

The difficulties of field training from the point of view of students at Al-Balqa Applied University under the Corona pandemic

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Abstract

This study aimed to identify the training obstacles facing field training students in light of the spread of the Corona virus, where the descriptive approach was used in addition to the use of the questionnaire as a study tool, which was applied to 300 male and female students, where the study concluded that the response rate in all fields was Medium, while the answers were high in the second domain institutional obstacles facing field training students, while it was average in the first domain training obstacles related to field training students; The study recommended the necessity of conducting societal awareness campaigns against the dangers of indifference to prevention and public safety measures, with the need to work on finding professional educational solutions, in addition to addressing the problem of field training for students in light of the epidemiological situation through holding courses and workshops through distance education technology.

Keywords: Field training, obstacles, coronavirus, higher education, university students, Corona Pandemic;

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1. Introduction

University education is one of the basic systems through which technical cadres are prepared to work in various fields of production and services. This can only be achieved through theoretical teaching and actual and field training to develop skills, increase expertise and acquire the necessary capabilities to perform business efficiently and competently. The fields of humanistic disciplines, such as psychological and educational counseling, special education, social service, vocational education and other disciplines in the field of humanities and social sciences as an applied profession, express an important and basic consideration for field training as a method and a planned process for developing students, developing their skills, and preparing them in the field to practice the methods of the profession efficiently (Alrabadi& Al-Momani,2022; Shubita& Abu Elba, 2022)

Practical education in educational disciplines in general is the basis for acquiring and teaching the skills necessary for successful professional practice in today's society, especially the communication skill, where the student is trained on how to communicate with others and deal with changing conditions successfully, and this requires the need for comprehensive confrontation of training programs and plans: Practical education to further enhance skills and practice in general(AL-Momani,2022Hopkyns, 2022; alsaied, 2018;AL-Momani& Rababa,2022)

make up Training in general is of great importance in contemporary economic life and in preparing qualified human cadres. Training has become an essential center in achieving progress in all aspects and levels, improving efficiency, competitiveness, and overcoming the gap between theory and practice, in all academic disciplines(AL-Momani,2022; Mahmud& Atti, 2020)

Field training is also the cornerstone of the profession to refine the personal readiness and academic preparation of the teacher in the field of job interaction and scientific practice of the profession, which can be defined as the process through which theory is linked to practice through field practice based on scientific grounds to achieve the required professional growth for the student(Noor& Shaoun, 2021;AL-Momani& Purnawan,2022;AL-Momani& Jawarneh,2022)

aims The field training course aims to provide the students with the opportunity to acquire the necessary skills in their dealings with individuals. In this training, the student joins an institution that provides social, psychological and educational services to individuals, such as schools and specialized centers, in which the student is trained on skills related to the practice of serving the individual in terms of its operations of case study and diagnosis. (Estimation) and building a treatment plan with clear objectives, as well as skills for building and ending the professional relationship, provided that this is done under the direct supervision of the competent person in the training institution(Ashour et.al,2021; AL-Momani,2022)

Advantages of field training:

The field training process has the following advantages: (Mahmud&Atti, 2020;Cone et.al,2021;Rababa& AL-Momani,2022)

1. The trainee student gains self-confidence and develops his ability to work without relying on others.
2. The student acquires new experiences, especially in the practical and professional aspects, that qualifies him to rise and assume greater responsibilities.
3. The student acquires flexibility in his practical life.
4. Strengthening the student's respect for others and for himself and the respect of others for him.
5. Developing the behavioral aspects of the trainee student and working on the correctness of work within the larger group.

6. The student acquires the qualities that qualify him to occupy leadership positions, and the training represents a field for practicing human relations and professional experiences.
7. Raise the morale of the student by providing him with different experiences

However, in spite of that, there are many obstacles that reduce the effectiveness of field training and the achievement of its objectives in the various fields of education in the community, and these obstacles are closely related to some elements of training (the supervisor of the training institution, and the student of the field training).

Through the researchers' access to the various sources on the subject of the study, a number of related studies were used, including:

A study (Shabita & Abu Elba, 2022), which aimed to identify the training obstacles facing field training students in light of the spread of the Corona virus, where the researchers used the descriptive analytical approach, and distributed a questionnaire to field training students at Al-Quds Open University, through which to identify the training obstacles facing field training students in light of the spread of the Corona virus. The researchers concluded, through the results of the study, that the percentage of response in all fields was medium in terms of the percentage, while the responses were high on the second field (institutional obstacles facing field training students), while it was medium on the first field (training obstacles associated with field training students).

study (Al-Maliki, 2017) which I aimed To determine the problems facing students of practical education and their relationship to the variables Quality (Gender, Specialization) in the Educational Diploma Program at the College of Education and Arts at Taif University, and used the study resolution It consists of four axes, and the study reached the most important problems of field education Where she was Problems related to the cooperating teacher, then problems related to the school, then problems to the student the teacher And the problems related to the academic supervisor ranked last, as the results showed Presence Subject differences indication Statistics attributable to sex (male/female)) This is in favor of males, while no significant differences were found Statistically It is due to the variable of academic specialization (scientific/Humanitarian)

as it came study (Al-Gharibi and Hussein, 2016) which I aimed To identify the problems of field education as seen by future teachers in the kindergarten department college Education in Shaqra University, and the study applied a questionnaire to a sample of (50) student, And I reached the study The problems faced by the students, in descending order, are: the lesson, Then related to the cooperating kindergarten, then to the academic supervisor and the problems related to the personality of the student Teacher.

And the study (Hoymel & Saoub, 2013) which I aimed To identify the obstacles facing field training students at Mutah University, and a sample was formed the study From (105) asking, The researchers prepared resolution formed from (53) a paragraph divided into (8) areas has shown the study The presence of obstacles in the field training in the various fields of the questionnaire, and the most obstacles were related to management school, and the least related to workshops. It showed that there were differences in the obstacles due to the type variable The school Favor schools own.

as it came study (Al-Bassam, 2012) which I aimed To identify the obstacles to field training from the point of view of students and supervisors in Division Kindergarten at King Saud University, the study sample consisted of (26) supervisor and (268) student, and used resolution of the obstacles facing the students, and concluded that the student faces difficulties in collecting between Field training and study of courses in one semester, in addition to the clear discrepancy between supervisors in rates Evaluation of trainee students.

As for study (Abu Latifa & Shahinaz, 2011) which I aimed To reveal the problems facing the students of scientific education at the University of Jordan From Class teacher specialization students during their field training, and expressing the views of cooperating school principals and teachers and collaborators With these problems, and to achieve the objectives of the study, a sample was selected that consisted of (42) A student from students Education, And the (12) manager and manager from my boss Cooperating schools. And the (36) Teacher And a teacher of cooperating teachers. The results of the study showed that there is several Problems faced by students during field training, the most prominent of which was the school after the cooperating school from one place Residence the student, and the cooperating school administration distributes the students of scientific education to the cooperating teachers without taking the students' opinion on that, and assigning the cooperating teachers to the students of scientific education with administrative and teaching tasks that are beyond their capacity, as well as it There are no designated places in the school's facilities and equipment in which science education students can sit in their spare time.

Came study (Khazali & Momani, 2009) which I aimed To investigate the problems of field training students at Al-Balqa Applied University from the point of view of female students themselves and the study sample consisted of (131) student. The study found that the most important problems that The trainee students, from their point of view, face: Not complying with the instructions of the academic supervisor and the inability to the trainee Taking into account the individual differences among the students, as the results of the study showed that there were no significant differences Statistic In the degree to which the trainee students have problems that are attributed to the academic program or to the school cooperating or interaction between them.

As a study came (Janice, 2001) which aimed at stand upon the factors affecting the attitudes of service students Social Towards the training process to enable them to supply with experience educational field. The results showed that the educational environment in an institution training It is one of the most important factors affecting the empowerment of students to take advantage of the educational process.

As for studying (Tanga, 2013) which aimed to scan experiences Social work students and training challenges field for social service, Where Collected data from (110) From institutional supervisors and field training students and lecturers Academics, as well as collected data from reports of institutional supervisors and training requests. . showed The results are that there are major challenges facing training Such as: scarcity of field care institutions And the lack of preparations for social service students and supervisors the college towards training. These are challenges that do not meet the standards Globalism To teach and train social work.

And she was study (Smith, 2000) which aimed to identify the problems The general problem faced by student teachers who have completed practicum through an analysis of Their search related to the subject, he analyzed (14) studies, so He categorized them according to Fuller's model, which are: the level of self-interest, the influence on students, so the results showed five ideas of primary interests generated from the educational literature, three Of which It represents the aspect of self-care, which is class management, and adaptation profile Institutional, personal characteristics and temperaments, and two represent side Paying attention to the management of educational tasks, namely: methods and strategies, and working with students People with special needs, the results of the study until interests Student teachers have not reached the third level of interest which is their influence in the students.

As for study (Stewart, 2000) And the that I aimed Than to check if the teaching on management Class The primary interest of students is teachers and those who supervise their training Community The study consisted of student teachers in the primary and secondary levels, and supervisors of practical education and cooperating teachers, whose number reached (53) cooperating teachers in the primary

and(19)teacher In the secondary stage of college and institute teachers in the United States of America, the method of pre- and post-survey and the successive interview method was used with student teachers. and supervisors them, and the results of the study that The perceptions of students and teachers in the two stages were very similar about effectiveness Preparation programs in relation to their practical education experience. and that Lesson plan development and classroom management training were on top of the characteristics the basic For the effectiveness of the programs in the eyes of the majority of respondents.

Commenting on previous studies:

It is clear from the previous studies that were presented that there is an increasing interest in the field of field training for university students with the aim of acquiring the skills required to enter the global labor market. But with the spread of the new epidemic of Corona since November 2019 and its appearance in China for the first time, and with the spread of the Corona pandemic in the world in general, as it changed forms of life until this moment, and by informing researchers of previous studies, we find that:

- Previous studies of researchers and specialists emphasized the importance of field training for students as a condition of study as it is considered a means of acquiring functional skills and practical experience.
- The current study was distinguished by linking it to field training and training obstacles in light of the spread of the new Corona pandemic
- This study is one of the few local studies in Jordan due to the recent epidemic, and it is a continuation of previous studies in the field of field training for university students and training obstacles.
- The researchers benefited from previous studies in developing and enriching the theoretical framework of the current study, choosing the appropriate study approach, statistical methods, and how to analyze data in these studies in designing and building the study tool and formulating study hypotheses to reach the results and recommendations.

the study Problem:

Field training is carried out through various training institutions, whether they work in the service of the individual, group service, or community organization. On the other hand, the field training that students need to transfer to the university or training institution, to train on the most important professional skills that the trainee needs, Here, many obstacles appeared before the student related to the institution and the trainee, as some institutions closed their doors to many trainees due to the spread of the new Corona virus, which forced many field training students to train in institutions far from their place of residence, which poses a threat to their health and the health of them. those around them. The researchers saw the need to shed light on this important issue, fromDuring the development of a proposed professional vision to identify the most important obstacles facing the trainee students in light of this crisis and emerging conditions, and based on the foregoing, the problem of the study lies in answering the main question of the study, which is:

What are the training obstacles facing field training students in educational disciplines at Al-Balqa Applied University during the Corona pandemic?

the importance of studying

1. The importance of this study stems from the fact that, to the knowledge of the researchers - one of the first studies - in the Jordanian society that addressed the training obstacles facing field training students. Where the researchers conducted this study out

of their belief in the importance of field training, and the vital role it plays in shaping the professional personality of the educational teacher.

2. The importance of this study also lies in revealing the training obstacles facing the trainee students at Al-Balqa Applied University in light of the crisis of the spread of the Corona virus, which contributes to improving the training process for students to face such circumstances.

3- The importance of this study stems from an attempt to put the results and recommendations of the study before officials and decision-makers from educational and social institutions, and to work on measuring the outcomes of the university educational process and the skills acquired from field training in light of the spread of the Corona virus.

Objectives of the study:

This study seeks to achieve the following objectives:

1. Determining the training obstacles facing field training students in the educational and humanitarian disciplines at Al-Balqa Applied University.
2. Determining the training obstacles that face field training students at Al-Balqa Applied University, and related to the field training student.
3. Identifying the effect of each of the variables (gender, place of residence) on Reducing the training obstacles facing field training students at Al-Balqa Applied University

Study hypotheses:

This study seeks to examine the following hypotheses:

1. There are no statistically significant differences at the level of significance ($\alpha = 0.05$) Towards the training obstacles that face field training students in educational disciplines at Al-Balqa Applied University, which are attributed to the gender variable (males, females)?
2. There are no statistically significant differences at the level of significance ($\alpha = 0.05$) Towards the training obstacles that face field training students in educational disciplines at Al-Balqa Applied University, which are attributed to the variable place of residence (village, city)?

Research questions:

- 1- What are the training obstacles faced by students of field training in educational disciplines at Al-Balqa Applied University, which are attributed to the gender variable (males, females)?
- 2- What are the training obstacles faced by students of field training in educational disciplines at Al-Balqa Applied University, which are attributed to the variable place of residence (village, city)?

concepts the study:

-Obstacles: she That The things that Make command hard , and hinder Investigation Objectives , and need to me face it to overcome on her , and access to me the aim or Target Easily as such to get to know Obstacles as: Contradictions between Circumstances the Actual and responsibilities Social desired or desired , Which strike or disturbance in systems Social and prevent individuals From The performance their responsibilities , point to me trends the behavior Negativity that stand in Guidance Change desired and achieve development training field: Complete tariff on me it's a Collection From Of experience that Complete save it in framework Establishment in one fields practice consciously and intent. Which Designed to move the

students From level Limited From Where Knowledge and understanding and skill and attitudes to me levels higher enable them in the future From Exercise their work in the form of independent and effective distance graduation

Complete identification training field procedurally on me it's a:the operation that done From through it practice field and used In which fundamentally Multiple Targeted help requester on me absorb Knowledge and supply it with experience field and earn it skills artistic , and modify Features his character what Lead to me its growth professional About road link the theory by application From During Commitment method my training Dish in Institutions under the supervision of professional virus corona: he is illness intended caused by virus From strain virus corona Back in city Wuhan Chinese in Dec/Canon the first2019and fired on him(19-COVID), and turned into a pandemic as a result of its rapid and deadly spread in all countries of the world, causing injuries that reached more than 50 million infected, while nearly 2 million infected people died until the latest statistics of the World Health Organization,. (WHO official website, 2020).

The limits of the study

- Time domain: It is the data collection period, which is the second semester of the academic year 2021-2022.
- Spatial domain: This study was conducted at Al-Balqa Applied University in Ajloun University College
- The human field: represented by field training students in the specializations of psychological and educational counseling, special education, and social work specialization specialized in social work.

Method and field procedures:

Study Approach:

This study falls within the descriptive analytical studies, as it aims to identify the training obstacles that limit the benefit of field training students in light of the spread of the Corona virus.

Study community:

The researchers used the social survey method by random sampling method on field training students at Al-Balqa Applied University. Tables (1), (2) represent the distribution of the study sample according to the study variables.

Table No. (1):

Distribution of the study sample by gender variable (males, females)

sex	the number	percentage(%)
Male	190	63%
female	110	37%
the total	300	100%

Table No. (2):

Distribution of the study sample by place of residence

living location \ address	the number	percentage(%)
city	95	32%
village	205	68%
the total	300	100%

Study tool:

The researchers relied on research literature, previous studies and consultants, and accordingly a questionnaire was built and designed to collect data from the study sample and included in its initial form (24) paragraphs equally distributed on two main areas, namely (training obstacles related to field training for students and institutional obstacles facing field training students). .

The validity of the study tool

The study tool was presented to the specialized arbitrators and its validity was recommended after making the necessary modifications to produce the questionnaire. Where the paragraphs of the scale were modified from deleting and merging some of the paragraphs so that the scale became in its final form consisting of (20) paragraphs As in Table No. (3).

Table No. (3):

Questionnaire phrases by fields of study

the number	fields	number of phrases
1	Obstacles to training related to field training for students	10
2	Institutional obstacles facing field training students	10
the total		20

Stability of the study instrument:

To check the stability of the tool, Cronbach alpha equation was used to extract the stability, and the overall ratio was (91), which is a stability rate that confirms that the tool can be used for scientific research purposes.

Statistical processing used:

After collecting the data, its data was entered into the computer to be processed by the statistical program for social sciences (SPSS 21) The researchers used percentages and weighted arithmetic averages such as (T-TEST) to examine the variable (gender, place of residence).

Study results and discussion:

First: The results related to the main question of the study, the text of which is: "What are the obstacles to field training that Al-Balqa Applied University students face in light of the spread of the Corona virus?"

To answer this question, the percentages of each item were extracted from each item of the questionnaire. The five-point Likert scale was used, and statements with positive content were given (5) scores for each answer (strongly agree), (4) scores for each answer (agree), and (3) scores for each answer (neutral), two points for each answer (not Agree), and 1 point for each answer (strongly disagree). It is shown in Table (4):

Table No. (4):

Response percentage scale

degree of response	percentage
very low	less than 50%
low	from 50%-59%

Average	from 60% - 69%
high	from 70% - 79%
very high	From 80% and above

Tables (5, 6) shows the results, and Table (7) shows a summary of the results for all fields.

1) Results related to the first field (training obstacles related to field training students)

Table No. (5):

Percentages and response score for the first domain paragraphs and for the domain as a whole(Training obstacles related to field training students) arranged in descending order according to their percentages

Rank	vertebrae	percentage	degree of response
1	I feel that I did not get the required practical experience from the field training.	83%	very high
2	I fear for my health as a result of my transfer to the Field Training Institution.	79%	high
3	The spread of the Corona virus prevents field training students from getting to know the institutions specialized in field training outside their governorates.	77%	high
4	My work is depriving me of vacations due to the spread of the Corona virus, which affects my training.	68%	Average
5	I was annoyed with wearing a mask throughout the field training lecture.	67%	Average
6	I suffer from family pressure to go to training in light of the spread of the Corona virus.	65%	Average
7	Spaces during the practice meeting prevent students from using role plays in the classroom.	64%	Average
8	I'm bored because the field training is devoid of community activities.	64%	Average
9	I am upset because I cannot put the theoretical side of my field training well.	62%	Average
10	Sometimes I hesitate to attend training sessions for fear of contracting the Corona virus.	61%	Average
field as a whole		69%	Average

It is clear from the previous table No. (5) that the responses of the sample members to the training obstacles facing field training students in light of the spread of the new Corona virus, in the first field (training obstacles related to field training students), where the responses were very high in only one phrase; It was also high on only two vertebrae; While it was average on (8) items, and the response rate over the entire domain was average, as the rate was (69%).

The researchers attribute this response to the fact that the spread of the Corona virus prevents field training students from getting to know specialized training institutions outside their governorates due to the preventive measures followed and social distancing measures. Where there is discomfort in wearing protective masks for long periods during work or field training lectures, social distancing precautions prevent students from implementing training activities and game methods inside halls,

and there is great annoyance among students about their inability to apply the theoretical aspect of field training well in practice; As it is due to the epidemiological situation and closures. Which caused the institutions not to open during the period of the comprehensive ban and the state of complete closure, which led to the students not joining the field work in these institutions, and there is also a discrepancy in the responses of the sample members about their exposure to the pressures of the students' families regarding their field training for fear of infection transmission to them; Despite the spread of the Corona pandemic and preventive measures, the students did not have any hesitation or fear of the epidemiological situation as a result of moving to the training institution, and there was a great feeling among the students that they did not acquire the necessary and required practical experience in field training due to the epidemiological situation.

2) Results related to the second field (institutional obstacles facing field training students).

Table No. (6):

Percentages and degree of response for the items of the second domain and for the domain as a whole (Obstacles Institutional that face students training field) Arranged in descending order of percentage

Rank	vertebrae	The ratio Centennial	Degree response
1	The spread of the Corona virus prevented me from training in some educational institutions that I was intending practice it.	82%	very high
2	I'm afraid the training institution will be closed before I finish my training.	80%	very high
3	Lack of interest from field training institutions in developing students' skills in an appropriate manner.	79%	high
4	ban students trainees From visiting some establishments due to the safety procedures followed In which	77%	high
5	The spread of the Corona virus limits the participation of field training students in field visits with specialists.	76%	high
6	In light of the spread of the Corona virus, the Foundation's programs do not comply with the requirements to achieve goals Field Training.	74%	high
7	The institution specialist allocates sufficient time to follow up on field training students.	73%	high
8	The enterprise specialist knowingly Training students on professional records during their training.	71%	high
9	Institution specialist training on some problems the people Which falls within my training field.	68%	Average
10	The social institution's adoption of a rotation system between specialists limits my benefit from field training	66%	Average
field as a whole		75%	high

It is clear from the previous table No. (6) that the responses of the sample members to the training obstacles facing field training students in light of the spread of the Corona virus, in the second field (institutional obstacles facing field training students), where the responses were very high on two

statements; While it was high on (6) vertebrae; And it was average in only two statements, and the response rate on the domain as a whole was high, where the percentage was (75%).

The researchers believe that the spread of the Corona virus prevented field training students from training in some educational institutions in which they wished to train, and also prevented them from visiting these institutions due to the safety procedures followed in the institutions. Where the students felt fear of closing in the training institutions before the students finished their training stage, the researchers conclude through this that the adoption of educational, educational and social institutions for the rotation system between specialists limits students' benefit from training, as field training in institutions provides ways for students to acquire professional skills and functional requirements in the field of specialization. The responses also showed that the spread of the Corona virus greatly limited the participation of field training students in conducting field visits with specialists as a result of strict preventive measures and social distancing, and this was limited to following up their field training in theory with the community.

3) Summary of results, ranking of domains, and overall score of the scale:

Table No. (7):

Percentages and degree of response for the domains of the scale (obstacles to field training during the Corona pandemic) and for the domain as a whole, arranged in descending order according to their percentages

Rank	the field	The ratio	Degree
		Centennial	Response
1	Institutional obstacles facing field training students	75%	High
2	Obstacles to training related to field training for students	69%	medium
The scale (obstacles to field training during the Corona pandemic) as a whole			72% High

It is clear from the previous table No. (7) that the responses of the study sample members to the training obstacles facing field training students in light of the spread of the Corona virus were high in the field (institutional obstacles facing field training students) at a rate of (75%), while they were average in the field (Training obstacles related to field training students), it reached (69%), and the response rate in all fields was high, as the percentage was (72%).

Through this, the researchers believe that the expansion of the epidemiological situation due to the spread of the Corona virus constituted an obstacle to the training of students in various training institutions.

Second: The results related to the second question, which reads: "Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the respondents' responses to the training obstacles facing field training students in light of the spread of the Corona virus, due to the variables: (gender, Place of residence) ?"This question is related to the study hypotheses and tables (8), (9) that show the results.

1- The results of the first hypothesis test, which states:

There are no statistically significant differences at the level of significance ($\alpha=0.05$) in responsesThe sample members of the training obstacles facing field training students in light of the spread of the

Corona virus, which are attributed to the gender variable (males, females), where the hypothesis was tested by applying (T-TEST) and Table No. (8) shows the results.

Table No. (8):
test results (T-TEST) by gender variable (male, female)

No	the field	male = 190		female = 110		(T)	indication
		SMA	standard deviation	SMA	standard deviation		
1	Institutional obstacles facing field training students	3.211	0.601	3.819	0.441	0.443	0.709
2	Obstacles to training related to field training for students	3.109	0.553	3.447	0.503	0.538	0.663
The sum		3.16	0.577	3,633	0.472	0.4905	0.686

Statistically significant at the significance level (0.05).

It is clear from the previous table No. (8) that there are no statistically significant differences at the level of significance ($\alpha=0.05$) in the students' responses to the training obstacles facing field training students in light of the spread of the Corona virus. , due to the gender variable in the total score and in all domains, where the overall significance level of (t) values was equal to (0.686), and therefore the total significance value of (t) test values is greater than (0.05), thus accepting the null hypothesis.

The researchers believe that the gender variable for field training students is not affected by the students' responses, as the students are of both sexes. All of them are subject to the same preventive measures followed in training institutions, so the obstacles to training in light of the spread of the Corona virus are not affected by the gender variable, which reinforces the acceptance of this hypothesis.

2- The results of the examination of the second hypothesis, which states:

There are no statistically significant differences at the level of significance ($\alpha = 0.05$) in the responses of the sample members to the training obstacles facing the field training students in light of the spread of the Corona virus, which are attributed to the variable place of residence, where the hypothesis was tested by applying (T-TEST) and Table No. (9) shows the results.

Table No. (9):
test results (T-TEST) by place of residence (city, village)

No	the field	city = 95		village = 205		(T)	indication
		SMA	standard deviation	SMA	standard deviation		
1	Institutional obstacles facing field training students	4.291	0.381	3.44	0.551	0.493	0.649
2	Obstacles to training related to field training for students	4.285	0.319	3.203	0.619	0.482	0.521
the total		4.288	0.35	3.3215	0.585	0.4875	0.585

Statistically significant at the significance level (0.05).

It is clear from the previous table No. (9) that there are no statistically significant differences at the level of significance ($\alpha=0.05$) in the students' responses to the training obstacles facing field training students in light of the spread of the Corona virus, due to the place of residence variable on the total score and in all fields, where the level of the overall significance of (t) values was equal to (0.585), and therefore the total semantic value of the values from The t-test is greater than (0.05), thus accepting the null hypothesis.

The researchers believe that the difference in the variable place of residence (city, village) for field training students is not affected in the students' responses to training obstacles, as the epidemiological situation is not limited to a specific city or village, and therefore the difference in the students' place of residence does not affect their responses, which It reinforces the acceptance of this hypothesis.

recommendations:

1. The need to work on finding educational solutions to address the problem of field training for students in light of the epidemiological situation by holding courses and workshops through distance education technology.
2. Providing alternative activities parallel to the field training by working on conducting research and field reports on societal activities within the student's social environment.
3. Work to follow up students in the field training course with social institutions, taking into account the general safety and preventive measures followed.
4. Postponing field training courses until the epidemiological situation is reduced and their activity temporarily regressed to ensure that the student benefits from the objectives.
5. Conducting more studies and future research on the subject of field training in light of crises.

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