

## Satisfaction of female students at the college of education with distance field training in light of some demographic variables

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### Abstract

The purpose of this research is to identify female students' satisfaction level with distance field training at the College of Education in light of some of the demographic variables. A questionnaire on students' satisfaction with distance field training was applied to a sample of 102 female students (mean age = 20.029, SD = 0.813). Data were analysed by mean, standard deviations, frequencies and percentages; and t-test was used for differences between independent samples. The research findings revealed that the degree of satisfaction of the female students with distance field training was high. Besides, there were also no differences in their satisfaction level due to the academic specialisation (special education–kindergarten) and the academic average (high, medium and low), while there were significant differences due to the academic level variables (seventh–eighth), in favour of the eighth level. The research results were discussed in light of the previous related literature and further research suggestions were provided to researchers and stakeholders.

Keywords: Demographic variables, distance field training, College of Education, satisfaction.

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## Introduction

Field training is one of the final courses of the pre-service teacher education preparation programme, where the student-teacher joins an educational institution to have the opportunity to work in a real-world learning environment to transform what he has learned theoretically into practical aspects to develop his skills and attitudes towards the teaching profession under specialised supervision of from the university and the school (Al-Shahrani & Al-Dawayda, 2018; Shalaby & Gaber, 2018). It helps the student-teacher to identify and practice different skills, including lesson planning, delivery of information, classroom management, teaching according to the student's needs and diversity in teaching and assessment techniques (Alexander, 2003; Jones, 2022).

Asmari et al. (2012) asserted that field training provides the opportunity for students to acquire new practical knowledge and practices, test theoretical concepts in real situations and acquire professional skills, such as the skill of forming successful relationships and with counsellors, the skill of designing treatment programmes, the skill of applying the principles of professional work and the use of available resources. Besides, it helps them develop their leadership skills, such as the skill of leading groups and managing group discussions. It gives students the habits of professional work, such as the optimal use of time, taking professional responsibility, respecting and appreciating the counsellors, flexibility in providing counselling services and acquiring moral values.

The field training helps introduce the trainee to social work institutions, enables him to interact with the work environment and increases his ability to deal with different situations (Fahmy, 2011). Field training provides new knowledge, adds various kinds of information, gives skills and abilities affects attitudes, and thus works on the individual's self-development and raises his self-efficacy.

The high quality of the field training programme to prepare the student-teacher and train him in the pre-service stage develops his personality, knowledge and skills that he needs in service and makes him able to teach effectively. It also contributes significantly and clearly to students' motivation and the development of their performance. Teachers who are well trained with a high-quality field training programme create more pleasure in teaching and continuity in the teaching profession than others (Sawalha, 2020).

The current era is characterised by continuous changes and rapid development in all aspects of life as a result of the knowledge flow and successive modern discoveries and advanced technologies. These changes force institutions to develop their training systems away from traditional rigid forms and think in new patterns and methods to keep pace with world development and progress. Accordingly, distance training has emerged as a modern trend that makes the training process a continuous one that is not bound by time and place. It occurs in an interactive environment rich in modern technological applications that are characterised by flexibility and efficient design.

Distance training can also be used for managing and preparing programmes that the educational process needs. It has become a way to create value for institutions and is no longer just a normal technology used in its work because of its high flexibility, which in turn helped this type of training to adapt to the new considerations of knowledge and the resulting scientific, cultural, human and even social data (Bonk & Graham, 2005).

Definitions of distance training have varied for several reasons, foremost of which is the multiplicity of schools and the trend that each has a point of view about it, which has resulted in a multiplicity of concepts and definitions. It is the training that is based on the Internet, for which the training institution designs its website and specific materials or programmes (Zanbaqi, 2011). Distance training

is an active, non-traditional training system that relies on the use of websites to deliver information to the trainee and benefit from the training process in all its aspects without going to the training site and without the trainer and trainees being in the same space but achieving three-dimensional interaction (digital training content–trainees–the trainer) and managing the training process in the fastest time and at the lowest cost (Abdul Razek, 2011).

Distance training aims to achieve different goals, which can be summarised in the following: raising the quality of the training process (Harbish, 2004); achieving the principle of equal educational and training opportunities among members of society without discrimination between them for reasons related to their social or economic status or because of race, religion or gender (Khatib, 1999); supporting and reinforcing the motives of continuous education, as distance training works on developing the trainee's abilities for initiative and self-reliance (Tawfiq, 2003); reducing the current pressure on the existing traditional educational institutions and creating appropriate training conditions as distance training is characterised by flexibility and the ability to adapt to circumstances (Nashwan, 2004); making training more flexible and liberating it from complex restrictions, where the study takes place without temporal and spatial obstacles, such as having to travel to university centres and training institutes (Sayed, 2004); contributing to community development and raising the cultural level of individuals through training and education programmes (Tantawi, 2001); and responding to the requirements of national development plans of qualified and trained human cadres (Khatib, 1999).

The coronavirus pandemic is a major humanitarian, medical, educational, social, economic and political issue. Schools have suffered from total closure for more than 6 months, which affected the educational process inputs and that in turn negatively affected the quality of its outputs. This deprived 89% of the learners in 188 countries access to educational institutions where they could receive education (UNESCO, 2020). The transition has been made through e-learning with the employment of various types of technology, starting with the Internet through satellite TV and radio broadcasts (Brodeur et al., 2021; de Sousa Reis et al., 2021; Eyles et al., 2020; Hermanto et al., 2021).

Therefore, the need to follow a new approach and find alternatives and ways to maintain the continuity of the educational process is a must. Electronic field training has emerged as an alternative solution to this dilemma, as many countries have recently turned to it to develop their educational cadres. It reflects a form of keeping pace with the current technological developments, as reliance on the Internet in the training process contributes to an increase in the trainee's achievement rates and develops his attitudes and professional personality (Kulikowski et al., 2022). It is defined as an interactive process in which training is transferred and managed remotely, between trainers and trainees, through appropriate means of communication, with the aim of training beneficiaries in their locations. It is concerned with communication between the trainer and the trainees, despite the geographical distance and the existence of means of transmitting information such as printed materials, radio, television, computers and the Internet (Essa & Omran, 2021).

Prince Sattam bin Abdulaziz University has been keen to keep pace with global technical and technological development, in line with its vision of adopting the philosophy of e-learning. The university also offers an integrated electronic programme to students, as it has taken several measures to convert academic courses into an electronic format to increase the effectiveness of the educational process and improve educational outcomes.

Various previous studies and literature illustrate the positive and effective impact of distance training on the educational process. There are various benefits of distance training, as it is characterised by flexibility, convenience, ease and speed of access to contents and activities at any

time and any place. It provides immediate feedback when performing assignments, exams and exercises with ease and speed of review, taking into account individual differences among trainees, and provides various facilities and methods that prevent boredom. It also facilitates access to the same source at the same time, allowing the trainee to organise his time so that he schedules receiving training for his course in a manner that suits his circumstances, work and family conditions. In addition, it reduces the cost of wasting time for trainers and trainees. Besides, the trainees are encouraged to browse the Internet to access additional information on the subject of the training (Atmeizi, 2007; Burns, 2011; Hassan, 2009).

This prompted the researcher to address the issue of the students' satisfaction with electronic field training as a research problem worthy of study in light of the corona pandemic. The satisfaction of university students is one of the most important elements of accreditation and quality in educational institutions because the educational process has the ultimate goal of helping students acquire knowledge and skills. Besides, if the students are not satisfied, this is an indication of the poor-quality level of education provided to them. Field training satisfaction is defined as the trainee's feelings and conventions about the quality of the supervision and training services provided to him. Satisfaction with field training also refers to the trainee's perception, interpretation and evaluation of field training programmes. This evaluation is either a general evaluation or a specific evaluation (Darling-Hammond, 2006).

The results of the studies indicate a positive relationship between the trainees' satisfaction and the feeling of the effectiveness of supervision, field training and his acquisition of the skills, competencies and knowledge necessary for his work as a teacher. If the trainee is satisfied with his training experience, his trainers and his supervisors, this will lead to a state of professional compatibility between the trainee and his profession, which will affect his performance and self-efficacy (Jennifer, 2014).

*Hence, the problem of the study is represented in the following questions:*

1. What is the level of satisfaction of the students at the College of Education with regard to the distance field training?
2. Are there differences in the level of satisfaction of the students at the College of Education with regard to the distance field training due to academic level and academic discipline?
3. Are there differences in the level of satisfaction of the students at the College of Education with regard to the distance field training due to academic average (high, medium and low)?

## **2. Methods**

### *2.1. Research model*

The current study adapted the descriptive analytical research approach to describe and explain why certain differences exist and to assess the satisfaction of female students at the College of Education in Wadi Al-Dawasir with regard to distance field training.

### *2.2. Study group*

The pilot research sample consisted of 43 female students at the College of Education in Wadi Al Dawasir at Prince Sattam bin Abdul Aziz University (age mean = 21.046, SD = 0.849), who were in the seventh and eighth academic levels and were allowed to add field training in the academic schedule to verify the validity and reliability of the research tools.

The basic research sample comprised 102 female students at the College of Education in Wadi Al Dawasir at Prince Sattam bin Abdul Aziz University (age mean = 21.029, SD = 0.813), who were in the seventh and eighth academic levels and were allowed to add field training in the academic schedule.

### *2.3. Data collection tools*

The questionnaire on students' satisfaction with distance field training was developed by the researcher after reviewing the literature and related studies. The scale, in its initial form, consisted of 13 statements. The instruction asks participants to rate on a 5-point Likert-type scale (ranging from strongly agree to strongly disagree). A high degree indicates a high level of student satisfaction.

The questionnaire was presented in its initial form to five mental health and psychology professors as arbitrators to determine the suitability of the statements to measure the negative emotions of university students. They agreed on the questionnaire statements while paraphrasing some of them.

The questionnaire was applied to the pilot study sample consisting of 43 female students at the College of Education in Wadi Al Dawasir at Prince Sattam bin Abdul Aziz University (mean age = 21.046, SD = 0.849). The construct validity was verified through calculating the correlation of the degree of each item with the dimension it belongs to. The correlation coefficients ranged between 0.458 and 0.764, which were statistically significant at 0.01.

The scale's factorial validity was verified after ensuring the suitability of the sample and the scale nature for this statistical method, where Kaiser–Meyer–Olkin = 0.729 and Bartlett's test = 370.54. The factorial analysis of the scale statements (13) was conducted using the Hotelling principal components method. The researchers followed the 'Guttman' criterion to determine the number of factors, where the factor is essential if its latent root is one or more than one. Then, the factors were rotated orthogonally by the Varimax method.

The factor analysis resulted in one factor being identified as loaded with 13 items with a factor loading more than 0.30 and the factor loading of items ranged between 0.466 and 0.820, with latent root = 5.792. Thus, the number of scale items in its final form is three items distributed into one factor. The total score on the scale ranged between 13 and 65.

To ensure the scale reliability, Cronbach's alpha internal consistency and the split-half methods were calculated on the pilot study sample of 43 female students at the College of Education in Wadi Al Dawasir at Prince Sattam bin Abdul Aziz University. The reliability coefficients were, respectively, 0.879, 0.860 and 0.859; thus, it is clear that the questionnaire has a high degree of validity and reliability that enables it to be used in the basic study.

### *2.4. Data analysis*

The researcher used the following statistical methods to obtain the study results: mean, standard deviations, frequencies and percentages of the study sample's responses to the study tool and *t*-test for differences between independent samples.

## **3. Results**

### *3.1. Results of validating the first hypothesis*

'Female students at the College of Education in Wadi Al-Dawasir have a statistically significant high degree of satisfaction with distance field training'. To verify this hypothesis, the arithmetic means and standards deviation of the research sample responses on the research tool were calculated, as presented in Table 1.

Table 1. Arithmetic Means and Standard Deviations of the Female Students' Degrees of Satisfaction With Distance Field Training at the College of Education

No.	Statement	Mean	SD	Satisfaction degree	Rank
1	The objectives of distance field training are clear from the beginning.	4.35	0.65	High	10
2	The time of distance field training is appropriate.	4.45	0.65	High	8
3	The training hours of distance field training are very sufficient.	4.32	0.96	High	11
4	Distance training institutions (kindergartens and schools) are suitable.	3.85	1.25	High	13
5	The students were divided into groups appropriately and fairly.	4.53	0.75	High	3
6	Faculty members are committed to the topics, date, and time of distance field training	4.66	0.47	High	1
7	Teachers and management (school-kindergarten) in distance field training are cooperative and qualified.	4.22	0.96	High	12
8	I am encouraged to participate and interact in the distance field training.	46.04	0.75	High	6
9	The distance field training contributed to the development of my knowledge and skills.	4.46	0.76	High	7
10	The evaluation of the students in the training is sufficient and fair.	4.51	0.93	High	5
11	E- field training time is managed very efficiently	51.4	0.57	High	4
12	The college administration and faculty members remove obstacles and difficulties during distance field training	4.42	0.70	High	9
13	In general, I am satisfied with distance field training.	4.60	0.74	High	2

### 3.2. Results of validating the second hypothesis

'The satisfaction of female students at the College of Education in Wadi Al-Dawasir with distance field training at a distance is statistically significant at the level of 0.01 according to academic level and academic discipline'. To verify this hypothesis, a *t*-test for independent samples was utilised, as presented in Table 2.

Table 2. Results of *t*-Test for Differences in the Degree of Satisfaction of Female Students at the College of Education with Distance Field Training According to the Variables of Academic Level and Academic Discipline

Variable	Demographic Variables		Number	Mean	SD	t-value	Sig.
Satisfaction of female students at the College of Education with distance field training	Academic level	Seventh	58	54.94	6.99	4.79	NS
		Eighth	44	60.63	4.98		
Education with distance field training	Academic discipline	Special education	47	58.31	6.38	1.25	
		Kindergarten	55	56.6	6.60		

### 3.3. Results of validating the third hypothesis

'The satisfaction of female students at the College of Education in Wadi Al-Dawasir with distance field training at a distance is statistically significant at the level of 0.01 according to the academic average (high, medium and low)'. To verify this hypothesis, one-way analysis of variance (ANOVA) was utilised. Tables 3 and 4 show the results of the hypothesis.

**Table 3.** *The Results of One-Way ANOVA for the Differences in the Degrees of Satisfaction of Female Students at the College of Education Regarding the Distance Field Training According to Academic Average*

Variable	Category	N	Mean	SD
Academic average	High	29	56.68	6.68
	Medium	43	56.86	6.72
	Low	30	58.86	6.02

**Table 4.** *The Results of One-Way ANOVA for the Differences in the Degrees of Satisfaction of Female Students at the College of Education With the Distance Field Training According to Academic Average*

Differences	Mean squares	FD	Sum of squares	F-value	Sig.
Between groups	91.68	2	45.84		
Within groups	4,580.8	99	46.27	0.991	NS
Overall degree	4,672.52	101			

#### 4. Discussion

Results illustrated that students of the College of Education have a high level of satisfaction with distance field training. The commitment of the faculty members to the topics, date and time of distance field training was in the first rank in terms of female students' satisfaction, while students' satisfaction with the training institutions (kindergartens and schools) occupied the last rank. Besides, there were no differences in the level of female students' satisfaction with distance field training due to the variable of academic discipline (special education and kindergarten) and the academic average (high, medium and low).

The results of the current research agree with several study results indicating students' satisfaction with online courses (Ali, 2021; Al-Kaf & Al-Balushi, 2021; Chanchalor & Powichai, 2003; Hazeri & Farzin-Yazdi, 2015; Kahawan, 2014; Manhray, 2015; Ong & Lai, 2006; Sharhan, 2003). However, these results, along with other results, indicate that students are not satisfied with the experience of e-courses in general and the distance field training in particular (Himat et al., 2021; Shehat & Al-Amri, 2022).

The high satisfaction degree of students who participated in the current research with distance field training during the corona pandemic period can be attributed to the advantages of this type of learning. It enjoys flexibility, convenience, ease and speed of access to contents and activities at any time and place, and provides instant feedback on assignments, exams and exercises with ease and speed of review. It also considers the individual differences among the trainees and provides various facilities and methods that prevent boredom. In addition, it facilitates the access of thousands of users to the same source at the same time.

E-courses allow the trainee to organise his time so that he can schedule his course to suit his circumstances and the conditions of work and family and reduce the cost of travel and transportation, as well as the cost of production and distribution of training materials. The trainees are encouraged to browse the Internet to access additional information on the subject of the training. E-learning software provides a large number of features to support the provision of an educational process similar to traditional education in terms of interaction with students and the use of the blackboard by default so that the course teacher can explain to the student (Afouneh, 2015; de Sousa Reis et al., 2021; Hassan, 2009; Hermanto et al., 2021; Hermawan, 2021; Nurohmat, 2021; Selçuk et al., 2021).

The female students' attitudes are also positive towards the importance of their specialisation in general, as well as the importance of field training in the process of professional and practical preparation for them, which makes the students overcome the obstacles they may encounter and be responsible for the success of the field training experience from a distance.

Results also demonstrated that there were no differences between the eighth and seventh levels in the degree of satisfaction with distance field training, in favour of the eighth level, and this result can be attributed to the fact that the students of the eighth level have more experience. Furthermore, the seventh-level students have a large number of other study materials besides the field training course. Accordingly, there was no balance between field training and academic courses. This contradicts what Hammad's (2017) study advocated for: the necessity of separating field training and academic courses (full-time training), and that training should be in the last semester only (eighth level) and daily throughout the week, similar to other universities.

## **5. Conclusion**

Electronic training is no longer a choice, but rather a reality experienced by contemporary societies, and Arab societies should embrace it and meet its requirements. In light of different variables, such as the growing information revolution and the increase in its quantity and the rapid spread of the Internet and computer networks, we take advantage of the enormous potential of contemporary technology to replace the traditional training methods that depend entirely on the presence of the trainer and the trainees at the same time in the classroom with visual and audio technologies supported by the Internet, CDs, software and high-speed computers to facilitate interaction between the trainees and the trainer.

Thus, providing student-teachers with the knowledge, skills and directions necessary to carry out the roles assigned to them in their institutions with high efficiency while reducing the costs of the requirements for implementing training programmes from training rooms and supervisors, as well as reducing high travel and accommodation expenses. Distance training also enables trainees to choose the training means that suit their circumstances and raise their skills in using modern technology tools, hardware and software. It also enables them to obtain the training material and the information it contains in a timely manner without restrictions or time frames for the desired benefit.

## **6. Recommendations and further research**

In light of the results of the current study and according to the significance of distance training in the current era, the researcher presents some recommendations. Stakeholders should provide an electronic bag for students of distance field training that contains video clips of complete classroom situations in various branches of the subject, models of unit plans and models for writing reflective papers to benefit from its steps in completing the course requirements. Those in charge of educational planning and policies should promote and maintain the application of e-learning, because of its advantages, reinforced by the high degree of female students' satisfaction with distance field training.

Besides, faculty members in Saudi and Arab universities should be encouraged to expand the use of distance training environments and platforms in developing the skills of female students in the field of field training. The researcher also recommends conducting more studies similar to the current study, while changing the research sample, such as graduate students, students of different undergraduate levels, faculty members and pre-university education teachers participating in field training. In addition, teachers and students should be provided with the necessary training courses to improve their knowledge of distance training, its objectives and methods, especially in light of the spread of



pandemics. Furthermore, stakeholders should allocate a special budget for distance training in the centres, to provide the necessary funding to support the distance training programmes in the deanship.

### **Declaration of conflicting interests**

The author(s) declared no potential conflicts of interest concerning the research, authorship, and/or publication of this article.

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