

# Assessing Trainee Student Satisfaction on Field Training Programs at the College of Education, University of Hail

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## ABSTRACT

This study aimed to assess trainee student satisfaction on field training programs at the college of education, University of Hail. To achieve this goal, the descriptive approach was used, as the tool for collecting information was the questionnaire, and the study sample consisted of 102 male and female field training students at the College of Education at the University of Hail, who are enrolled in the third semester of the academic year 2023, in the various programs of the College of Education. The study found that there was a very high degree of satisfaction among the trainee students with the field training program at the College of Education at the University of Hail. The results of the study also showed that there were statistically significant differences between the responses of the sample members about satisfaction with the field training program according to gender, as males showed higher satisfaction than females. It was also shown that there is a noticeable effect of specialization on student satisfaction, as some specializations showed higher levels of satisfaction than others, and they are, respectively: (physical education, sports sciences and physical activity, primary grades teacher, special education, Islamic culture, kindergarten, art education specialization). The study also concluded that there are some challenges facing students during the training period, such as remote teaching and explanation via electronic platforms, in addition to psychological tension at the beginning of the period, and some students suggested the necessity of increasing the field training period.

**Keywords:** trainee student satisfaction - field training programs.

## INTRODUCTION

The teaching profession is one of the basic professions in any society, as it plays an important role in developing and raising the level of societies. One of the distinctive aspects of this profession is the great emphasis on the quality of the academic and professional preparation of teachers. The importance of the teaching profession is clear as a fundamental driver in developing societies and raising the standard of life, as the teacher plays a vital role in building the foundations of knowledge and shaping future generations, so emphasis should be placed on efforts made to enhance this profession (Al-Manhrawi, 2015). It is necessary to focus on the quality of teachers' academic and professional preparation as a fundamental focus in developing their capabilities and qualifying them to face accelerating, changing and increasing challenges. Hence, the importance of field training programs becomes clear as an effective means of achieving this comprehensive professional preparation, which is considered a bridge between academic theories and practical experiences (Yên and Nga, 2023). It is also clear the importance of reviewing field training programs and constantly searching for mechanisms to develop them, in order to obtain the efficiency of these programs and work on the necessary updates and improvements that contribute to meeting the needs of teachers in light of the changes in

society and education. Accordingly, attention should be paid to the attitudes of trainee students towards field training programs as an essential element to enhance the effectiveness of these programs and achieve the maximum benefit from them (Hindiya, 2005).

By understanding these trends, efforts can be directed toward improving the educational experience and preparing future students for their professional careers, improving the training experience for students, and contributing to the development of field training programs to keep pace with contemporary challenges in the educational field.

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## Study Problem

The field of training programs is considered one of the basic pillars of the experience of student teachers in colleges of education, as these programs enhance the role of the student teacher in transforming and translating theoretical concepts into applied practical skills in the educational and educational field. Measuring the degree of student satisfaction with these programs is important, in order to identify aspects that can be improved to ensure maximum benefit from the field training program in the College of Education, and thus enhance the quality of practical training for students in the field of education. Therefore, this study sheds light on the experiences of College students. Education at the University of Hail during the field training period, and an attempt to uncover the factors that may affect their understanding and enjoyment of these experiences (Qahwan, 2014), and it seeks to answer the following main question:

## Study questions

Branching out from the main question is a group of questions that can be identified as follows:

1. What is the degree of satisfaction of trainee students at the College of Education at Hail University with the guidance provided by the academic supervisor?
2. What is the degree of satisfaction of trainee students at the College of Education at Hail University with the field training program?
3. Are there statistically significant differences between the sample members' responses regarding satisfaction with the field training program due to the gender variable?
4. Are there statistically significant differences between the sample members' responses about satisfaction with the field training program due to the type of specialization?
5. What difficulties did trainee students at the College of Education face during the field training period in the first semester of 2023?

## Objectives of the study

1. Measuring the degree of satisfaction of trainee students at the College of Education at Hail University with the guidance provided by their academic supervisor.
2. Determine the level of satisfaction of trainee students at the College of Education at Hail University with the field training program they are undergoing.
3. Verify the presence of any statistically significant differences in student satisfaction scores based on some variables such as type and nature of academic specialization.
4. Disclosing the difficulties faced by students of the College of Education at the University of Hail during the field training period.

**Importance of the study: The importance of the study is summarized as follows:**

### First: The theoretical importance

1. It is hoped that this study will provide a theoretical framework for understanding the impact of the academic supervisor's guidance on student satisfaction, and will form a basis for developing effective guidance strategies in field training programs at the College of Education at the University of Hail.
2. The study may reveal the effect of personal variables, such as: (gender and nature of academic specialization), on students' satisfaction in their practical field experience.
3. Detecting whether the existing field training program effectively meets students' expectations and needs which contributes to evaluating the training program at the College of Education at Hail University.

### Second: Practical importance

1. The results of the current study can be used to direct efforts to develop field training, by transforming them into practical measures and policies to improve the experience of trainee students at the College of Education at the University of Hail.
2. It is expected that the results of the current study will provide practical guidance to enhance the effectiveness and quality of the field training environment in which students of the College of Education at the University of Hail train.
3. The results of this study can help field training students make effective decisions based on statistical differences, and direct efforts toward groups that may need additional measures based on the differences found.

### The limits of the study

**Objective limitations:** This study was limited to revealing the degree of satisfaction of trainee students with field training programs at the College of Education at the University of Hail.

**Human limitations:** This study targeted a sample of male and female students trained in the College of Education at the University of Hail, and enrolled in the following bachelor's programs: (physical education - sports sciences and physical activity, Islamic culture, special education, primary grades teacher, art education, kindergarten, psychology).

**Spatial boundaries:** The current study was limited to the College of Education at the University of Hail, in the Kingdom of Saudi Arabia.

**Time limitations:** This study was applied at the end of the third semester of the academic year 2023.

## Terminology of study

**Trainee students:** Student trainees in colleges of education are eighth-level students. After completing a study of the necessary courses for field training, they go through the experience of preparing educational training, in preparation for their formation as professional teachers, to bear responsibility for the success of this period, including attending observation sessions and preparing daily teaching plans, under the supervision of faculty members and classroom teachers. They prepare appropriate educational means to achieve teaching objectives, adhering to school rules, interacting with supervising faculty members and school administration, and participating in school activities, with full readiness to absorb the observations of the supervisor or classroom teacher (Al-Sharaa, 2019).

**The researcher defines them procedurally as trainee students:** They are male and female students of the College of Education at the University of Hail who have reached the eighth level and registered for the field training course as graduates. They experience applied practical preparation in training schools, and they exercise the roles of: participating in viewing sessions and preparing for daily lessons, preparing educational means to achieve educational goals. Under the supervision of faculty members supervising field training, cooperating teachers, and school administration, they adhere to school rules, interact with the school family, participate in school activities, and benefit from the observations of the academic supervisor or classroom teacher in developing their abilities to practice the teaching profession.

## Field Training

**Field training:** Is defined as all the practical experiences that student teachers receive during the educational preparation program. It includes teaching experiences in the actual reality of teaching, activities within the college, and participation in virtual classes that simulate the educational environment. It is considered actual training within classrooms in real schools at various levels, and is considered a practical application of the knowledge, skills, and values that students have acquired during their period of study in the educational preparation program (Al-Munoufi and Al-Mu'tham, 2018).

The researcher procedurally defines field training as preparing the student at the College of Education at the University of Hail to be a teacher, practicing the teaching profession professionally, after completing the first period of gaining experience in the College of Education in its various specialized academic programs.

## Student teacher

**Student teacher:** The trainee who receives skills and guidance, a group of different experiences in the fields of preparation and training in colleges of education, through which he can practice his role as a teacher, test his abilities, and ensure the good performance of his skills, which is the true test of the extent of the student's understanding of the academic and psychological courses he has studied. Since the theoretical aspect does not make the teacher, there must be practical training, not just theoretical (Al-Senussi, 2017).

The study defines the student teacher procedurally as: the student who has successfully completed all the required academic courses within the teacher preparation program, which qualifies him to register for the field training course. This student is teaching the subjects of his academic specialization in one of the applied schools, and he is directed there in coordination between the College of Education and the Education Administration in the city of Hail in the Kingdom of Saudi Arabia. The student teacher bears effective educational responsibilities, as he uses his academic and specialized skills to transfer knowledge and skills to students in the effective learning environment within the applied school.

## Study Methodology and Procedures

This part dealt with the methodological procedures for achieving the objectives of the study, and answering its questions, by defining the study's methodology, tools, population, and procedures for determining the sample, in addition to the procedures for constructing the study tool, and the basic stages that it went through. It also includes procedures for applying the study tool, and defining methods. The statistics used in analyzing and processing the data are as follows:

## LITERATURE REVIEW

(Ko, 2008) purposed to investigate the factors associated with hospitality students' satisfaction with internship programs and the relationships between training, job satisfaction, and confidence about future careers in order to provide schools and industries with suggestions regarding course development and training during internships. This study used a principal component analysis to determine the degree of satisfaction with the supervisor, the educational program, the environment, the administration, and relationships. This study showed that the training classes made a significant difference in satisfaction with the supervisor and educational program. The regression analysis showed that training satisfaction played a positive role as a predictor of participants' job satisfaction and confidence about future careers. The effect

of satisfaction with training on participants' confidence about future careers was mediated by their satisfaction with the internship. This study concluded that the administration and learning factors in connection with participants' satisfaction during the internship were found to be significant predictors of their confidence about future careers, but supervision, environment, and interpersonal relations were not.

(D'Abate, et al., 2009) showed that the internships are becoming more widely used as learning tools for students to help fill the gap between classroom learning and the practice of business, it is important to understand what aspects of these experiences make them the most worthwhile. This study assessed satisfaction of interns by looking at three broad factors (i.e., job characteristics, work environment characteristics, and contextual factors), which may contribute to internship satisfaction. The results indicated that the characteristics of the job (specifically, task significance and feedback) and characteristics of the work environment (in particular, learning opportunities, supervisor support, and organizational satisfaction) were the best predictors of internship satisfaction. These findings can assist business schools, faculty, students, and host companies in making a key developmental experience, internships, as satisfying as possible.

(Yusof and Fauzi, 2013) showed that the one of the platforms used to produce high-quality graduates is practical training (PT). It is distressing to discover, however, that the performance of students in the PT program is still questionable. It also showed that the evaluation by academicians is vital, in order to provide a holistic evaluation of the students' PT performance. This study focused to place on the academicians' evaluation of students' PT from a built environment school in one of the research universities in Malaysia. Where the criteria assessed were: students' commitment, work quality, effort, communication skills, comprehension of work, self-confidence, and technical skills. To assess this, 3 performance scales have been used. The data were analyzed using descriptive analysis in SPSS. The results indicated that the academicians are satisfied that the students have given their best effort in their PT program. The academicians suggested that the students need to improve on their work quality, communication skills and effort.

(Saveanu, et al., 2017) showed that the Students' practical training is the key element that facilitates the transition to active life, throughout traineeships, students gain important knowledge, skills and experiences that prove to be extremely useful when entering the labor market. It also showed that if the content of practical training complies with the occupational requirements, the methodology and strategy

used for organizing and implementing the traineeships prove to be successful. This study aimed to investigate the way of organizing and implementing practical activities within three Romanian universities: University of Oradea, University of Bucharest and "Aurel Vlaicu" University of Arad. The data were collected within the project "Traineeship Program for Students: Child Protection from theory to practice" (mentioned in the paper as Practi PASS), and represent the results of monitoring and assessment activities. It also showed that the Students included in the Practi PASS project participated in three academic traineeships and the evaluation of their activities was carried out at the end of each stage. This study conducted on three waves: the first wave included 498 subjects, the second one 437 subjects, and the last wave 496 subjects. The analysis focused on investigating students' satisfaction with their practical training. The results showed that the students' satisfaction follows an ascending trend on all three waves, with a higher increase between the first and the second stage of traineeships, at the same time; the levels of satisfaction differ according to universities and educational cycle.

(Ayasrah, 2017) aimed at identifying the problems which face trainee students in the specialization of special education during field training. This descriptive survey approach was used through the instrument of collecting data and information (standardized interview). The sample of this study consisted of (120) male and female trainees in the specialization of special education. The results concluded (29) problems of the most prominent of which was the non – follows up of trainee students by supervisor with a percentage of (67%); the supervisor's delay in his 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 centers 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 study recommended that the necessity for taking the problems, revealed by the study, into account by trainer in order to develop field training anent way.

(Xuan, 2017) showed an overview of the internship's current situation at FPT University and proposed the model count four factors that influent the students' satisfaction forwards the On-The-Job training program (OJT), include:

Job Characteristics, Work Environment Characteristics, Contextual factors and Faculty advisor. These four major factors, which were summarized from previous researches in the world, were related crucially to Student satisfaction of OJT, where the conceptual research framework was based on the combination of an original Job Characteristics Model (Hackman and Oldham, 1980) with Internship Model (Narayanan and Fukami, 2010) and an Empirical Study of Internship Satisfaction (D'Abate, et al., 2009) to adapt for the current situation at FPT University in Vietnam. The findings of this report included that the FPT university student are still not satisfied absolutely with their internship semester despite of the university's effort had been spent. This study showed that there were differences between the Business students and Engineer students in satisfaction of OJT program. The method of this study included both qualitative research (in-depth interview and focus group) and quantitative research (survey). The valid sample size of the survey is 306 over the total estimated students is about 500 students, with respondents who experienced or are in OJT program. The survey was conducted from May to July 2017 by selecting the students who joined the program for at least three nearest semesters. The results of this study can be used for FPT University managers, employers, faculties and other stakeholder to improve the university service quality; it is also appropriated for reference by those institutes that are offering the same business model to FPT University. The study concluded if can be conducted this study in other universities in the country, the result would be much better and applicable to draw a picture about internship program, indirectly explain about fresh graduation employment situation in Vietnam.

(Al-Munoufi and Al-Mu'tham, 2018) aimed to investigate mathematical proficiency level among (217) middle school students from two schools in Russ Governorate Qassim Region. The researchers used mathematical proficiency test (4 strands: conceptual understanding, procedural fluency, strategic competence and adaptive reasoning). Findings revealed that second grade students showed low level of mathematical proficiency the female students recorded slightly higher mean score than their male counterparts in, strategic competence and adaptive reasoning, but this slight difference in mean score was statistically not significant.

(Carraig, 2018) showed that the internship provides extensive training for students that may improve their skills, knowledge, and even attitude that are necessary for their future work. This study evaluated the performance of 116 student-trainees in terms of attendance and punctuality, knowledge and quality of work, and general attitude. Feedback reports, experiences of student-trainees, and performance appraisal reports by

trainers/supervisors were used in this study. This study also aimed to determine the level of satisfaction of student-trainees on the industry immersion program in one of the State Universities and Colleges in the Philippines. The descriptive methods of study were used with standard instruments enumerated above. The Findings showed that the respondents performed very satisfactory during their internship. Moreover, the student-trainees are highly satisfied on the industry immersion (IIM) program of the university. The results also showed the relationship between the student-trainees' internship performance and the level of satisfaction on industry immersion program. This study concluded that may be served as a basis to enhance the program that will benefit the students, institution, and cooperating partner industries.

(Hussien and Lopa, 2018) showed that the Internship programs have become an increasingly essential component for hospitality education. It also showed that a successful internship program helps student interns to integrate their theoretical knowledge with practical experience gained through internship programs. This study purposed to determine the factors affecting hospitality students' satisfaction with their internship programs. This study employed an online questionnaire as the data-gathering instrument, where a total of 100 undergraduate hospitality students who had participated in an internship program were surveyed. The structural equation modeling (SEM) was employed to analyze the data using AMOS Software. The results of this study showed that feedback, autonomy, university supervisor support, academic preparedness, flexible working hours, student self-initiatives, location, and skills variety are imperative factors contributing towards internship satisfaction. The findings of this study provided important practical implications for both university and internship host companies.

(Karuna and Reddy, 2018) showed a strong correlation between Training & Development and Job Satisfaction. The data collected from 200 teachers from various schools at Hyderabad, India is analyzed, and the results showed that the faculties who undergo Training and Development Programs feel that they can enhance their functional areas and expertise. These upgraded skills can in turn benefit student achievement as well as teacher satisfaction, it also helps them in getting recognition from their colleagues and top management, as they get a chance to act as a resource person by sharing their knowledge and experience. This study concluded that the training also opens the door for better career growth along with monetary benefits salary hike, promotion and incentives. The results provided that Training and development leads to job Satisfaction among the teachers as well administrators.

([Cha and Bae, 2020](#)) attempted to draw the implications of student satisfaction with fieldwork courses in the library and information science (LIS) program in South Korea by determining the level of satisfaction experienced by students with practicums at a library and information service agency. LIS students with fieldwork experience were surveyed to assess their satisfaction and the factors affecting their satisfaction. The results of this study revealed that from among factors of practicum settings, major-related attributes, and general attributes of respondents, “satisfaction with majors” and “interpersonal relationships” had a significant effect on satisfaction with practicums. Examining the six components of satisfaction with the course revealed that “practicum program” and “practicum setting” had a significant relationship with overall satisfaction. This study concluded a selective intervention program to improve satisfaction with the course needs to be developed based on factors influencing overall satisfaction, focusing on “interpersonal relationship” and “satisfaction with majors.”

([Hieu, 2021](#)) showed that the Education has been seen as an “Educational service” where the customer (students, investors) chooses a service provider to join the university to study with the best fit. Therefore, this study aimed to determine the factors affecting students’ satisfaction based on the training service quality at universities in Dong Nai province. The results showed five factors affecting the training service quality, including the quality of Human Resources (HR), Training Program (TP), Facilities (FA), Support Services (SUS), and Extracurricular Activities (EA), besides, the training service quality affecting the students’ satisfaction with 1% significance. The study recommended enhancing the training service quality and the students’ satisfaction at universities in Dong Nai.

([Neto, et al., 2021](#)) aimed to present the results of a trainee satisfaction survey for an online course developed under the Erasmus Modernization of Higher Education Project in Central Asia through New Technologies. This study about the trainees’ satisfaction evaluation aimed to identify aspects of the training program that could contribute to the adoption of innovative pedagogical practices and didactic models in universities in partner countries in Central Asia. In this study, a questionnaire was used to measure the trainees’ satisfaction regarding different aspects of the training program. The results showed a clear satisfaction of the trainees in relation to the vast majority of the measured dimensions. This study showed that the implications of this satisfaction study will have a direct impact on the restructuring of the course, namely with regard to some methodological options to be taken.

([Gopal, et al., 2021](#)) aimed to identify the factors affecting students’ satisfaction and performance regarding online classes during the pandemic period of COVID-19 and to establish the relationship between these variables. The quantitative study were collected the data from 544 respondents through online survey who were studying the business management (B.B.A or M.B.A) or hotel management courses in Indian universities. The Structural equation modeling was used to analyze the proposed hypotheses. The results showed that four independent factors used in the study viz. quality of instructor, course design, prompt feedback, and expectation of students positively impact students’ satisfaction and further student’s satisfaction positively impact students’ performance, where these four factors are essential to have a high level of satisfaction and performance for online courses. This study conducted during the epidemic period of COVID- 19 to check the effect of online teaching on students’ performance. ([Al-Thuwaini, 2021](#)) purposed to evaluate the training programs at the Deanship of Community Service and Continuing Education at the University of Hail, from the point of view of the trainees themselves. The study included several objectives: identifying the reality of trainer evaluation from the trainees’ point of view, and identifying the reality of evaluating the training environment from the point of view of the trainees, in addition to identifying differences between genders in evaluating the three axes of training under research and study (the trainer - the training content - the training environment). This study reached several results, the most important of which are: the presence of statistically significant differences between individuals the research sample on the two axes of evaluating the trainer and evaluating the training content is due to the gender variable and in favor of females. This study showed there were no statistically significant differences between the individuals in the research sample on the training environment axis due to the gender variable. This study also reached several recommendations, the most important of which are: the necessity of designing training programs to help in continuous improvement in knowledge, skills, and behaviors and changing attitudes in a way that serves the trainees within the local community and the continuation of evaluation The training programs provided to the participants to determine the extent to which they benefited from them in terms of their training interaction and improved performance in their organizational units in which they work and in which they will work.

([Al-Kaaf and Al-Boloushi,2022](#)) aimed to determine the degree of satisfaction of students majoring in the Arabic language at the College of Education at Sultan Qaboos University regarding the field training course during the

e-learning period. To achieve this; this study used the descriptive analytical method. The sample of this study consisted of (44) male and female students. A questionnaire of this study was prepared that included five axes that represent the requirements of the field training course, which are: the axis of the study unit plan, which contains (8) phrases, the axis of reflective papers related to teaching, which contains (9) phrases, the axis of evidence of classroom observation with peers, which contains (8) phrases, and the axis of evidence of exchange of visits. With expert teachers, it contains (6) phrases, and the focus of the guides for professional growth activities, which contains (6) phrases. Two open-ended questions were asked at the end of the questionnaire about the difficulties students faced in fulfilling the course requirements, and the suggestions they see for developing the field training course using e-learning. The study reached several results, including: that the satisfaction of students majoring in the Arabic language at the College of Education with the requirements of the field training course using e-learning was high, with mean of about (3.79), and a standard deviation of (0.52), and that there were no statistically significant differences in Degree of satisfaction between males and females. This study presented several recommendations, the most prominent of which are developing and providing Internet service in the various governorates of the Sultanate, so that students can complete their academic requirements in e-learning.

(Vo, et al., 2022) showed that the internship program is the most crucial supplemental training for students in practical skills, knowledge, and attitude necessary to adapt to the changing industrial world of hospitality and tourism. This exploratory study investigated the challenges that bachelor students of Hospitality and Tourism Management (H&T) often experience and need to overcome themselves through internship programs at enterprises in hotel, restaurant, travel, and tourism setting in Vietnam. The data of this study were from 400 valid answers out of 442 respondents who have experienced their internship programs through direct and online questionnaires was analyzed by SPSS to identify the industry-specific difficulties that trainees must overcome in order to attain satisfaction with the internship term. The results showed the main challenges are communication and conduct, working hours, problem-solving skills, self-confidence, supervision, and working environment but physical requirements. The conclusions of this study help not only future student interns for better preparation but also indicate the Hospitality and Tourism Training Schools and industry enterprises the preparedness for students in psychology and skills to experience the most satisfactory and fruitful internship, which plays essential role in attracting

talents to remain in H&T industry and mark the effectiveness of university training program.

(Xiong, et al., 2022) explored the satisfaction of preschool education students on educational practice and related influencing factors, so as to carry out better educational practice and improve the quality of students' educational practice in colleges and universities. This study used the questionnaire method, according to the existing literature and theory to build the results of self-compiled "higher vocational college students majoring in preschool education practice satisfaction and influencing factors questionnaire." A total of 463 students majoring in preschool education in higher vocational colleges were investigated. The results obtained that the overall satisfaction of students majoring in preschool education in higher vocational colleges to educational practice is above the average in descending order of satisfaction question scores, other factors influencing student's satisfaction are the tutors in the educational practice park, the educational practice base, the content of educational practice, the management of educational practice, the tutors in the school of educational practice, and the time of educational practice. It also resulted that for constructing the influencing factor model of educational practice satisfaction, it is found that the influencing factors of educational practice satisfaction are university management rational factors, support factors from the educational base, and students' own factors.

(Yến and Nga,2023) conducted to identify the factors of service quality measurement training at the high school level - Asian International School in the HCMC, Vietnam. The model of this study identified 5 factors including School Image, Teaching Team, Facilities, Curriculum and Support Team with a regression coefficient from large to small that corresponding impact 0on the satisfaction of students at the high school level is 0.626, 0.416, 0.178, 0.176 and 0.146 respectively. The administrative implications have been proposed to school leaders to improve training to increase the satisfaction of students at high school - Asian International School.

### Comments at the Literature Review

By extrapolating literature review, we found a multiplicity and diversity of studies that dealt with the degree of satisfaction of trainee students with field training programs, and the study of related variables, factors influencing them, and the results they yielded. As (Ko, 2008) investigated the factors associated with hospitality students' satisfaction with internship programs and the relationships between training, job satisfaction, and confidence about future careers in order to provide

schools and industries with suggestions regarding course development and training during internships. (D'Abate, et al., 2009) assessed satisfaction of interns by looking at three broad factors (i.e., job characteristics, work environment characteristics, and contextual factors), which may contribute to internship satisfaction.

(Yusof and Fauzi, 2013) showed that the one of the platforms used to produce high-quality graduates is practical training (PT). It also showed that the evaluation by academicians is vital, in order to provide a holistic evaluation of the students' PT performance. (Saveanu, et al., 2017) investigated the way of organizing and implementing practical activities within three Romanian universities: University of Oradea, University of Bucharest and "Aurel Vlaicu" University of Arad. (Ayasrah, 2017) identified the problems which face trainee students in the specialization of special education during field training. (Al-Munoufi and Al-Mu'tham, 2018) investigated mathematical proficiency level among (217) middle school students from two schools in Russ Governorate Qassim Region. (Carraig, 2018) evaluated the performance of 116 student-trainees in terms of attendance and punctuality, knowledge and quality of work, and general attitude.

(Hussien and Lopa, 2018) determined the factors affecting hospitality students' satisfaction with their internship programs. (Karuna and Reddy, 2018) showed a strong correlation between Training & Development and Job Satisfaction. (Cha and Bae, 2020) determined the level of satisfaction experienced by students with practicums at a library and information service agency. (Xuan, 2017) proposed a model count four factors that influent the students' satisfaction forwards the on-The-Job training program , include: Job Characteristics, Work Environment Characteristics, Contextual factors and Faculty advisor.

(Hieu, 2021) determined the factors affecting students' satisfaction based on the training service quality at universities in Dong Nai province. (Neto, et al., 2021) aimed to present the training program that could contribute to the adoption of innovative pedagogical practices and didactic models in universities in partner countries in Central Asia. (Gopal, et al., 2021) identify the factors which affecting students' satisfaction and performance regarding online classes during the pandemic period of COVID-19 and to establish the relationship between these variables.(Al-Thuwaini, 2021) evaluated the training programs at the Deanship of Community Service and Continuing Education at the University of Hail, from the point of view of the trainees themselves. (Al-Kaaf and Al-Boloushi,2022) determined the satisfaction of students majoring in the Arabic language at the College of Education at Sultan Qaboos University

regarding the field training course during the e-learning period. (Xiong, et al., 2022) explored the satisfaction of preschool education students on educational practice and related influencing factors, to improve the quality of students' educational practice in colleges and universities. (Vo, et al., 2022) investigated the challenges that bachelor students of Hospitality and Tourism Management through internship programs at enterprises in hotel, restaurant, travel, and tourism setting in Vietnam. (Yến and Nga,2023) identify the factors of service quality measurement training at the high school level Asian International School ,Vietnam.

## Study Approach

The study used the descriptive approach, as it suits the nature of the study problem. The descriptive approach is defined as: the scientific approach that focuses on an accurate and comprehensive description of the phenomena or topics studied, whether by descriptive explanation of the case, or by using numbers and data to clarify the relationships and interactions between these phenomena (Bruis and Dabbab, 2019).

## Study population and sample

The study population consisted of field training students at the College of Education at the University of Hail, enrolled in the third semester of the academic year 2023, numbering (102) male and female students, in the departments of: (physical education, sports sciences and physical activity, primary grades teacher, special education, Islamic culture, kindergarten, art education major, and psychology major) - Table (1):

It is clear from Table No. (1) that the study population consisted of (102) male and female students, including (11) male and female students registered in the Department of Physical Education - Sports Sciences and Physical Activity, representing approximately (10.78%) of the study population, and (15) male and female students. They are registered in the Islamic Culture department and represent about (14.71%) of the study population, and (41) male and female students are registered in the Special Education Department and represent about (40.20%) of the study population, and (21) male and female students are registered in the Classroom Teacher Department. Primary students, representing about (20.59%) of the study population, and (6) male and female students, registered in the Art Education department, representing about (5.88%) of the study population, and (6) female students, registered in the Kindergarten department, representing about (5.88%). From the study population, there were (2) female students, registered in the Psychology department, representing approximately (1.96%) of the total study population.



**Table 1: Shows the distribution of members of the study population and sample regarding their specializations in the academic programs at the College of Education**

Specialization	No. of sample members	Percentage of the sample from population of the study
Physical Education - Sports Sciences and Physical Activity	11	10.78%
Islamic culture	15	14.71%
Special Education	41	40.20%
Primary grades teacher	21	20.59%
Art education	6	5.88%
Kindergarten	6	5.88%
psychology	2	1.96%
Total	102	100

**Source:** Collected and calculated from the questionnaire of the study sample. <https://forms.gle/EhbSCHh2BFci1kdj8>

### Study tool

The study used a closed questionnaire as an appropriate tool for the nature of the study. The researcher identified two main axes for the questionnaire, and it included (24) phrases distributed over the two axes, (12) phrases related to the first axis related to the academic supervisor of the trainees, and (12) phrases related to the second axis related to the training program. And training institutions, in addition to three open questions that ask the trainees' opinions about the most positive things they gained from field training, the difficulties they faced during the training period, and their suggestions for improving the field training program at the College of Education at the University of Hail.

### Study Tool

The questionnaire consisted of a cover page that included a letter addressed to the targets of the study to clarify the purpose of the study, and monitoring simple personal data for the sample members, which included gender and academic specialization, as they constitute the basic variables of the study, in addition to the method of proceeding in answering the questionnaire statements. The phrases were distributed across the two main axes of the questionnaire, as shown in the table (2).

The information collection tool (the questionnaire) was built, and its items were formulated to cover the axes of the study. The questionnaire options were formulated according to the five-point Likert factor: (strongly agree, agree, neutral, disagree and strongly disagree). To determine the length of the five-point scale categories, the range was calculated by

subtracting The upper limit of the lower limit ( $5 - 1 = 4$ ), then divide it by the largest value in the scale ( $4 \div 5 = 0.8$ ), then add this value to the lowest value in the scale (1); to determine the upper limit for this category, each of the previous statements was given specific grades to be treated statistically later as follows: strongly agree (5) grades, agree (4) grades, neutral (3) grades, disagree (2) grades Strongly disagree (1), one point. Thus, the length of the categories became as shown in table 3:

A weight was given to the alternatives: (strongly agree = five degrees, agree = four degrees, neutral = three degrees, disagree = two degrees, strongly disagree = one degree), and then those answers were distributed into five levels of equal

**Table 2: Shows the questionnaire's axes and the number of its phrases**

Dimension	Number of phrases
The first axis: The academic supervisor of the trainees	12
The second axis: The training program and the training institution	12
The set of questionnaire phrases	24

**Source:** Collected and calculated from the questionnaire of the study sample. <https://forms.gle/EhbSCHh2BFci1kdj8>

**Table 3: Shows the division of five-point Likert scale categories (limits of average responses)**

Category	Category limitation	
Strongly agree	4.2	5.0
Agree	3.4	4.2
Neutral	2.6	3.4
Disagree	1.8	2.6
Strongly Disagree	1.0	1.8

**Source:** calculated from Fivethy likert coefficient by using SPSS

**Table(4: shows the distribution of categories according to the hierarchy used in the study tool**

Weighted of Average Range	Category	Degree of satisfaction of trainee students with training programs
From 1 to 1.80	Strongly agree	Very weak
From 1.81 to 2.60	Agree	Weak
From 2.61 to 3.40	Neutral	Middle
From 3.41 to 4.20	Disagree	High
From 4.21 to 5	Strongly Disagree	very high

**Source:** calculated from Fivethy likert coefficient by using SPSS

range through the following equation. :  $(5 - 1) \div 5 = 0.80$ . Let us obtain the following classification to be an indicator of the degree of agreement of the sample members, as in table (4):

**Validity of the study tool**

*The researcher verified the validity of the study tool through the following:*

**First: The apparent validity of the study tool (the judges' honesty)**

To determine the extent of the apparent validity of the questionnaire, it was presented to a number of specialized arbitrators from the faculty members of the Department of Curriculum and Teaching Methods, and Psychology at the College of Education at the University of Hail. The arbitrators were asked to evaluate the quality of the questionnaire, in terms of its ability to measure what it was prepared to measure, and to judge the quality of the questionnaire. Their suitability for the objectives of the study, by determining the level of clarity of the phrases, their belonging to any of the two axes of the questionnaire, their importance, and their linguistic soundness, and expressing what they saw as modifications, deletions, or additions to the phrases included in the axes of the questionnaire. After taking opinions and reviewing the arbitrators' comments, the necessary amendments were made that were agreed upon by the majority of the arbitrators, and then the questionnaire was produced in its final form and later converted into an electronic questionnaire via the link: (<https://forms.gle/EhbSCHh2BFci1kdj8>), in preparation for its application to Exploratory sample so that the researcher can measure the validity of the internal consistency of the tool.

**Second: Validity of the internal consistency of the study tool:**

To verify the internal consistency of the questionnaire, Pearson's Correlation Coefficient was calculated. To know the degree to which each phrase of the questionnaire relates to the total score of the axis to which the phrase belongs, the table (5) shows the score of each item and the total score of the field to which it belongs.

It is clear from Table (5) that all the correlation coefficients for each paragraph of the study tool, and the total score for the axis to which it belongs, were all statistically significant at the significance level (0.01), which indicates a high degree of validity of the internal consistency of the study tool, and therefore the tool is Suitable for measuring what it is intended to measure.

**Table (5): Shows the Pearson correlation coefficients between the scores of each item and the total score for the axis**

The first axis: The academic supervisor of the trainees	The second axis: The training program and the training institution
0.87**	0.89**
0.87**	0.89**
0.82**	0.82**
0.89**	0.69**
0.89**	0.82**
0.83**	0.87**
0.83**	0.80**
0.85**	0.91**
0.91**	0.87**
0.80**	0.87**
0.76**	0.87**
0.89**	0.82**

*Source: Collected and calculated from the results of the analysis of the research sample using SPSS. \*\*Significant at 0.01 level.*

**Stability of the study tool**

To verify the reliability of the questionnaire, the study used (Cronbach's Alpha ( $\alpha$ )), and Table (6) shows the values of the Cronbach's Alpha reliability coefficients for each axis of the questionnaire.

It is clear from the table (6) that the reliability coefficient values for the questionnaire's axes were high, reaching (0.96) in the two axes, and the overall reliability coefficient of the questionnaire was (0.97), which is a high value, which indicates the stability of the study tool.

**Study application procedures**

After ensuring the validity, reliability, and suitability of the study tool for application, the study applied it, following the following steps:

1. The questionnaire was distributed electronically via the link specified above, to all field training students at the College of Education at the University of Hail, who are

**Table (6): Shows the value of (Cronbach's alpha) to measure the stability of the study tool**

Dimension	N of Items	Cronbach's Alpha
The first axis: The academic supervisor of the trainees	12	0.96
The second axis: The training program and the training institution	12	0.96
<b>Total questionnaire</b>	<b>24</b>	<b>0.97</b>

*Source: Collected and calculated from the results of the analysis of the research sample using SPSS. \*\*Significant at 0.01 level.*

enrolled in the third semester of the academic year 2023.

2. The number of responses from sample members was approximately (102), representing all specialties.
3. The questionnaire responses were reviewed, and their validity and suitability for analysis were ensured. It was found that all questionnaires are valid for statistical analysis.

### Statistical processing methods

To analyze the data, several appropriate statistical methods were used using the Statistical Package for the Social Sciences (SPSS) program, where the parametric and non-parametric methods were used:

1. Pearson correlation coefficient; to ensure the validity of the internal consistency of the study tool.
2. Reliability equation (Cronbach's Alpha), to measure the stability of the study tool.
3. Kruskal-Wallis Test to measure differences between the average ranks
4. T-test to measure the significance of the differences between the two means
5. Arithmetic Mean
6. Standard deviation

## RESULTS AND DISCUSSIO

This part deals with a detailed presentation of the results reached by the study related to measuring the degree of satisfaction of trainee students with field training programs at the College of Education, through the following:

To answer the first question: "What is the degree of satisfaction of trainee students at the College of Education with the guidance provided by the academic supervisor?"

To answer the first question, frequencies, percentages, arithmetic means, standard deviations, and ranks were calculated, and the results were as follows )Table 7:

It is clear from Table (7) that about (79) member of the study sample members, with represented about (77.5%), expressed their strong agreement that there is an interest by the supervisor in formulating the objectives of field training for students in a clear manner, and about (79) member of the sample represented about (77.5%) confirmed that the supervisor was keen to explain the concept of field training to the trainee students in detail, and about (77) male and female students represented about (75.5%) indicated that the training supervisor was interested in the degree of students' progress and their benefit from field training professionally (Xiong, et al., 2022), and about (75) individuals from the

**Table 7: Shows the Means and Standard Deviations of the sample members' responses on the degree of satisfaction of trainee students at the College of Education with the Guidance provided by the academic supervisor**

Phrase	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	St. Deviation	Degree of satisfaction	Ranking	
He or she was keen to explain to me the concept of field training in detail.	79	20	2	1	0	Frq.	4.72	0.60	very high	2
	77.5	19.6	2.0	1.0	0.0	%				
The supervisor took care to clearly formulate the objectives of the field training.	79	21	1	1	0	Frq.	4.75	0.52	very high	1
	77.5	20.6	1.0	1.0	0.0	%				
The supervisor explained the importance of field training in my future professional life.	75	23	4	0	0	Frq.	4.70	0.54	very high	4
	73.5	22.5	3.9	0.0	0.0	%				
The supervisor gave me a clear idea of the training entity and the rules and regulations for the training before starting the training.	77	19	6	0	0	Frq.	4.70	0.58	very high	5
	75.5	18.6	5.9	0.0	0.0	%				
The supervisor was keen to clearly explain the regulations and laws regulating the field training process.	75	21	6	0	0	Frq.	4.68	0.58	very high	7
	73.5	20.6	5.9	0.0	0.0	%				

Phrase	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Frq.	Mean	St. Deviation	Degree of satisfaction	Ranking
My supervisor dealt with me with various supervision methods.	74	24	3	0	1	Frq.	4.67	0.63	very high	8
	72.5	23.5	2.9	0.0	1.0	%				
The supervisor is present during his or her office hours, which facilitates communication with him during the training period.	75	24	2	0	1	Frq.	4.69	0.61	very high	6
	73.5	23.5	2.0	0.0	1.0	%				
He or she holds regular group and individual meetings to discuss all feedback about the training.	71	24	6	0	1	Frq.	4.61	0.69	very high	12
	69.6	23.5	5.9	0.0	1.0	%				
The supervisor provided me with sufficient opportunity to apply the skills in practice.	73	22	6	1	0	Frq.	4.64	0.64	very high	11
	71.6	21.6	5.9	1.0	0.0	%				
The training supervisor was interested in my progress and professional benefit.	77	23	0	1	1	Frq.	4.71	0.62	very high	3
	75.5	22.5	0.0	1.0	1.0	%				
The supervisor encouraged me to use educational techniques to serve me in field training.	76	22	1	2	1	Frq.	4.67	0.69	very high	9
	74.5	21.6	1.0	2.0	1.0	%				
Before the training, the supervisor informed me of the dangers I could encounter and how to avoid them.	74	22	5	1	0	Frq.	4.66	0.62	very high	10
	72.5	21.6	4.9	1.0	0.0	%				
<b>Average</b>	-	--	-	-	-	-			<b>very high</b>	-

Source: Collected and calculated from the results of the analysis of the research sample using SPSS.

sample members represented about (73.5%) indicated that the supervisor explained to the students the importance of field training in their future professional lives, and about (77) of the sample members represented about (75.5%) confirmed that the academic supervisor provided the students with a clear idea about the training entity and the rules and regulations for the training (Mustarihi, 2020). Before the start of the training, about (75) of the sample members represented about (73.5%) believed that there was a presence of academic supervisors in their office hours, which facilitated communication with them during the training period, and about (75) male and female students, represented about (73.5%) indicated that the supervisor was keen to clearly explain the regulations and laws regulating the field training process to students (Gopal, et al., 2021). As about (74) of the sample members represented about (72.5%) indicated that academic supervisors deal with them using various supervision methods, and there is encouragement from academic supervisors to use students for educational technologies to serve them in field training, as about (76) represented about (74.5%) of the study sample individuals strongly agreed with this (Caraig, 2018), and about (74) of

the study sample, represented about (72.5%) confirmed that the supervisor knew the trainee students about the risks that could occur, and how to avoid it before going to training (Al-Kaaf and Al-Boloushi, 2022). The supervisor provided sufficient opportunity for the trainee students to apply teaching skills in practice, as about of (73) strongly agreed with this phrase represented about (71.6%) of the study sample members, and about (71) male and female students represented about (69.6%) of the sample said that there are periodic group and individual meetings held by academic supervisors to discuss all observations about the training. This result is consistent with the results of studies: (Ayasra, 2020 ;Al Hilalat, 2015 ;Mustarihi, 2020 ;Asiri, 2017).

To answer the second question of the study: “What is the degree of satisfaction of trainee students at the College of Education with the field training program?”

To answer this question, frequencies, percentages, means, standard deviations, and ranks were calculated, and the results are presented in Table (8):

It is clear from Table (8) that about (80) members of the study sample, representing about (78.4%), indicated that

they acquired many teaching skills during the field training period, with an average about (4.73), which indicates a very high degree of satisfaction. About (77) of the study sample members, representing about (75.5%), confirmed strongly agreed that field training provided them with the opportunity to apply theoretical knowledge, with an average about (4.7), which indicates a very high degree of satisfaction (Yén and Nga, 2023). About (78) of the sample member representing about (76.5%) said that during the field training period they learned about the rules and regulations that are useful when joining a job after graduation, and about (76) of the study sample members, representing about (74.5%), confirmed their strong agreement that the scientific content of the study program is appropriate to teach them the required roles of them in the field training (Caraig, 2018), and about (70) of the sample members representing about (68.6%), their responses were (strongly agree) that the evaluation criteria in the field training were fair (Al-Sharaa, 2019). About (71) students representing about (69.6%), their responses were (strongly agree) that the content of the training program

was appropriate for the field training period (Hieu, 2021). About (68) of the study sample members representing about (66.7%), indicated that the field training helped them build their personalities (Al-Thuwaini, 2021). About (68) of the sample members representing about (66.7%) confirmed strongly expressed their agreement that they felt satisfied while they were in the field training school. About (67) male and female students representing about (65.7%), believed that the duration of the training was sufficient to achieve the goal of the training (Yusof and Fauzi, 2013). About (63) male and female students representing about (61.8%) confirmed strongly agreed that they had the necessary facilities available in a training school (Ayasrah, 2017). About (63) individuals representing about (61.8%), confirmed that they found appropriate facilities and services in the school that helped them perform field training. This result is consistent with the results of studies: (Qahwan, 2014 ;Hindiya, 2005 ;Al-Senussi, 2017 ;Al-Sharaa, 2019).

To answer the third question: “Are there statistically significant differences between the sample members’

**Table 8: Shows the Means and Standard Deviations of the sample members’ responses on the degree of satisfaction of trainee students at the College of Education with the field training program.**

Phrase	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Frq.	Mean	St. Deviation	Degree of satisfaction	Ranking
I acquired many teaching skills during the field training period	80 78.4	19 18.6	1 1.0	2 2.0	0 0.0	Frq. %	4.74	0.58	very high	1
During the field training, I learned about the rules and regulations that will benefit me when joining a job after graduation	78 76.5	17 16.7	5 4.9	2 2.0	0 0.0	Frq. %	4.68	0.66	very high	3
Field training gave me the opportunity to apply theoretical knowledge	77 75.5	21 20.6	2 2.0	2 2.0	0 0.0	Frq. %	4.70	0.61	very high	2
Field training gave me teamwork skills	77 74.5	19 18.6	5 4.9	1 1.0	0 0.0	Frq. %	4.65	0.71	very high	4
The scientific content of the study program is appropriate for my education in the roles required of me in field training	76 74.5	19 18.6	5 4.9	1 1.0	1 1.0	Frq. %	4.65	0.71	very high	4
Field training helped me build my character	68 66.7	25 24.5	8 7.8	1 1.0	0 0.0	Frq. %	4.57	0.68	very high	7
The content of the training program was appropriate for the field training period	71 69.6	23 22.5	6 5.9	2 2.0	0 0.0	Frq. %	4.60	0.69	very high	6

Phrase	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Frq.	Mean	St. Deviation	Degree of satisfaction	Ranking
The training duration was sufficient to achieve the training objective	67	25	5	5	0	Frq.	4.51	0.81	very high	9
	65.7	24.5	4.9	4.9	0.0	%				
Evaluation criteria in the field training were fair	70	28	3	1	0	Frq.	4.64	0.59	very high	5
	68.6	27.5	2.9	1.0	0.0	%				
The school provided me with the necessary training capabilities	63	31	4	3	1	Frq.	4.49	0.79	very high	10
	61.8	30.4	3.9	2.9	1.0	%				
I found appropriate facilities and services at the school that helped me perform field training	63	29	6	3	1	Frq.	4.47	0.82	very high	11
	61.8	28.4	5.9	2.9	1.0	%				
I felt satisfied while at the field training school	68	30	2	2	0	Frq.	4.57	0.78	very high	8
	66.7	29.4	2.0	2.0	0.0	%				
Average	-	--	-	-	-	-			very high	

Source: Collected and calculated from the results of the analysis of the research sample using SPSS.

responses regarding satisfaction with the field training program due to the gender variable?”

To answer this question, use the t-test for two independent samples. The results were presented in Table (9):

The results of table (9) showed that the value of the t-test was about (2.43), which is a statistically significant value at the level of (0.02), which is less than the significance level of (0.05) which means that there are statistically significant differences between the average scores of the study sample’s responses regarding satisfaction with the field training program according to the gender variable, in favor of males. This result is consistent with the results of studies: (Yusof and Fauzi, 2013 ;Al-Sharaa, 2019 ;Al-Kaaf and Al-Boloushi, 2022).

To answer the fourth question: “Are there statistically significant differences between the sample members’ responses regarding satisfaction with the field training program due to the type of specialization?”

**Table (9): shows the value of the Two Independent Samples (T) Test**

Gender	Number	Mean	St. Deviation	T-Value	Significance
Male	24	4.8	0.306	2.43	0.022*
Female	78	4.59	0.584		

Source: Collected and calculated from the results of the analysis of the research sample using SPSS. \*Significant at 0.05 level.

To answer this question, the non-parametric *Kruskal-Wallis Test* was used; the results were as follows:

The results of table (10) showed that the value of the *Kruskal-Wallis Test* was about (16.68), which is statistically significant at the level of significance (0.01), which is less than the level of significance (0.05), which means that there are statistically significant differences between the average ranks of the study sample’s scores on Satisfaction with the field training program, the specialization variable is in favor of the specialization (with the highest average rank) (Xiong, et al., 2022; Caraig, 2018), which are, respectively: (physical education specialization “Sports Sciences and Physical Activity” with an average rank of about (74.86) (Gopal, et al., 2021), primary grades teacher specialization with an average rank of about (54.40) , special education major with an average rank of about (51.41), Islamic culture major with an average rank of about (50.57), kindergarten major with an average rank of about (36.25), art education major with an average rank of about

**Table 10: Shows the value of the Kruskal-Wallis Test**

Test Statistics <sup>a,b</sup>	Total Axes
Kruskal-Wallis H	16.689
d.f	6
Significance	0.010**

Source: Collected and calculated from the results of the analysis of the research sample using SPSS. \*\*Significant at 0.01 level.

**Table 11: Shows the differences between the average ranks of the study sample's scores on satisfaction with the field training program according to the specialization variable**

Specialization	Number	Average rank
Physical Education - Sports Sciences and Physical Activity	11	74.86
Islamic culture	15	50.57
Special Education	41	51.41
Primary grades teacher	21	54.40
Art education	6	32.08
Kindergarten	6	36.25
psychology	2	5.25
<b>Total</b>	<b>102</b>	

Source: Collected and calculated from the results of the analysis of the research sample using SPSS.

(32.08), and psychology major with an average the rank reached about (5.25) - Table (11). This result is consistent with the results of studies: (Hindiya, 2005 ;Al Sharaa, 2019).

Answer the fifth question of the study: "What are the difficulties that trainee students at the College of Education faced during the field training period?"

It is clear from Table (12) that (81) individuals from the sample, with a percentage of (79.4%) in the first place, saw that there are no difficulties facing the trainee students at the College of Education during the field training period in the third semester of the academic year 2023, and (7) individuals from the sample members (06.9%), ranked second, believed that the difficulties they faced were represented in teaching remotely and explaining through the electronic educational platform (Karuna and Reddy, 2018). Also, a number of (4) members of the study sample (03.9%), ranked third, indicated that the difficulties were

**Table 12: Shows the frequencies, percentages, and ranks of the sample members' responses about the difficulties faced by trainee students at the College of Education during the field training period in the first semester of the year 2023.**

Difficulties	Frequencies	%	Ranking
There are no difficulties facing trainee students at the College of Education during the field training period in the third semester of the academic year 2023.	81	79.4	1
The difficulty of teaching remotely and explaining through the platform	7	06.9	2
Difficulty dealing with female students	1	0.98	5
The tension that the trainee feels in the beginning	4	03.9	3
Controlling students' concentration	1	0.98	6
The difficulty of diversifying teaching methods and the short time period compared to the curriculum	1	0.98	7
Appearing in front of the students	1	0.98	8
There are no designated places for female field students	1	0.98	9
Lack of adequate facilities in the school	1	0.98	10
There is no training that qualifies the trainee to become a psychologist	1	0.98	11
There are difficulties in cooperation and lack of information	1	0.98	12
shortage of time	2	1.10	4

Source: Collected and calculated from the results of the analysis of the research sample using SPSS.

represented in: The tension that the trainee feels in the beginning, and a number of (2) members of the examined sample (01.10%) ranked fourth, mentioned that the lack of time was one of the difficulties they faced during the field training period in the third semester of the academic year 2023. This result is consistent with the results of studies: (Al-Munoufi and Al-Mu'tham, 2018 ;Ayasra, 2020 ;Al-Senussi, 2017 ;Asiri, 2017).

## CONCLUSION

The study reached a number of results, including a very high degree of trainee students' satisfaction with the field training

program in the College of Education among the study sample. There are statistically significant differences between the sample members' responses regarding satisfaction with the field training program due to the gender variable in favor of study males. There are statistically significant differences between the responses of the sample members about satisfaction with the field training program due to the specialization variable in favor of the specialization with the highest average ranks, which are, respectively: (Physical education specialization "Sports Sciences and Physical Activity" with an average rank of (74.86), classroom teacher specialization Primary school

with an average rank of (54.40), special education major with an average rank of (51.41), Islamic culture major with an average rank of (50.57), kindergarten major with an average rank of (36.25), art education major with an average rank of (32.08), and psychology major with an average rank of (5.25). The most prominent difficulties faced by trainee students at the College of Education during the field training period in the third semester of the academic year 2023, were represented by remote teaching, explanation through the platform, and the feeling of tension that a number of trainees experienced at the beginning of the training period, in addition to the short field training period that number of (2) students targeted for the study indicated this, and they constitute only (1.10%) of the study sample.

## RECOMMENDATIONS

1. Enhancing the quality of training programs to raise the level of student satisfaction.
2. Analyze the differences between the gender in student satisfaction, and designing measures to improve the training experience for each gender of student trainees.
3. Develop targeted training programs for specialties which show less satisfaction.
4. Providing the support to trainees to overcome the challenges facing the trainees.
5. Increasing the training period for an appropriate period that meets the needs of students and improves the quality of training.
6. Encouraging the continuous communication between students, supervisors, and cooperating teachers, and providing them with immediate support.
7. Implementing courses for trainee students to improve their teaching skills via electronic educational platforms.

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