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- Providing books, the training manual and the steps followed by the trainee within the training program in the form of agreed steps between the academic supervisor and students.
- Increasing the efficiency of school and educational administration and applying the appropriate and best practices by providing the requirements of quality management systems for the educational institutions by introducing the culture of performance and excellence, monitoring the quality of education and achieving decentralization to increase the effectiveness of school administrations.

### **Suggested solutions to address the problems related to students with special needs**

- Training the students to be able to respond to the educational needs of their students, especially students of autism because of difficulties in communicating with their students and their educational needs.
- Developing the methods of teaching and working on activating micro-teaching programs to develop the skills of the student when going down to field training.
- Communicating with the educational administration to open programs for autism to increase training programs for students or cooperation between the university and autism programs in Riyadh.
- Facilitating the communication with parents through periodic meetings with trainees to solve quickly the problems related to the children with special needs.

### **Suggested solutions to address problems related to trainees students from their point of view**

- Although the results of the study found that the problems related to the trainees students came in the last order, but through communication with the students, they confirmed the existence of problems related to the lack of number of programs and schools in which the field application occur, especially the path of autism. Therefore, the students suggested an expanding in the opening of programs to accommodate students trainees or allow The students to train in some cities where they live and have programs such as Riyadh, Qassim, Hafr Al-Batin and other cities.
- During the search for solutions to the problem with the students, they suggest updating the manual of field training in the Department of Special Education and adding new topics such as methods of students assessment, methods of follow-up, methods of assessment of students with special needs and the ways of effective communication with students and teaching methods, especially with students of autism, Because the student teacher has a difficulty in interacting with autistic students.
- Some students suggested increasing meetings between the academic supervisor and the trainees.
- Students proposed to develop a clear system of assessment, the trainee student should be aware of it since the beginning of the training.
- They suggested that there should be no study hours during the field training period to get the utmost benefit.
- They proposed not to register courses inconsistent with the time of field training.
- They suggested that the number of students trainees in each school should not exceed one group to get the utmost benefit from the training.
- Activating of distance training programs.
- Increasing of field training hours.
- Work on the treatment of frustration that affects students during the training period because of the problems they face.
- Work on adapting students with the school administration and colleagues through guidance and direction of the academic advisor

### **Recommendations**

- Conducting studies on the commitment of school principals and educational supervisors to exercise their roles in field training.
- Conducting comparative studies on the programs of training and rehabilitation the teachers and educational supervisors for developing the programs of field training.
- Doing evaluation studies for field training programs for special education departments and courses.

some solutions to address each one of the study problems through current search results, and educational literature and experience of researcher in the field work.

Table (9). shows the significant differences according to the accumulative rate variable.

Aspects	Cumulative Mean	Number	Mean	Standard division	(F) value	Indication level
1 <sup>st</sup> dimension school equipment, Management problems	excellent	27	49.9	8.567	467	.499
	v.good	34	42	8.8163		
	good	4	44			
	acceptable	1	37.48			
2 <sup>nd</sup> dimension the supervisor, teacher, university problems	Excellent	27	49	11.75	.001	.972
	v.good	34	34			
	good	4	4			
	acceptable	1	42.59			
3 <sup>rd</sup> dimension trainee psychological, Personal problems	Excellent	24	25.29	6.7300	.432	515
	v.good	34	34			
	good	4	4	6.853		
	acceptable	1				
4 <sup>th</sup> dimension the dealing with Special needs Students problem	Excellent	27	48	9.0852	.288	.595
	v. good	37	34			
	good	4	4	9.251		
	acceptable	1	38			
Total		66		27.580	215	.609

**Suggested solutions to address the problems related to the educational supervisor and university supervisor.**

- Training programs and courses related to training should be standardized, where there is a difference between the theoretical aspect and what is required in field training.
- The educational Supervisors and academics who are specialists and experienced in the field work should be selected and preliminary meetings for students to clarify the field training plan.
- The field training of special education at the University of Majmaah should be evaluated according to of evaluation recommended for application. The evaluation of training aims at measuring the effectiveness of the training plan, what has been achieved and the most important strengths and weaknesses in it to benefit from developing the training work and measuring the efficiency of the trainees. Evaluation is carried out for developing the programs of field training and other pre-service, during- service and post-service training programs.
- Developing plans and to follow up the training student via designing a follow-up form and asking to fill in this form and give it to the training committee to know their opinion on the training program and identify the obstacles to address them quickly to reduce the aggravation of problems.
- Holding activating training courses for trainee male/ female students to train on the latest training programs.
- Review recent studies and research on the training programs of special education teachers in the international universities and benefit from this development in developing the training programs at the University of Majmaah.
- Taking advantage of brainstorming sessions for male/female students before, during and after field training to face the obstacles and develop training programs.
- Through the results of the study found that the biggest problems facing field training students are related to the educational supervisor and therefore the study benefits from the study of (Al-Babtain, 1429, p. 19).
- Increasing the financial support from the faculty for school supervisors Mo (Radwan &Abdel-Samed, 2012.p38)

**Suggested solutions to problems related to the school environment**

- Facing the obstacles of the school environment by establishing rooms for trainees and providing their needs.
- Increasing the number of schools with training programs to eliminate the problem of autism students who crowded into one school.

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The study showed no statistically significant differences among the problems facing the student due to sex (males and females). It agrees with Nazir al-Sihan (2011), Awawadah, 2010, and Abd-Aljabbar (2003), which state: there are no statistically significant differences in the obstacles facing the students in the field training due to sex.

The study differs with Halalat, (2015) which concludes that there are statistical significance differences attributed to the sex variable. The study explains the absence of statistically significant differences related to sex variable for the great similarity between the male /female students in terms of the study in the same department, the participation of some faculty members in teaching for male/female students. Besides, the similarity of the school environment for the schools for boys and girls, where all schools are located in one governorate and Some of the university's cities.

**To test the validity of the third hypothesis** of the study, which states that there are no significant differences among the problems facing the male/female according to the specialization, the test was statistically validated and t test was made to indicate the difference between the two samples to verify the differences among the student teachers. The results of the study were not consistent with the hypothesis of the study since there is a statistical significance according to the type of specialization

The interpretation of this result, despite there are many problems facing Autism student more than mental disability students Although training in the same school. There is a program for the autism students with the disability program in the same school, the same administration and the school environment and the only difference is the class teacher and the academic supervisor.

**Table (8).** shows the differences according to the Specialization.

Aspects	Specialization	Number	Mean	Standard division	(F) value	Indication level
1st dimension school equipment, Management problems	Mental	18	43.98	7.456	1.663	.202
	Autism	48	39.25	9.152		
2nd dimension the supervisor, teacher, university problems	Mental	18	49.98	9.682	1.079	.303
	Autism	48	44.79	11.785		
3rd dimension trainee psychological, Personal problems	Mental	18	30.28	5.603	.732	.396
	Autism	18	26.54	6.55		
4th dimension the dealing with Special needs Students problem	Mental	18	39.78	8.620	.126	.726
	Autism	48	37.08	7.795		
Total		66		28.588	.215	.1567

To test the Validity of the fourth hypothesis of the study, which provides that there are no differences of statistical significance among the problems facing the male/female students according to the difference in the accumulative rate, the validity of this hypothesis was statistically tested by applying a single-variance analysis test to the significance of differences among groups (A nova test). The result of the study was consistent with the hypothesis that there is no statistical significance according to the variable of accumulative rate. The interpretation of this result is that the accumulative rate plays a clear role in the tests and in academic excellence rather than the obstacles facing the trainee during the training period in addition to the similarity of other variables such as school, supervisor and the students with special needs.

As for the tool as a whole, the differences among means were not statistically significant at the level of  $\alpha = 0.05$ . This may be due to the fact that both sexes are subject to the same experiences, whether theoretical as a common courses taught in the faculty or as a practical application to be taken through the two training courses.

To answer the fifth question, which deals with the most important solutions to address the problems of field training for male/female students of the Department of Special Education at the University of Majmaah, a review of the results of the study found that the most important obstacles facing the students of special education are the problems of the educational and academic supervisors, the problems related to the special environment of the school and then the problems of students with special needs and finally the problems of the trainee. Accordingly the study has developed

It was noted that the most problems from students are the problems of the supervisor teacher and university supervisor .The mean of this dimension was (47.1) which is a reliable mean and there was an agreement from students to consider that the problems of the supervisor teacher in schools and university supervisor are the most problems, The mean of the problems from the male students' point of view was (49.2) and from the point of view of the feale students was (45.20) They were reliable ratios. The problems of the school in terms of equipment and school administration were with an mean of (40.53) They were in the second ranking with regard to the most problems facing the male/ female students. It was a high, reliable mean indicates the existence of problems strongly. The male students' opinion regarding the existence of problems was (41.19) and the opinion of the female students concerning the existence of problems was 39.94. This indicates the feeling of the study sample of the existence of problems. The problems related to dealing with the students with special needs were with an mean (37.82) It was a high reliable mean. The female students' feeling of these problems was more than the male students, where the mean opinion of the sample of female students obtained was (39.69) while the sample of male students was (35, 71) . The late problems in the ranking were the problems of the trainee with an mean of 27.56, which was a weak arithmetic mean. The male students' feeling was similar to the female students' feeling of existing problems related to the trainee where the male students feeling was with an mean of (25,55) and the female students' feeling was with an mean of (27.57)

The present study agrees with the study of Al -Huimel and Alsaoub (2012), that school administration is the most important problem of students in field training. The study agrees with the study of Ebru Melek (2016) which emphasizes that in-service training does not meet the needs of students. The study differs with the study of Raed Fakhro (2009) where the problems of the school facilities and equipment were the last problems facing the students in field training. The study also differs with the study of Nashwan (2009) where the problems of school administration occupied the third rank. Also, the study results differ with Nazir Sehan et al. (2011) in terms of ranking the axes of study. The field of academic supervisor and practical supervisor was in the second rank with mean of (2.40). The area of field training center or school occupied the last rank with mean of 1.96. . In this study, the problems related to the school and university supervisors occupy the first rank. The study agrees with the study of Al-Suwaidi (1992), Al-Qahtani (1994), Al-Bakri et al. (2001), Al-Maliki (2001), Al-Maqdadi (2003), Hindi (2006), Abdulla (2012), Abdul Qader (2012) and Sally Hassan (2016) in terms of the most important obstacles facing the students of field training are due to the educational supervision because he is responsible for raising professional competence and non- coordination in general with the educational supervisor and not to maintain the dates of visits. The study agrees with the study of Khalil Ibrahim (2014) in terms of the most obstacles facing the students in field training is the supervisor. The study explains this result via the clear impact of the large school environment in the field training. When the student notes the existence of shortcomings such as the absence of a place dedicated to trainee students or non-cooperation of the school administration with students or increase reserve periods or ask students to make some educational means on their personal expenses. All these factors in addition to the negative impact of the class teacher and the educational supervisor and the failure of the academic supervisor to do his role completely from the point of view of male/female students as well as the existence of a discrepancy between what the student studies theoretically and what is asked to do practically. Besides, the problems of students with special needs such as the difficulty of modifying the behavior and the difficulty of communication with some categories and frequent absence. . etc. These combined factors give a natural arrangement of these problems from the perspective of trainee male/female student.

The second hypothesis: There are no statistically significant differences in the problems facing the male/female students in field training according to the sex variable. T-test was used to indicate differences between the two samples to verify the differences between teachers.

Table (7). shows the differences in the according to sex variable.

Aspects	gender	number	Mean	Standard deviation	T. value	Function Level
1-st Factor (school Equipment, Management Problems)	Male	31	41.19	9.918	1.781	.574
	female	35	39.94	8.033	1.357	
2nd Factor supervisor teacher, university	Male	31	49.2	11.978	2.151	165
	Female	35	45.20	11.491	1.942	
3rd factor the trainee psychology, personality Problems	Male	31	27.55	7.518	1.350	.989
	Female	35	27.57	5.532	.935	
4th factor dealing with special needs student's problems	Male	35	35.71	8.275	1.486	.044
	Female	31	39.69	7.475	1.263	



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Table (4) shows that the phrase "There are a large number of courses during the training period causes conflicts and problems for the trainee student with an mean of 3.89 which is a high one. The researcher believes that the training system in the special education department which allows the student trainee to record academic hours more than 12 hours in addition to some courses at the same time of the field training are one of the biggest problems affecting the quality and quantity of training. The last phrase in this dimension (I suffer from the problem of preparing plans and lessons for students) came with an mean of 2.6, which is a non-high arithmetic mean. Through the review of problems, we note that the trainee student does not consider the problem of preparing the individual plans of the student and the lessons as one such as other problems affecting the training program.

**Table (5). shows the mean and the standard deviation of the fourth dimension phrases concerning the problems of dealing with the students with special needs.**

Serial No	phrases	Mean	Standard deviation	Arrangement	Level
1	Lack of concentration of students with special needs due to frequent change of trainees	3.5606	1.12494	3	high
2	Frequent absence of students with special needs hinders the work of the trainee student	3.8788	1.19634	1	high
3	I feel weak follow-up from the family to their children which affects the modification of the son's behavior	3.32	1.372	8	high
4	There is a marked delay for students with special needs when attending and leaving the school	3.41	1.381	6	high
5	There are problems with student transfer	3.12	1.271	11	high
6	Increasing the number of students per class	3.45	1.427	4	high
7	I feel behavioral problems among students with special needs	3.68	1.069	2	high
8	I find it is difficult to adjust the class in some disabilities	3.23	1.107	10	high
9	There is a lack of interest from students with special needs toward study and education	3.30	1.067	9	high
10	I note the low level of students with special needs in many aspects of knowledge and skill	3.41	1.037	7	high
11	Lack of awareness of the parents of students with special needs about the problems of their children	3.45	1.112	5	high
The general mean of the fourth dimension		37.8182	2496.00		high

Table (5) shows that the phrase "Frequent absence of students with special needs hinders the work of the trainee student" got the highest mean among the means of the special dimension with an mean of 3.87, which is a high mean. According to the trainee students' point of view it represents a problem. The frequent absence of students with special needs can be attributed to the weakness of the immune system and the many diseases which face him, especially in the winter, and the fear of the family over the son and the absence of the companion to accompany him when going to school and going back. There are other problems that lead to the absence of students with special needs, which affects the perspective of trainees to complete the training program well, The last phrase in this dimension " there is a problem in the transfer of students) came with an mean of 3.12. According to the student's trainees' point of view, this problem is the least problems affecting the training.

**Table (6). shows the means and standard deviation.**

Aspects	Study sample	Mean	Standard deviation
The 1 <sup>st</sup> dimension is the problems of school equipment	66	41.19	9.918
		39.94	8.033
2 <sup>nd</sup> dimension the supervisor teacher, university supervisor	66	45.30	11.491
3 <sup>rd</sup> dimension personal ,psychological	66	27.55	7.018
		27.57	5.532
4 <sup>th</sup> dimension dealing with special needs students	66	35.71	8.275
		39.69	7.175
Total	66	153.02	28.588

**Table (3).** shows the mean and the standard deviation of the second dimension phrases of the teacher supervisor and the academic supervisor problems.

Serial No	phrases	Mean	Standard deviation	Arrangement	Level
1	I feel a lack of cooperation between the teacher supervisor and the academic supervisor	2.7727	1.39002	9	weak
2	Contradiction in directions between the teacher supervisor and the academic supervisor	3.5455	1.36079	3	high
3	Lack of clear plans for field training	3.5455	1.25492	2	high
4	I see that the current assessment methods are unclear and insufficient	3.6818	1.16565	1	high
5	I see the emphasis on academic aspects only	3.2576	1.24419	10	medium
6	I feel weak supervision and follow-up by the school administration	2.9091	1.33275	7	weak
7	I note the poor communication between the teacher supervisor and the academic supervisor	2.7273	1.37612	10	weak
8	I observe the exhaustion of the trainees with the frequent reports and demands of the academic supervisor	2.8030	1.43816	8	weak
9	Conflicts between university plans in training and school plans	3.4545	1.34944	4	medium
10	Lack of visits of the academic supervisor to the school	3.0152	1.47275	6	medium
11	I feel the teacher's lack of interest in the trainees	2.3182	1.33773	16	weak
12	Frequent teacher absence	2.4242	1.39296	14	high
13	Lack of guidance from the teacher supervisor	2.3182	1.29090	15	weak
14	I see that the teacher supervisor not aware of the problems of trainees students	2.4697	1.38364	13	weak
15	Lack of teacher supervisor meetings with trainees	2.6667	1.41784	11	weak
16	I note that there is no manual for field training	3.1970	1.34987	6	medium
The general mean of the second dimension		47.1061	11.80890		

The table ( 3) shows that the phrase (I see the current assessment methods are unclear and insufficient) with mean of 3.6, which is a high mean. The researcher believes that despite the establishment of an integrated system for assessing the students by the academic supervisor, the teacher supervisor and the principal of the school, the students consider that the current assessment method is unclear and insufficient. The phrase "" the teacher's lack of interest in the trainee student" came in the last ranking with an mean of 2.3, which is a weak mathematical mean. This proves that it is not an effective problem on the training program from the students' point of view.

**Table (4).** shows the mean and the standard deviation of the third dimension phrases of the trainee's (personal and psychological) problems.

Serial No	phrases	Mean	Standard deviation	Arrangement	Level
1	I face a difficulty in confronting the students with special needs and communicating with them for the first time	2.8939	1.36019	6	high
2	I find a difficulty in directing and modifying the behavior of students with special needs during training	3.0606	1.10772	4	high
3	I suffer from the trouble of preparing the plans and lessons for students	2.667	1.1679	9	high
4	Lack of hours of field training	3.4242	1.40396	2	high
5	There are a large number of courses during the training period causes conflicts and problems for the trainee	3.8939	1.22949	1	high
6	I feel that the student is not adapting to work during the training period	2.9091	1.21183	5	high
7	I observe that some trainee students are frustrated	3.0758	1.21921	3	high
8	I do not feel the acceptance of students with special needs	2.7576	1.16435	8	high
9	I observe the fear of students with special needs from the trainees	2.8788	1.25900	7	high
The general mean of the third dimension		27.5606	1819.00		medium

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The third dimension: the problems of the trainee (personal and psychological) and the number of phrases (9).

The fourth dimension: the problems dealing with the students with special needs and the number of phrases (11).

### Validity of the tool

The validity of the tool was verified by presenting it to a committee of members of faculty and specialists from special education teachers, education, curricula and methods of teaching to benefit from their opinion on the degree of affiliation of the paragraphs and their suitability to the areas identified, adding, deleting and modifying what they believe appropriate for the final output of the tool. This has resulted in some observations that have been taken to increase the accuracy of the questionnaire in measuring the variables of research.

### Reliability of the tool

To verify the stability of the tool, the stability coefficient was calculated by the method of the internal consistency through the Alpha- Crapach equation. The reliability y coefficient of the instrument as a whole is (0.89). It is a reliable high coefficient.

### Results and discussion of the study:

To answer the questions of the study and test the statistical analysis was carried out and the results were as follows: Department of Special Education, University of Majmaah have faced many problems during field training, and the problems were sorted according to the mean. of the sample opinion in the problems was 38.3, which is a high mean indicating that the respondents felt that there were problems facing them in the period of field training.

Table (2). shows the mean and the standard deviation for the first dimension phrases of the school problems (school equipment and administration).

Serial No	phrases	Mean	Standard deviation	Arrangement	Level
1	There is no room reserved for the trainee student in the school	3.39	1.548	7	high
2	Increase the waiting periods assigned to the trainee student	3.29	1.147	9	high
3	increasing the burden on the trainee student by preparing teaching aids (promotion plates, brochures and activities)	3.58	1.253	4	high
4	Lack of basic and assistant equipment in the school environment	3.62	1.160	3	high
5	The small size of the classrooms and not properly established	3.41	1.403	6	medium
6	Increase the number of trainees per school	3.71	1.286	1	high
7	Lack of educational aids and tools for the classroom	3.64	1.118	2	high
8	The trainee is asked to do works unrelated to field training	2.88	1.441	12	weak
9	There are no clear individual plans for trainees students	3.30	1.358	8	medium
10	Randomization in implementing the educational and individual plans if any	3.24	1.216	10	medium
11	Lack of equipped and dedicated places for activities for students with special needs	3.53	1.231	5	high
12	Lack of school administration's knowledge with the objectives and tasks of field training in the special education	2.94	1.334	11	weak
The general mean of the first dimension		40.5303	8.91881		high

Table (2) shows the phrase (increasing the number of trainees per school) got an mean of 3.71, which is a high one. The researcher finds that the most problems from the point of view of students are the increase in the number of trainees in one school, where there is more than one program for students with disabilities in each school. In each program there are more than a group of student's trainees, which reduces the opportunity of the student trainee to communicate with the school teacher (the supervisor) and reduces the training periods and the good benefit of the training program and the lack of teaching aids.

The phrase " The "trainee is asked to do works unrelated to field training came in the last order, with an mean of 2.88, a weak arithmetic mean means that the trainees are not asked to do works unrelated to the training from their point of view where the trainee student considers it not to be an effective problem in the training program.

character of the student / teacher, organize and respect the time, and exercise the administrative tasks of the teacher (El, Baqimi (2010, 46). Some such as (Salem & Alhaibibi,1998: 86) classify the objectives of practical education into three basic aspects: cognitive goals, skills goals and emotional goals related to develop the positive attitudes towards teaching profession. The objectives of field training in special education can be summarized as follows:

- 1- Providing the students with the opportunity to acquire and translate knowledge into practical and applied practices and test the theoretical concepts in the light of realistic situations.
- 2- Providing the students with the technical skills of field work.
- 3- Providing the students with the behavioral trends that the specialist must be characterized with to ensure his success in his work.
- 4- Providing the students with vocational work habits that restrict them in their vocational work in the future.
- 5- Providing the students with vocational values and professional ethics through field practice and professional self-development.
- 6- Providing the students with field experiences associated with the professional practice such as study, diagnosis, treatment and evaluation.
- 7- Providing the students with knowledge, experience and skills of team work with their colleagues or other professionals in other professions (Cottonani, 2012).

**Study Procedures and Application:**

- The literature related to the subject of the study has been reviewed.
- The questionnaire was built and presented to the faculty members and the indications of validity and constancy were extracted.
- The questionnaire was distributed to the study sample with an explanation.
- Data were analyzed using SPSS and entered into the computer in preparation for processing using the program spsas for statistical analysis.

**Spatial limits:**

The study was applied to the male/ female students of the Department of Special Education at the University of Majmaah and their number reached 70 students at the eighth level.

**Time limits**

The study was applied in the first term of the academic year 1437-1438 AH 2016-2017 AD.

**The study sample**

The sample of the study was chosen from the students of the Department of Special Education at the eighth level. The total number of male / female students was 70. After the distribution of the questionnaires, the sample reached 66 forms by mean more than 97% of the study members.

**Table (1). Distribution of Study Sample Members according to the Variables of the study.**

Gender	Numbered	Percent	Profession	Numbered	Percent	Mean	Numbered	Percent
Student (M)	31	46.7%	Mental retardation	18	27.3%	Excellent	27	40.3%
						V .good	34	51.5%
Student (F)	35	53.3%	Autism	48	72.7%	Good	4	0.6%
Total	66	100%		66	100%	Acceptable	1	0.15%
						Total	66	100%

Through identifying the previous studies, a questionnaire consist of 48 paragraphs was constructed. It dealt with the problems of the field-training students in the field the Department of Special Education.

Arbitration, deletion and amendment, which did not exceed 10% of the questionnaire. The questionnaire was divided into four axes as follows:

The first dimension: the problems related to the school (equipment and administration) and the number of phrases (12).

The second dimension: the problems of teacher supervisor and university supervisor and the number of phrases (16).

## **The Problems of Field Training Facing the Students of the Special Education Department at Majmaah...**

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The study of Silk (1995) showed that there are psychological pressures on the university supervisors to prevent them from performing their duties to the best in their attempts to achieve compatibility between the needs of the students teachers and cooperating teachers. The study recommended that the universities should support their educational supervisors so that they succeed in their work hand in hand with the cooperating teachers.

The study of Stahler (1996): showed that the teachers who were trained in a special program showed a better ability to perform some of the skills required for education such as the daily planning of education and the preparation of lessons compared to other students teachers who did not enroll in a training program before. Also, the results showed that there are statistically significant differences in the attitudes of teachers toward teaching profession in favor of those who have been trained in a special program of education.

The study of Gurino (2006) concluded that the proposed criteria contributed to determine the track of field training and consequently developing the professional performance of field training students in the direction of professional performance standards.

### **General comment on the previous studies**

Following examining the previous studies related to the subject of the current study, it was shown that the current study is consistent with a number of previous studies in the subject of research in terms of dealing with the problems facing the male/ female students during the field training from the point of view of male and female students, including Al-Babtain (2011) the study of Abul-jabbar (2003) and the study of Nazir Sihan et al. (2011) These studies dealt with the problems of field training for the Department of Special Education. A number of studies dealing with problems from the students' point of view and the current study differs from previous studies in and the sample of the study which includes the students of the Al- Majmaah University

### **The theoretical framework of the study**

#### **The importance of field training**

Before talking about the importance of field training and its role in improving the skills of the teacher It is a good idea to take into consideration some factors that characterize the education in schools such as the size of the classroom, spending on each student do not have a clear impact on the performance of students, the quality of teacher measured by skills, knowledge and qualifications plays a crucial role in the progress of student (Hanushiek 2003 Barber & Mourshed, 2007, varga, 2007) In this sense, emphasis must be placed on improving training for its impact on the level and skills of students with special needs. The standards of living of individuals living within the community can only be raised via providing a quality of education. Good education can be achieved only through the training of teachers with the necessary skills and positive attitudes towards the training provided in the faculties of education and through teachers training (Hasan Aydin & Ozgur, 2016).

The training of students through actual situations to modify the trends and develop the skills of trainee students is achieved only through collaboration between trainee students, school administrators, educational supervisors, academics and parents of students in schools (Martinet, 2001, 193) Training programs help increasing the professional competence of teachers in the field of special education (Al-Zoubi & Sultan, 2011,1021-1030) Most educators in both developed and developing countries agree on the importance of developing special education teacher training systems (Croce, & Venuto 2001).

Marwan (2015) said that the training helps students apply the theoretical knowledge acquired during the study period practically, it helps students identify the nature of the labor market and its needs; practical training is only an introduction to work following the graduation. The training gives an initial impression of the nature of the people who He will deal with after graduating. Those who work in the labor market will be radically and completely different from those who have been dealt with during his studies, which will make him succeed in his future work. (Marwan, 2015)

Training is the basic requirement for the student to graduate from the university through which he has the necessary educational competencies related to the different teaching strategies and assessment strategies, the use of teaching aids in the classroom, the leadership of the classes and their administration, as well as how to deal with students regardless of their educational levels (Al Huwaimel, 2012, 239-266).

#### **Objectives of field training**

The aim of field training is to provide the student teacher with the efficiencies and skills necessary for the roles of the teacher in the profession of teaching and help in building self-confidence, develop the professional and social

### **Limits of the study:**

The study is limited to students of field training in the Department of Special Education, Faculty of Education, Majma'ah University (Governorate of Majma'ah) in the first term of the academic year 1437-1438. A H

### **Terminology of the Study**

#### **Field Training**

It is the applied aspect of the teacher training program which is carried out inside and outside the classroom by the (teacher student) and supervised by the preparation and training committee at the faculty or university and a cooperating male teacher or a host and a cooperating female teacher or hostess, which takes place in a number of stages: school observation, general classroom participation, practice or total application. (Qawasmeh, 2009. 57).

#### **Trainee Student**

He is the student enrolled in the eighth level of the Department of Special Education, who spends a number of training hours in private schools or classes attached to ordinary schools.

#### **Majmaah University**

The establishment of Majmaah Univesrity, which is deemed as a newly established one, came as a result of the decree of the Custodian of the Two Holy Mosques King Abdullah Bin Abdul Aziz Al-Saud and the Prime Minister and Chairman of Higher Education on Ramadan 3rd, 1430 - 24th of August, 2009 to establish Majmaah University along with three other universities in Dammam city, Kharj province and Shaqr'a province. Mjamaah University is established to serve a wide area including Majmmah, Zulfi, Remah, Ghat and Hawtat Sudair. (<https://www.mu.edu.sa/en/about/history>)

#### **Previous studies**

The study of Khalafi (2005): showed that the current system of practical education suffers from poor supervision and following - up from the faculty, the predominance of the theoretical side on the practical aspect in preparing the teacher students.

The study of Atallah, and Neufel (2005) concluded the following results: Two main dimensions of five dimensions were below the level of modernization according to the criterion set by the study: (70%). The two dimensions are the supervision and the collaborator teacher. Also, the other three key dimensions shape major sources of challenge: evaluation in the practical education program, practical education programs, And the school administration of the cooperating school,

The study of Nazir Sehan. (2011): showed that the field of compatibility between the theoretical and practical aspects reached the highest means, with an arithmetic mean of 2.57; the field of the field training center and the school reached the lowest means with mean of 1.96. The results also showed that there were no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the prevalence of different problem areas due to sex variable and the educational level Recommendations were introduced to the officials and supervisors of the field training

The study of Cottonani (2012) showed the students' appreciation highest mean was for the experience of communication with teachers and other specialists at the school or center, and producing and designing the educational aids for students with special needs. This is followed by the ability to implement individual educational plans based on the needs of the student. The ability of the trainee students to develop behavior modification plans was not at the level of their ability to implement them, since they obtained the lowest mean in the appreciation.

With regard to the degree of trainee students benefiting from academic supervision, the results indicated that all the trainee students' appreciations were high to medium in general.

#### **Foreign Studies**

The study of Kit (2000) showed that the program of practical education contributed to give the students teachers a deeper understanding of teaching after employing the theoretical studies in the practical aspects. It also showed that some students / teachers lack a deep understanding of teaching and they will face problems in their practical lives such as: the inability to respond to the educational needs of their students, their inability to make a comprehensive assessment, and their inability to adopt new teaching beliefs.

### **Introduction**

Field training for special education students is the practical and applied aspect to prepare and provide them with knowledge, information, skills, tendencies and trends. It is the real professional preparation for the students to work in educating, training and developing the skills of children with special needs, either in the schools of special education or in the classes attached to ordinary schools.

During the field training, the university student acquires the skills, experiences and practical teaching procedures. He learns and acquires a general idea of the elements of successful teaching, the most important methods of teaching and evaluation, Field training is the professional aspect of teacher education programs where all theoretical learning is taught (Massoud, 2004, 36)

The field training aims at linking the direct experiences in field training with the academic understanding of the concept which helps the students to integrate their professional experience. Thus, they realize that the study of special education requires understanding and feeling, then work and practice (Nazir Sehan et al., 2011, 1919). Teacher education and training today is more important than it was half a century ago. The quality of the teacher is the most important because good teachers help create good students (Hasan Aydin & Dolgun Aslan, 2016,1)The field training programs face many obstacles and problems Nasser (1997), Al-Amayra (2003), Al Feraa (1993), Atallah and Noufal (2005) Abadi (2007) , Nazir Sehan et al. (2007), and Hiam Cottonani (2012). Identifying the problems which face the students during the field training enables field educators to identify, classify, and arrange these problems according to their importance so that they can reconsider planning and organizing training programs to achieve compatibility between university programs and plans and the need of labor market

### **Problem of the study**

The problem of the study is summarized in the following questions:

- 1- What are the problems facing the students of the Department of Special Education during field training from their perspectives?
- 2- Are there differences of statistical significance among the problems facing the male/female students attributed to sex variable?
- 3- Are there differences of statistical significance among the problems facing the students attributed to the difference of specialization?
- 4- Are there differences of statistical significance among the problems facing the students attributed to the difference of accumulative mean?
- 5- What are the most important solutions to address the problems of field training for students of Special Education at Majma'ah University?

### **The Hypotheses of the study**

- 1- Field training students of the Department of Special Education at Majma'ah University facing a lot of problems.
- 2- There are no statistical differences between the students according to gender.
- 3- There are no statistical differences between the students according to Specialty.
- 4- There are no statistical differences between the students according to the cumulative mean

### **Objectives of the study**

The current study aims to:

- 1- Identify the problems facing male/female students in the Department of Special Education?
- 2- Identify the most important problems in the programs of field training?
- 3- Identify the statistical differences that relate to sex, specialization or the mean?
- 4- Suggest proposals to address the problems facing the male/female students of Special education?

### **Importance of the study**

The study has a practical value that can be used in fact via solving the problems of field training for special education students, improving the quality of field training programs and program development, which leads to the student benefiting from the training programs in practice and readiness to enter the service to play his role in teaching and training. Consequently, this leads to progress in education, training and development skills of students with special needs and achieve the goal of joining these programs.

## المشكلات التي تواجه طلاب وطالبات التدريب الميداني بقسم التربية الخاصة بجامعة المجمعة وسبل مواجهتها من وجهة نظرهم

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### ملخص الدراسة

هدفت الدراسة الحالية إلى التعرف على المشكلات التي تواجه طلاب وطالبات التدريب الميداني بقسم التربية الخاصة بجامعة المجمعة من وجهة نظرهم، وبحثت عن وجود فروق ذات دلالة إحصائية تعزى إلى الجنس أو التخصص أو المعدل التراكمي، وهدفت الدراسة أيضا إلى وضع حلول لمواجهة المشكلات التي تواجه طلاب وطالبات التدريب الميداني لتجويد التدريب وجعله أكثر فائدة، واستخدمت الدراسة المنهج الوصفي التحليلي، وكانت عينة الدراسة ٦٦ طالبا وطالبة وتمثل (٩٨%) من مجتمع الدراسة وهم جميع طلاب وطالبات التدريب الميداني بقسم التربية الخاصة بكلية التربية بالمجمعة. وتوصلت الدراسة إلى أن أكثر المشكلات التي تواجه طلاب وطالبات التدريب الميداني هي المشكلات الخاصة بالمشرف الأكاديمي والمشرف التربوي (المعلم) بمتوسط حسابي (٤٧,١) وهو متوسط مرتفع وجاء في الترتيب الثاني المشكلات الخاصة بالتجهيزات والإدارة المدرسية بمتوسط حسابي (٤٠,٥٣) وجاء في الترتيب الثالث المشكلات المتعلقة بالتعامل مع الطلاب من ذوي الاحتياجات الخاصة بمتوسط حسابي (٣٧,٨٢) وجاء في الترتيب الرابع المشكلات المتعلقة بالمتدرب بمتوسط حسابي (٢٧,٥٦) وهو متوسط ضعيف، وتوصلت الدراسة كذلك إلى عدم وجود فروق ذات دلالة إحصائية تعزى لمتغير الجنس أو التخصص أو المعدل التراكمي واقترحت الدراسة مجموعة من الحلول لمواجهة مشكلات التدريب الميداني.



## The Problems of Field Training Facing the Students of the Special Education Department at Majmaah University and How to Confront Them

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### Abstract

The current study aims at identifying the problems which face the students of field training in the Department of Special Education, at Majmaah University and the significant statistical differences in terms of sex, specialization, cumulative mean, and suggest solutions to face the obstacles confronting the students of field training to improve training. The study uses the descriptive analytical approach. The sample of the study consists of (66) students, representing a rate (98%) of the total students recorded at field training at Department of Special Education at the Faculty of Education. The study concludes that the most significant problem facing the students of the field training are the problem related to the academic and educational supervisor of the school (teacher) with an mean of (47.1), the highest one. The second problem is the school environment, with an mean (40.53). The third problem is that related to the students with special needs, with an mean (37.82). The last problem is related to the trainee students (27.65) The study also finds that there are no statistically significant differences which refer to the variable of gender, specialization or the mean. The study suggests a set of solutions to face the difficulties and problems of field training.

**Keywords:** Field Training, Trainee Student, Majmaah University.

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