnaire in the Libyan evaluation context to achieve construct validity. The feedback suggested no modification. Data collected through the questionnaire were subject to Excel analysis that yielded descriptive data. A five-point scale ranges from "strongly disagree" to "strongly agree" was used to examine participants' responses to the questionnaire statements. Calculations of means, standard deviations, ranks and levels of effect were obtained to determine the respondents' perceptions according to each item on the questionnaire. Therefore, the results of the descriptive analysis of the study will be presented as in the following table (1). In other words, if the computational average mean falls between (1 – 1.79) then it is considered to be within the low level of effect. If the

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average mean ranges between (4.20-5) then it is considered to be at a very high level of effect and so on and so forth.

Table (1): shows the weighted averages of means, standard deviations, ranks and levels according to the five-point Likert scale

Level of approval	Strongly disagree	disagree	Neutral	agree	Strongly agree
Points	1	2	3	4	5
Weighted average of the five points Likert scale	1 – 1.79	1.80-2.59	2.60-3.39	3.40-4.19	4.20-5
Level of effect	Very low	Low	Medium	High	Very high

Table (2): The teacher education program

The teacher education program:	Mean	S.D	Level	Rank
1. The teacher education program has good linkage between different courses.	**3.315**	1.288	Neutral	**1**
2. The teacher education program avoids overlapping information between different courses.	**3.175**	1.430	Neutral	**2**
3. The teacher education program gave me adequate training in English.	**2.721**	1.400	Neutral	**14**
4. The teacher education program gave me adequate training in teaching skills	**2.633**	1.338	Neutral	**17**
5. The teacher education program gave me adequate training for the needs of the local context (teaching in Libyan schools)	**2.800**	1.400	Neutral	**8**
6. The teacher education program is up-to-date.	**2.300**	1.229	disagree	**22**
7. The teacher education program encouraged me to reflect on my past experiences as a language learner.	**2.550**	1.303	disagree	**19**

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8. The teacher education program encouraged me to be a reflective teacher (when I start teaching).	**2.729**	1.378	Neutral	**12**
9. The teacher education program promotes flexibility in using different teaching practices for different situations.	**2.875**	1.382	Neutral	**4**
10. The teacher education program balances teacher-centered and student-centered learning on its courses.	**2.950**	1.377	Neutral	**3**
11. The teacher education program taught me how to teach English.	**2.750**	1.392	Neutral	**10**
12. The teacher education program taught me how to evaluate myself as a teacher.	**2.500**	1.360	disagree	**20**
13. The teacher education program taught me classroom management skills.	**2.775**	1.332	Neutral	**9**
14. The teacher education program taught me how to use foreign language teaching materials.	**2.875**	1.435	Neutral	**4**
15. The teacher education program taught me how to use and to adapt foreign language teaching materials.	**2.600**	1.375	Neutral	**18**
16 The teacher education program promoted my power of self-evaluation.	**2.725**	1.341	Neutral	**13**
17. The teacher education program taught me foreign language testing and evaluation skills.	**2.850**	1.333	Neutral	**6**
18. The teacher education program is relevant to my needs.	**2.750**	1.337	Neutral	**10**

19. The teacher education program has a good balance between the teaching of English, teaching skills, and classroom management skills	**2.825**	1.340	Neutral	**7**
20. The teacher education program prepared me to teach English in the classroom.	**2.710**	1.345	Neutral	**15**
21. The teacher education program met my needs.	**2.375**	1.259	disagree	**21**
22. By the end of the teacher education program, I'll be ready to teach English.	**2.700**	1.308	Neutral	**16**
Total	**2.749**	**1.349**	**Neutral**	**-**

4. Results and Discussion

❖ **Prospective teachers' perceptions about the effectiveness of the teacher education program**

To answer the first research question about the extent to which prospective teachers perceive the effectiveness of the teacher education programs, it is, therefore, important to clarify that only the highest and lowest means and standard deviations representing students' responses would be considered to represent the levels of agreement about the effectiveness of the teacher education program. The questionnaire was administered to 40 students who were asked to rate, on a 1-to-5-point Likert type scale, their perceptions about 22 statements regarding the effectiveness of the teacher education program. The results listed in table 2 above are ranked to reflect the highest level of effectiveness of the teacher education program according to the prospective teachers' perceptions.

It is clear from (table 2) that the perceptions of the prospective teachers about effectiveness of the teacher education program were within the neutral level of approval. The overall mean of the participants' responses was (2.749) and a standard deviation of (1.349), which was ranked at the medium level of effectiveness of the teacher education program. It is obvious from (table 2) that the average sample responses of the students towards the effectiveness of the teacher education program varied conspicuously among students since the highest mean was (3.315) and a standard deviation of (1.288) which ranked the statement number one "The teacher education program has good linkage between different courses. " as

the highest level of effectiveness of the teacher education program within the medium level of effectiveness. Then came statement number two " The teacher education program avoids overlapping information between different courses." in the second place with an average mean of (3.175) and a standard deviation of (1.430) as the second highest level of effectiveness of the teacher education program within the medium level of effect. However, the data obtained from the questionnaire also revealed prospective teachers' disagreement about the effectiveness of the teacher education course. For instance, the results demonstrated that statement number six " The teacher education program is up-to-date." which obtained an average mean of (2.300) and a standard deviation of (1.229) indicating prospective teachers' disagreement with this statement at a low level of effectiveness**.** The rest of the questionnaire statements (7, 12, and 21) also indicated prospective teachers' disagreement with the effectiveness of the teacher education course program as they all fall within the low level of effectiveness. Overall, it can be concluded that the teacher education program offered by the faculty of education was not up to date, nor did it meet their needs. The data also indicated that the program did not encourage prospective teachers to reflect on their past experiences as language learners, nor did it teach them how to evaluate themselves as teachers, since none of the questionnaire items was at the agree or strongly agree level. Surprisingly, the findings of this study are similar to Agudo (2017) study which, showed that more than half of the participants indicated that there was a good linkage between different courses in the teacher education program and they found no overlapping between the different courses.

Table (3): The teacher educators' main responsibilities

The teacher educators' main responsibilities:			mean	S.D	level	Rank Rank
Curriculum and Instruction standards	1	Teacher educators have clear program objectives	**3.075**	1.421	Neutral	**6**
	2	Teacher educators follow the program outline schedule	**3.175**	1.321	Neutral	**3**
	3	Teacher educators have a comprehensive curriculum content	**2.500**	1.225	disagree	**20**

	4	Teacher educators have a well-organized course program	**2.450**	1.224	disagree	**22**
	5	Teacher educators have appropriate and relevant curriculum content	**2.500**	1.245	disagree	**20**
	6	Teacher educators provide variety of teaching methods & learning experiences	**3.150**	1.256	Neutral	**4**
Assessment &Evaluation System standards	7	Teacher educators use assessment system according to the program objectives	**2.725**	1.304	Neutral	**15**
	8	Teacher educators provide timely feedback	**2.575**	1.282	disagree	**18**
	9	Teacher educators provide feedback & correction during internship	**2.571**	1.340	disagree	**19**
	10	Teacher educators maintain an assessment record	**3.425**	1.282	agree	**2**
	11	Teacher educators use information technology in assessment	**1.950**	0.865	disagree	**27**
assessment and monitoring	12	Teacher educators provide performance assessment throughout the program length	**3.050**	1.396	Neutral	**7**
	13	Teacher educators circulate assessment to stakeholders	**2.300**	1.229	disagree	**26**
	14	Teacher educators help using reference books and other materials in library	**2.325**	1.233	disagree	**24**
	15	Teacher educators provide valid and	**3.025**	1.332	Neutral	**8**

		reliable assessment tools				
	16	Teacher educators use assessment data for improvement	**2.975**	1.387	Neutral	**10**
Teaching practice & Internship standards	17	Teachers educators provide information about the internship process	**2.825**	1.358	Neutral	**12**
	18	Teachers educators have teaching practice manuals for guidance	**2.750**	1.337	Neutral	**14**
	19	Teacher educators provide technical support	**2.326**	1.191	disagree	**23**
Class Room Management standards	20	Teacher educators provide update attendance record	**3.000**	1.360	Neutral	**9**
	21	Teacher educators Interact with prospective teachers during teaching learning process	**3.500**	1.304	agree	**1**
	22	Teacher educators maintain clear attention to classroom activities	**3.100**	1.319	Neutral	**5**
	23	Teacher educators use appropriate teaching methods and techniques	**2.625**	1.391	Neutral	**16**
	24	Teacher educators provide flexible learning environment in the classroom	**2.975**	1.405	Neutral	**10**
	25	Teacher educators appreciate critical thinking skills	**2.620**	1.278	Neutral	**17**
	26	Teacher educators follow the planned instructional procedures	**2.825**	1.321	Neutral	**12**
	27	Teacher educators promote analytical	**2.325**	1.010	disagree	**24**

		problem solving skills			
Total			**2.765**	**1.282**	**Neutral**	**-**

❖ **Prospective teachers' perceptions about teacher educators' commitment towards their main responsibilities**

To answer the second research question, which is, to what extent are teacher educators committed to their responsibilities of the teaching practices? It is, therefore, important to clarify that only the highest and lowest average means and standard deviations representing students' responses would be considered to represent the levels of agreement about the teacher educators' main responsibilities.

The questionnaire was administered to 40 students who were asked to rate, on a 1-to-5-point Likert-type scale, their perceptions about 27 statements regarding the teacher educators' commitment towards their main responsibilities.

The results listed in Table 3 above are ranked to reflect the highest level of teacher educators' commitment to their main responsibilities according to the prospective teachers' perceptions. Table 3 shows the responses of prospective teachers' perceptions about their teacher educators under five criteria related to the commitment of teacher educators in preparing prospective teachers for their teacher profession. These are, namely, curriculum and instruction standards, assessment and evaluation system standards, assessment and monitoring of prospective teachers, teaching practice and internship standards and class room management standards.

It is clear from (table 3) that the overall mean of the participants' responses regarding teacher educators' commitment towards their main responsibilities was (2.765) and a standard deviation of (1.282) indicating a neutral level of approval, which was ranked at the medium level of commitment.

It is also obvious from (table 3) that the average sample responses of the participants varied conspicuously since the highest mean was (3.500) with a standard deviation of (1.304) which ranked the statement number twenty-one " Teacher educators interact with prospective teachers during teaching learning. " As the highest level of commitment of the teacher educators towards their main responsibilities within a high level of commitment. Then came statement number ten, which states that " Teacher educators

maintain an assessment record " in the second place with an average mean of (3.425) and a standard deviation of (1.282) as the second highest level of commitment of the teacher educators towards their main responsibilities with a high level of commitment falling within the agree level of approval. However, the data obtained from the questionnaire also indicated prospective teachers' level of disagreement about the commitment of the teacher educators towards their main responsibilities. For instance, the results revealed that statement number three, which states that " Teacher educators have comprehensive curriculum content." with an average mean of (2.500) and a standard deviation of (1.225) indicating a low level of commitment regarding this statement**.** The rest of the questionnaire statements (4,5, 8, 9, 13, 14, 19 and 27) also indicated prospective teachers' disagreement with the commitment of the teacher educators towards their main responsibilities as they all fall within the low level of effectiveness.

Overall, based on these findings, it can be concluded that the teacher educator's commitment towards their main responsibilities in preparing prospective teachers for their future profession at the faculty of education was not satisfactory according to the prospective teachers 'perceptions since only two of the questionnaire items, (10 and 21) were at the agree level of approval. Therefore, the findings of this study are in consistent with the findings of Khan et al (2014) which found that the majority of the responses expressed their favor of the teacher educators' use of attendance record and that almost 77 percent of the students indicated that their teachers interacted with students during their teaching process.

5. Limitations of the study

This research study has a number of limitations that could lead to more future research opportunities for academics and researchers alike in the area of teacher education. One of the main limitations is the small-scale research. Secondly, this study was quantitative in nature and there was no interview nor group discussions of students and it did not include academic teacher educators' perceptions in this study, which could have supported the findings of this study. Thirdly, although the findings of this study were generally found to be in line with other previous studies, therefore, the results of this study cannot be generalized. These limitations should be taken into consideration when carrying out future research studies in the area of teacher education.

6. Conclusion

This study intended to evaluate the effectiveness of the teacher education program offered by the faculty of education of Tripoli university. The study also aimed to examine teacher educator's' commitment towards their main responsibilities with the duties assigned to them when preparing prospective teachers for their future profession.

The study employed data collection tools by means of two types of evaluation questionnaires. The results revealed that prospective teachers had different views about the teacher education program components. The findings also found that prospective teachers indicated their dissatisfaction about the teacher educators' commitment .While prospective teachers believe that the program was not sufficient to improve their linguistic competence, prospective teachers believe that the pedagogic side of the program needed more improvement. This study found that there were lacks of proper education and training of teacher educators towards their profession to use information technology in assessment nor they had a comprehensive curriculum content and their performance was not satisfactory to achieve and maintain the quality of teacher educators. The study found that there was a reasonable realization among teacher candidates about the responsibilities of teacher educators who were not committed to their teaching roles as they were supposed to be to enable teacher candidates for their future profession.

Overall, the majority of prospective teachers believe that teacher education program and teacher educators they had were not as committed and effective as they were supposed to be. Overall, prospective teachers were unhappy with their teacher educational programs and critical of the effectiveness and the quality of their academic educators.

Therefore, it can be suggested that university academic teacher educators and university administrators should work together to improve the quality of their teacher education program at their faculty departments. Also, prospective teachers need much more balance between practice and theoretical knowledge which has been the case throughout the history of teacher education in Libya.

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