

## The Practical Training Problems Faced Special Education Department's Student Teachers

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### Abstract

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*The present study aimed to evaluate the practical training course as viewed by (55) female student teachers specialization in learning difficulties and intellectual education in special education department at Wadi Aldawasir governorate, Prince Sattam bin Abdulaziz University, through the identification of the most important problems facing the student teachers in the practical training schools, and the level of their satisfaction about the training program. The results showed that the problem of non-availability or activation of sources room ranked as first for a whole sample, while the problem of frequent absences of students with mental retardation ranked as first for the study sample of intellectual education. The results also showed that there was a statistically significant difference in the level of student's satisfaction with the practical training course due to specialization in favor of the study sample of learning difficulties.*

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**Key Words:** (Practical Training, Special Education, Student Teachers)

### 1. Introduction

The issue of the development of teacher preparation operates educators in all societies, as the teacher element basis actor in shaping the future of the community, though the teacher receive the attention by all officials and educators specially, it is for his role in the launch of the potential of generation and the formation of their personalities and guide interests.

The status of the practical training program in preparing future teachers is the most important teacher preparation program components, if not the most important of all, they are the most fertile periods in the future teacher's life, because it represents the close relationship between the colleges of education as responsible of teacher preparation and operation of academic qualification, and training schools and its applied nature wherein the student teacher recognize the most important requirements of the teaching profession and gain a general idea of the characteristics of effective teaching and learning techniques to use, how to use evaluation methods through a real counter it educational situations that they encounter during the training process.

The practical training course known as "one of the educational preparation courses in all teacher training institutions, registered by the student teacher in the last semester after passing all courses, and spent teaching his specialty for one grade or a number, in one of the public schools; to apply all what he learned in college under the supervision of the academic supervisor, the headmaster of the training school, and the primary teacher in the training school." [1]

In the area of special education field practical training is the culmination of the student's academic course, as it aims mainly to impart basic skills in direct work with students with special educational needs in all schools and special education programs.

Through the practical and educational experience of the researcher noted that there is still a wide gap between theory and practice in most forms of educational work, making the practical training program is subject sometimes diligence by those who in charge it.

So this research came to learn about the practical training program problems as perspective by the student teachers themselves, because the student teacher is the ultimate goal of practical training, the more groups a sense of the problems and obstacles by virtue of its interaction with all parties to the action.

## 2. Methods

### 2.1 Participants

The study sample consisted of (55) female student teachers specialization in learning difficulties and intellectual education in special education department at Wadi Aldawasir governorate, Prince Sattam bin Abdulaziz University, representing a rate (93.2%) of the total students recorded at practical training course in second semester of the academic year 2015/2016, their ages ranged between (21:25) years with an average (22.5), and a standard deviation (0.86).

### 2.2 Measures and Data analysis:

The study used a questionnaire containing two questions, first an open-ended question was directed to the study sample about the most important problems they faced in the practical training schools, and the second are they satisfied with the training program or not? The rate of repetition of the problems faced the study sample in the practical training schools was calculating as follow:

## 3. Results

Ranking	Problem	Ratio
1	The non-availability or activation of sources room at training school	25.4%
2	Frequent absences of students with mental retardation	20% of the main sample 37.9% of intellectual education
3	The large number of extra-curricular activities that student teachers assigned to and rising material costs	18.2%
4	Lack of a suitable room for the number of student teachers at training school	12.7%
5	Lack of serious cooperation by cooperating teachers with the student teachers	10.9%
5	Delayed attend students with mental retardation from the beginning of the school day, or allow them to leave before the end of the school day	10.9% of the main sample 20.7% of intellectual education
6	Lack of classrooms equipped with the modern education techniques	7.3%
6	The large number of extra classes	7.3%
6	The difficulty of courses and lack of suitability for students with mental retardation	7.3% of the main sample 13.8% of intellectual education
7	The number of cooperating teachers were few comparing to number of student teachers at training school	5.4%

## 4. Conclusions

The results of data analysis showed that the problem of non-availability or activation sources room at training school were the highest recurrence by (25.4%), and this result demonstrates the vision of the student teachers of the importance of sources room and it is an integral part of the school program, as evidenced by the difference between the actual reality of school and what are theoretically students prepare for him.

In second place came the problem of frequent absences of students with mental retardation by (20%) of the study sample as a whole and by (37.9%) of the study sample of intellectual education, where formed a problem to student teachers to provide the curriculum according to the specified time distribution. Frequent absences of students with mental retardation comparing to students with learning difficulties can be explained as these students have suffering of some disabilities and other physical and health problems besides intellectual disability, which affects the study and regular attendance, especially in periods of atmospheric instability.

It came the problem of the large number of extra-curricular activities assigned to student teachers and rising material costs in the third place by (18.2%), cause of that is the learning outcomes for students with special needs, especially in the preparatory and secondary stages which are setup and vocational training for the students with the special needs, require activities and assignments for many extra- curricular fit with the nature of these outputs. In fourth place came the problem of failure to provide a suitable room for the number of student teachers at training school by (12.7%), and the researcher due to congestion schools and most of the rooms allocated as classrooms.

The problem of lack of serious cooperation by cooperating teachers with the student teachers ranked fifth place by (10.9%), and the cause of that can be returns to a lack of guidelines or identifiable bulletins define the role of cooperating special education teachers in the practical training program, which leads to a shortening of cooperating teachers in the performance of their roles.

The problem of delayed attend students with mental retardation from the beginning of the school day, or allow them to leave before the end of the school day came as equal with the previous problem, and came with it in fifth place by (10.9%) of the sample as a whole and by (20.7%) of the study sample of intellectual education, this problem, like the problem of frequent absences affect the regularity in the submission of the curriculum according to the specified time distribution.

In sixth place came the problem of lack of classrooms equipped with the modern education techniques by (7.3%), which demonstrates the vision of the student teachers of the importance of teaching aids and it is an integral part of the planning of lessons for the students with special needs, and they are not limited to the blackboard and textbook rather than to education techniques.

In sixth place came also the problem of the large number of extra classes assigned to the student teachers, because of the small number of school teachers, where training school to consider assigning student teachers order these classes as a form of cooperation with the school.

In sixth place it was also the problem of the difficulty of courses and lack of suitability for students with mental retardation by (7.3%) of the sample as a whole and by (13.8%) of the study sample of intellectual education, this can be explained to the students teachers prepare full content for lessons which included in the curriculum offered to students with mental retardation, whether primary or medium school or even high school, which requires previous experience non-existent among young student teachers.

In the seventh and last place came the problem of the fewer number of cooperating teachers comparing to number of student teachers at training school by (5.4%), and it can be returns to the disparity in the numbers of cooperating teachers in the school to another, in addition to the emerging casual conditions, like absence of one of cooperating teachers.

On the level of study sample's satisfaction with the practical training course the results of t-test showed that there was a statistically significant difference at the level of significance (0.05) in the level of student's satisfaction in favor of the study sample of learning difficulties compering to the study sample of intellectual education.

## **5. Recommendations**

Through the results of the current study the following recommendations can be suggested:

- Organization regular meetings between the college of education with the headmistress and teachers of cooperating schools to find out the problems related to the practical training program.
- Selection of training schools and cooperating teachers must be in accordance with specific rules.
- Provide cooperating schools with the modern education techniques, or provide financial incentives for schools is routed to the provision and maintenance of educational aids, devices and processing resource rooms.
- Review the course specification of (Design the Curriculum for Students with Intellectual Disabilities), along with the need to add a practical section.

## **References**

1. Elayouni, Saleh Mohammed and al-Faleh, Nasser Abdul Rahman (2002). Guide of practical training to teachers' colleges in the Kingdom of Saudi Arabia. Saudi Arabia: Ministry of Education.