

The Problems Which Face Trainee Students in the Specialization of Special Education During Their Field Training

Dr. Mohammad Nayef Ayasrah

Sent by Mohammad Nayef Ayasrah, Assistant professor of special Education, AlBalqa Applied University, Irbid University College, Department of Educational Sciences

Abstract

The study aimed at identifying the problems which face trainee students in the specialization of special education during field training. The descriptive survey approach was used through the instrument of collecting data and information (standardized interview). The sample of the study consisted of (120) male and female trainees in the specialization of special education. Its results concluded (29) problems of the most prominent of which was the non – follow up of trainee students by supervisor with a percentage of (67%); the supervisor's delay in his / her supervision with a percentage of (66%); the non – awareness of supervisor of what is required during visits, with a percentage of (56%); supervision on trainee students by non – specialized teachers, with a percentage of (64%); the problem of non – habilitated co – operative teachers at training centres with a percentage of (64%); the existence of special education categories with their different degrees (simple, medium, strong) inside one classroom, with a percentage of (64%); classrooms not equipped in order to be appropriate for disabled categories, and do not take into account healthy and safety conditions, with a percentage of (65%). The researcher recommended the necessity for taking the problems, revealed by the study, into account by trainer in order to develop field training in a better way.

Keywords: Special education, field training Problems

Introduction

The teacher is considered not only as a basic core of the educational process, but he/she is the cornerstone and its effective component. Any development or innovation in it should start with the teacher, as any perfect education cannot start with a good teacher. However, the teacher in our present age, the age of knowledge and technical explosion does not form the only resource of knowledge any more. The resources of knowledge and ways of obtaining it have been versatile. The teacher has played the role of a mediator, facilitator, guidance and advisor of students rather than a giver of knowledge. Preparing and rehabilitating the teacher occupies an important role for development and civilized progress in all communities. Education is considered the pillar of change, so the student today to be the teacher of tomorrow. Therefore, creating the teacher who is capable of coping with different developments, relating to preparation, is an important thing (Al – Abbadi, 2004).

The scientific conference for the preparation of teacher in the twenty – first century, which was held in Egypt in 1998, emphasized the most important indicators, relating to the preparation of teachers, promising for knowledge and performance aspects. People participating in the conference revealed the necessity for promoting the standards of factors which determine the extent of the graduate's efficiency to work as a teacher, developing the curricula content of the faculties of education and knowledge quality, in a way that contributes in developing the teacher's professional competencies, and rehabilitating him/her to be able to use the technologies of new information (Abu Dukah and Al – Lulu, 2007), as the teacher is effective in creating the future generation. Therefore, there should be a balance, between the two sides: theoretical knowledge represented in the sciences of education and teaching methods.

The educational system has witnessed a great development in the field of education, in particular. This is especially needed, with their two sections, these with mental capabilities deviated from the average level of their normal peers, whether this deviation is positive or negative, the fact which led to a change in the roles assigned to the people in charge of teaching this category of students. The student should be allowed to learn according to his capability in accomplishment of the principle of taking individual differences into account, as well as equal opportunities of teaching, in a way that all circumstances of progress and development are provided on the teaching task within their potential abilities (Jarwan, 2002).

Differences in the individuals' abilities and potentials are a reason for creating special teaching programs which cope with them, the fact which requires all joint efforts and investment of all potentials and means in order to employ many various teaching skills and use new and creative teaching strategies for the teaching of that category of students with different abilities (Eisenberger, Conti, and Antonio, 2000).

A lot of studies agreed about the importance of practical education within the programs of preparing the teacher, as they are a real opportunity for the student teacher to make direct relationships with school teachers and school management. It is also a real opportunity for the future teacher to acquire positive attitudes toward the job of teaching. A lot of studies pointed out the weakness of present programs in the preparation and training of the teacher to encounter the present life, as well as its weakness in achieving aims.

Kelbay's study (2006) tried to identify the real fact of Mic Billuniversity. The instrument of the study was a questionnaire distributed to the students registered in practicaleducation. The study showed that the training period was not sufficient for providing students with teaching competencies and the inefficiency of the program in regard to organizations and preparation.

Seferoglu (2006) conducted a study for the evaluation of the program of preparing teachers in Turkey, through the investigation of the views of student teachers and the constituent components of the pre service program of the student teachers specialized in English language. The study showed that the students did not have the ample opportunity to practice teachingsituations and the little existence of connection between theoretical programs and practicaleducation, in regard to content.

Al – Omei riyeeens study (2007) about the management problems which student teachers faced in muta university, showed that most of the problems concentrated on school management, followed by the problems relating by supervision on prowical education, and finally the problems relating to program organization. The study showed no differences that could be attributed to sex in the ratings of students about problems.

Abu Rayya's study (2007) aimed atevaluating the program of practical education at university of Jordan, as perceived by principals, co –opertiveteachers and students of practical education. The researcher used three questionnaires conducted on a sample of (37) principals, (135) male and female teachers and (143) male and female students. The study concluded that the organizational and management aspects of the practical education program, in general, were appropriate. The study showed the existence of satisfaction on the part of management and staff of co – operative schools about the role of the supervisor of practical education. This was consistent with their evaluation of the students of oractical education. The study also showed the extent of practical education students benefiting from the co-operative teacher and the supervisor of practical education.

Abu shindig (2009) conducted a study which aimed at the evaluation of the program of practical education at Zarqa private university, represented in the educational supervisor, co –operative teacher, school principal, co – operative shool a the procedures of practical education program as perceived by student teachers. It also aimed at the investigation of the impact of the variables. Of student's sex, training area, student's accumulative average and his I her evaluation of the domains of practical education. The sample of the study consisted of (96) male and female students selected according to the intentional way. The instrument was a questionnaire which consisted of (59) items whose validity and reliability were verified. The results showed that the evaluation of the students of the domains of the program of practical education was as follows the domain of evaluating the supervisor of practical education was ranked first, then the co- operative teacher, followed by the procedures of practical education program, then the co – operative school and finally the principal of the co – operative school. The results showed no statistically significant differences ($\alpha = 0.05$) in the student.

Teachers evaluation of the program of practical education that could be attributed to the sex of the student teacher and accumulative average as a whole. Concerning the area of training, the study showed statistically significant differences in the students evaluation of the domein of co –operative school principal, with no impact in the remaining domains.

Al – Aajiz and Halass (2011) conducted a study which aimed at identifying the role of each of the faculty of education, the education supervisor, the co – operative teacher and school principal in the improvement of field training for student teachers, as well as identifying the most important problems which face student teachers. The two researcher followed the descriptive analytical approach and prepared a questionnaire which consisted of (72) items. After verifying its validity and reliability, it was distributed to a sample of (183) male and female students. After statistical processing, the study concluded the following results: the item which stated the college should put pre- conditions for the registration of the program of practical education had the first rank, with an arithmetic mean of (4.51). There were no statistically significant differences in the role of each of the college, the educational supervisor, the co – operative teacher, the school principal and the student's accumulative average, while there were statistically significant differences in the variable of specialization in favor of the departments of human sciences. The study revealed that the most important problems which face student teachers is the lack of certain teaching aids at training schools and the second are the wtilec are about the students teacher by school management. The study concluded some recommendations the most important of which is the necessity for considering practical education as co – operative process in which the student teacher, the co –operative teacher, the school principal, the educational supervisor and faculty of education take part. Al – Ja'afrih and al – caltawnih (2011) conducted a study which aimed at identifying the fact of practical education at Mu'ta university, as perceived by students, graduate classroom teachers. For achieving the aim of the study, the two researchers prepared a questionnaire which consisted of (74) items distributed to four domains. The study showed that practical education at Mu'ta university as perceived by students, had a medium degree of efficiency for the instrument as a whole. The domain of the educational supervisor had the first rank, with a high degree of efficiency, while the domain of the co – operative school management had the last rank, with a weak degree of efficiency. The study did not show statistically significant differences, as perceived by education at Mu'ta university that could be attributed to sex. The study showed statistically significant

differences, as perceived by students, about the red fact of practical education at Mu'ta university that could be attributed to accumulative average in favor of the category of excellent the study concluded a group of recommendations in light of its results. As a result of the scarcity of the studies which dealt with the problems which face trainee students specialized in special education, this study came to identify the problems which face trainee students in the specialization of special education during field training.

Study problem and questions:

Field training represents an important component of the preparation of teachers in the specialization of special education, through which the student acquires several competencies, by which he can deal with the categories of special education. For field training to benefit students, this study came to investigate the problems which face the students of special education specialization during field training, by answering the following question:

What are the problems which face trainee students in the specialization of special education during field training?

Study importance and justification:

This study gains its importance from the importance of the specialization of special education, which serves the categories with special needs in society and from the importance of graduating people equipped with the necessary competencies of special education specialization. The contributes to the achievement of several economic and social individual and societal benefits. The study provides important information and data for a lot of concerned people of education who are involved in the preparation and development study plans at diploma and bachelor levels. This study came as an attempt in this field which has not been dealt with by researchers.

Procedural definitions:

Special education: it is a group of specialized educational programs offered to people with special needs for the sake of helping them to promote their abilities to their utmost, assert themselves and help them to cope with individual differences and needs. The categories with special needs include learning difficulties, physical disabilities, emotional and behavioral disorders, communication disorders, autism category, talented and distinguished category.

Problems: what the trainee students faced during field training and formed an obstacle which hindered the implementation of required tasks.

Field training: a course of (3) credit hours as a part of special education plan, Trainee students attend specific organizations in order to acquire the experiences of dealing with the categories of special education.

Study limits and limitations:

Time Limits: the study was conducted in the academic year 20/6/2017.

Place Limits: the instrument was conducted on a sample of graduate trainees in the specialization of special education in Irbid Governorate.

Study limitations: the results of the study are determined by the extent of the validity and reliability of the study instrument which was used.

Methodology and instruments of the research: this study used the descriptive analytical approach for achieving its goals. The researcher used the instrument of structured interview as a basic resource of data. Theoretical literature and previous studies were reviewed for building the instrument. Validity and reliability were verified by presenting it to many judges carrying doctoral degrees; and the application of reliability coefficient and reapplication after a period of time.

Research population:

The study population consisted of (400) male and female trainees early in the field of special education.

Research Sample

The available sample was used which consisted of (120) male and female trainees who attended the field of training in the specialization of special education.

Study instrument

A pilot study was conducted through an open question given to (20) male and female trainees in the field of special education in the academic semester which preceded the application of the study, about the problems which face them during field training. After reviewing the theoretical literature and previous studies, the instrument was built which was formed in its final form through an open-ended question after making sure of validity and reliability the instrument of the study was affirmed on the same question, but its linguistic formation was adjusted.

Validity of the instrument:

The instrument was presented to a group of (11) judges with doctoral and master degrees, specialized in the field of special education, Necessary modification were made according to their views.

Reliability of the instrument:

Reliability of the instrument was verified by reinterviewing (8) trainee students of the pilot Sample. After comparing the results between the interview the first time and the other time, responses were consistent and reliable.

Statistical Processing:

For answering the question, the study sample was interviewed and each student's responses were recorded, then they were classified in main points in the form of frequency list of the point. Frequencies and percentages were calculated. The researcher depended on the hypothetical mean in order to judge to the degree of accepting the view that the plans contain competencies. If the problem percentage is 50% or more, it is accepted, but if it is less than 50% it is rejected.

Results and discussion:

The following are the study results:

First question: what are the problems which face students during field training? for answering this question, the study instrument was conducted on the study sample which consisted of (120) students in order to get their views. The researcher depended on the hypothetical percentage for view acceptance. If the percentage of the view is 50% and higher, the problem is accepted. Table (2) shows the problems, their frequencies and percentages.

Table (1): the problems which face trainee students in the specialization of special education

| No | Problem | Freq. | Percen. |
|----|--|-------|---------|
| 1 | Non-follow up of trainee sts. By supervisor | 83 | 67% |
| 2 | Delay in visiting sts. By super. | 79 | 66% |
| 3 | Non – awareness of supervisor of what is required from him during visits | 77 | 65% |
| 4 | Trainee sts supervised by non – specialized teachers | 75 | 64% |
| 5 | Un-qualified co- operative teachers at training centers | 75 | 64% |
| 6 | Existence of the categories of special education with their various degrees (simple, medium, strong) inside one classroom | 75 | 64% |
| 7 | Classrooms not provided in good way to suit the categories of disabled students and not appropriate for the rules of health and general safety | 73 | 60% |
| 8 | Dealing with trainee sts. In an unprofessional and unscientific way by owners of special training centers | 73 | 60% |
| 9 | Owners of training centers force trainee sts to do things not required from them | 73 | 60% |
| 10 | Trainee sts. Feel lonely's a result of the absence of the opportunities of integration in centers. | 73 | 60% |
| 11 | Non – concern of the supervisor about the value of the work presented to him by trainee sts. | 73 | 60% |
| 12 | Absence of trainee sts. Periodical meetings with supervisor to check their achievements and present remarks to them | 70 | 58% |
| 13 | Non – discussion of the supervisor with trainee sts. after finishing training and non – presenting feedback to them | | |
| 14 | Existence of large numbers of trainee sts in the one center in away that hinders work. | 70 | 58% |
| 15 | Neglectingthe technological and technical aspects in the training of sts with specialneeds. | 70 | 08% |
| 16 | Non – cooperation of parats of sts with special needs with trainee sts | 70 | 58% |
| 17 | Non – abiding with individual educational and teaching plans assigned for sts | 70 | 58% |
| 18 | Services of special needs do not take into account the individuality of teaching. | 68 | 56% |
| 19 | Scarcity of supporting services (physical theraiy, functional, uttering) for disabled sts at centers because of the absence of specialists. | 63 | 53% |
| 20 | Absence of monetary supports for supervisors, trainee students and center owner from universities concerned. | 63 | 53% |
| 21 | Absence of periodical diagnosis of sts with special needs in order to know the level of progress reached. | 63 | 53% |
| 22 | Little use and a plication of the tests special frosts with special needs at training centers | 63 | 53% |
| 23 | Non – homogeneous sts with special needs in the classroom | 63 | 53% |
| 24 | Non- variety of teaching programs presented to sts with special needs | 63 | 53% |
| 25 | Unsuitability of teaching programs for thelevels of stswith special needs | 61 | 50% |
| 26 | Lack of teaching aids at training centres | 61 | 50 |
| 27 | Non – availability of knowledge about the methods and strategies ofteaching each category of special education | 61 | 50% |

| No | Problem | Freq. | Percen. |
|-------|--|-------|---------|
| 28 | Non – communication between the owners of training centres and training concerned department at the university | 61 | 50% |
| 29 | Non – existence of a clear plan for each of the supervisor and the trainee st. | 61 | 50% |
| Total | | 120 | 50% |

It appears from Table (1) that the problems accepted according to the hypothetical mean stated by the researcher were (29), with a percentage (50 – 67%) followed by the problem of the supervisor's delay in visiting students, with a percentage of (66%) and finally the following problems: the non – suitability of teaching programs for the levels of students with special needs, lack of teeing aids at training centers, non – knowledge of the methods and strategies of teaching each category of special education, non – communication between the owners of training centres and the department concerned about training at university and the non- existence of a clear plan for each of the supervisor and the trainee student, with the least percentage of (50%).

Conclusions:

- The researcher reached (29) of the problems which face trainee students in the specialization of species education.

Recommendations:

- The necessity for taking the problems revealed by the study into account by the trainers of special education.

References

- Abu Duggah, Sanaa and Al – Lulu, Fathiah (2007). An Evaluative study of the program of Teacher Preparation at the faculty of Education, at the Islamic university in Eazza. Islamic university Magazine series of Human studies, 15(1) 465 – 504.
- Abu Rayya, Mohammad (2007). An Evaluation of the program of practical Education at university of Jordan, as perceived by principals and cooperative teachers, students of practical Education. Studies of Educational sciences, 34 (1), 1-11.
- Abu Shindi, yousuf and Abdulqader and Abu Sha'eerah, khaled, and Al – Abbari, Tha'ir (2009). An Evaluation of practical Education program at Zarka Private university, and suggestions for Development Zarka Magazine for Human Researchers and studies, 9 (1), 31 – 65.
- Al- Ja'afrih, Hadhra Irshood and Al – catawnih, Sami Suleiman (2011). The Real Facts of Practical Education at Mu'ta university as perceived by the students of classroom Teacher Expected to graduate, Magazine of Damascus university, 27 (3-4), 475 – 512.
- Al – Abbadi, amed (2004). Problems of practical Education, as perceived by student Teachers in the specialization of classroom teacher and their Relationships with their Attitudes toward Teaching Job, Educational sciences studies, 31 (21) 242- 253.
- Al – Omeireen, Rawdhah (2007). Management problems which face the students of classroom Teacher During practical Education at mu'ta university, unpublished Master thesis, Mu'ta university, karak, Jordan.
- Eisenberger, J., conti-D'Antonio, M., & Bertrando, R. (2000). Self – Efficacy: Raising the bar for students with learning needs. Larchmont, NY: Eye on Education.
- Kelebay. S.(2006). Cooperating Teacher: Do they see in the classroom. Eric Ed 307724.
- Seferoglu, G. (2006). Teacher candidates Reflections on some components of Pre – service English Teacher education programs in Turkey. Journal of Education for Teaching. 32 (4), 369 – 378.

Appendix

Dear Trainee student:

The researcher conducts a study titled :The problems which face Train students in the specialization of special Education During field Training Due to attending raining and experience in this field, you are kindly requested to answer the question you will be asked. I would like to in form you that the .
 what are the problems which face students during field training?

- 1.
- 2...