Macrothink Institute™

International Journal of Education
ISSN 1948-5476
2023, Vol. 15, No. 4

The Practical Training Challenges of Medical Records Students in Al- Balqa' Applied University (BAU) – Ma`an

Bassam Saad Al-Emami[1,*]

[1]Al-Balqa' Applied University (BAU) – Ma`an, Jordan

*Corresponding author: Al-Balqa' Applied University (BAU) – Ma`an, Jordan

Received: August 6, 2023 Accepted: September 28, 2023 Published: December 17, 2023

doi:10.5296/ije.v15i4.21545 URL: https://doi.org/10.5296/ije.v15i4.21545

Abstract

The study aimed to identify the challenges faced by the students of the medical records at Al-Balqa' Applied University in Ma'an Governorate, based on the perspective of the students themselves, and also compare the outcome with some demographic variables for the academic year 2020-2021.

The study community consisted of (23) students who completed their practical training requirements and were qualified for the comprehensive exam, from Colleges of Ma'an and Shoubak. The researcher used the descriptive analytical approach, which relies on studying the reality or phenomenon as it exists indeed, describing it accurately, qualitatively or quantitatively.

The study was applied and the data were collected through a tool (questionnaire), which consisted of 33 items. The questionnaire included three domains; the obstacles of the students themselves, the academic supervisor's obstacles, and finally the difficulties associated with the practical training institutions. The answers to each paragraph were graded according to a Likert scale.

The data were analyzed using the statistical package for social sciences (SPSS) [23] program, based on some statistical methods to describe the study variables as frequencies, arithmetic mean, and standard deviation. Analysis of differences tests were used, such as the (Two Way ANOVA) test, to figure out if there were significant differences between the averages of more than two groups and their relationship to the dependent variable, and Wackernbach coefficient (Alpha - Choronbach) was used to calculate the stability coefficient.

Keywords: challenges, medical records students, practical training, Al- Balqa' Applied University, Al-Shoubak College, Ma'an College, Ma'an governorate 2020

1. Introduction

Practical training is one of the important phases in preparing the student, since it provides a real opportunity to apply the courses that leads to upsurge the ability to practice all knowledge at future profession after graduation (Al Sharaa, 2018).

In fact, the value of training as a tool that helps effectively to achieve the objectives. Human experiences and involvements have proven that training is the most effective means to achieve goals in terms of awareness, competence and self-confidence. Meanwhile it is a main component of the trainee preparation programs, that prepares the trainee to become professional in his future field of work, acquire technical skills, gain professional ethics, learn problem-solving methods, and identify dominant patterns of relationships in his future work (Tarrasch, 2015).

Field training is not characterized within a specific area, but in several places, depends on directing through a person who is scientifically and practically qualified in this field, as well having enough skills that will help succeed in implementing the goal of field training (The importance and goals of field training, 2020).

Due to the significance of the practical experience and its impact on the trainee student preparation, the educational systems give the field experience unlimited attention that will improve all learning courses. Therefore it is the first step in professional development for preparing the trainee student, then the student acquires basic skills in the profession; but any preparation programs without it become theoretical lessons only deprived of any practical aspect (Suhail, 2014).

Despite the attention paid by (BAU) to practical training in planning, organization and supervision, which aims to raise the academic and professional level of students in major of allied medical professions, there are many challenges that have emerged during the past years, most notably the Coronavirus pandemic and the development of online education and training methods (Hamad, 2017).

Consequently, the practical training at major of medical records in (BAU) comes at the end of the academic program, as the student passes all the specialized and cultural courses, which requires identifying the challenges facing students to improve the environment that contributes in increasing their training efficiency. According to the importance of practical training, a number of difficulties faced the training student, as concluded with field supervisors, many difficulties were observed that impeded the performance of medical records students in during the training period, whether it was through the institution in which the training was taking place, through the students themselves, or through the responsible academic supervisor.

Hence the current study comes in an attempt to investigate and identify the problems from the viewpoint of the students themselves, with the aim of finding recommendations that contribute to eliminating or reducing these problems, since field training is the domain that refines students' skills during their theoretical studies and the extent to which they can benefit from them even in their future and upon completion of their studies, which leads to

improving students' performance in general (Ahmed, 2021).

2. The Study Problem

It was noted through the actual reality that the researcher touched during his supervision, guidance and teaching process on the students of the medical professions at Ma'an College major in (medical record), many difficulties facing the students, so the researcher try to conduct this study to show the importance of field training and its consequences in the future among the graduate students, the researcher decided to reveal this information and work on meeting it in straight ways and overcoming the negatives as much as possible.

3. Objectives of the Study

Recognizing the degree of difficulties facing students of allied medical professions at Ma'an and Al- Shoubak Colleges in the practical training course, and working to reduce them through the results of the study.

Detecting the differences in the difficulties facing students, which are attributed to the following variables: the income of the family, the level of educational attainment of the student.

4. The Importance of the Study

- The study presents future frameworks to describe the general dimensions of the most challenges facing students at medical records major (supportive professions) at BAU, Ma'an and Al-Shoubak Colleges.
- Offering the most important problems facing students of allied medical professions in practical training (medical record major), which contributes to addressing deficiencies in the educational process, for those in charge in the colleges.
- The study sheds light on the most important domains of difficulties facing students, the academic supervisors, and the training institutions.
- Tracking the most important phases of professional preparation for the trainee student, and practically applying all knowledge that they have learned in the previous semesters.

5. The Study Questions

- What is the degree of obstacles facing field training students at BAU at medical records major in Ma'an Governorate?
- Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the problems facing field training students at BAU at medical records major in Ma'an

Governorate, according to the variables: family income and student's educational attainment?

6. The Study Hypotheses

- Are there any difficulties facing practical training students of medical records at BAU in Ma'an Governorate for the academic year 2020-2021?
- There are no statistically significant differences at the level of significance ($\alpha = 0.05$) in the response of the respondents towards the obstacles facing field training students due to the variables: family income and student's educational attainment?

7. The Study Limits

- Spatial limits: Al-Balqa Applied University in Ma'an Governorate and its affiliated colleges (Ma'an University College and Shawbak College) for the academic year 2020-2021
- Qualitative limits: This study was limited to the students of Ma'an College and Al-Shawbak College, who completed the requirements of the field training course and were qualified for the comprehensive exam. They numbered (23) male and female students.
- Temporal limits: This study was conducted in the second semester of the academic year 2020-2021.

8. Terminology of Study

Challenges: these are the obstacles that students of allied medical professions face in the field of medical records during field and practical training.

The procedural challenges: it is a set of difficulties and problems that occur during the implementation of the practical training program, determined depending on the average of what the student gets through the questionnaire answers, based on the five-point Likert scale in this study.

Field training: it is a foremost component of the program, it prepares the trainee to become a professional, as a practical field for acquiring what the trainee students have been learned academically, knowing professional ethics, and learning methods of problem-solving, to apply what has been studied in realistic educational situations *(Tarrasch, 2015).*

Field training students: they are the students of the medical record department who are registered in the field training course and who have completed the subject requirements and practical training courses in the academic year 2020-2021.

9. Study Methodology

The nature of the current study and its predetermined objectives necessitated the use of the descriptive approach, which relies on the study of reality or phenomenon as it exists indeed and is concerned with describing it as an accurate description and expressing it qualitatively or quantitatively.

9.1 Study Community

The study community consisted of (23) students (2 males and 21 females) who have been qualified to the comprehensive examination at Ma'an and Al-Shawbak Colleges, due to the small study population, all of them were taken, as some students failed in some courses and were therefore excluded.

9.2 Sources of Study Tool

In building the tool, the researcher relied on the following sources:

- Primary sources: the study tool (questionnaire) was designed to collect primary data.
- Secondary sources: the researcher used books, periodicals, scientific journals, previous studies and websites to build the theoretical framework and achieve the theoretical goals.

9.3 Validate the Study Tool

Subsequently, preparing the initial form tool (that it is in accordance with the purpose for which it was designed and is more realistic and related to the nature of the study) so the apparent validity of the tool done by reviewing to a group of arbitrators with expertise and specialization from numerous Jordanian universities, the arbitrators reached five members.

Afterward making the modifications according to the proposals and opinions of the arbitrators, which had a good effect in reformulating the articles of the tool in its final form. It was agreed on (33) paragraphs instead of (42).

9.4 The Stability of the Study Tool

The stability of the tool was confirmed, so that it was applied to an exploratory sample consisting of (5) students from outside the study community, before starting to apply the study to the selected sample. The stability of the tool was calculated using the Vachronbach internal consistency method. Resilience calculation using the alpha method; is one of the best and most common estimates of resilience calculations in most situations (Malhotra, 2004). The total reliability value of the tool was (94.2%).

9.5 Study Tool Application

After completing the preparation of the study final form tool, approval was obtained to distribute the questionnaire to the target group of students, the number of distributed questionnaires reached (23) questionnaires, and were distributed to all the study community by the researcher.

9.6 Statistical Methods

Once gathering and reviewing the questionnaires, professors specialized in statistics were consulted to determine the appropriate statistical methods, and based on their guidance, the Statistical Packages for Social Sciences (SPSS) [23] program was used to analyze the data statistically as follows:

1. Descriptive statistics: frequencies, the arithmetic mean, and the standard deviation to describe the study variables.

2. Analysis of differences tests, such as two way analysis of variance tests (TWO Way ANOVA).

9.7 Characteristics of the Study Sample

The frequencies and percentage of data related to the demographic factors of the study community were extracted.

The answers can be summarized at Table 1: Distribution of the study sample by gender.

Table 1. Distribution of the Study Sample by Gender

Gender	Frequency	Percent
Male	2	8.7
Female	21	91.3
Total	23	100.0

The data of Table 1 shows the distribution of the study sample according to gender, where females were (91.3%), and the males students were only (8.7%).

Table 2. Distribution of the Study Sample According to Academic Achievement

Degree of achievement	Frequency	Percent
acceptable	3	13
good	9	39.1
Very good	11	47.9
Total	23	100

The data of Table 2 shows the distribution of the study community according to the highest academic achievement. Those with a good grade reached (39.1%), while the percentage of students whose grade was very good was (47.9%), and finally the sample with acceptable grade were only (13%).

Table 3. Distribution of the Study Sample According to the Level of Income of the Family

Level of Income	Frequency	Percent
Good	11	47.9
Very good	9	39.1
Excellent	3	13
Total	23	100

The data of Table 3 about the distribution of the study sample according to the level of income of the family shows that (39.1%) was very good, (according to their point of view), and they were the highest, (47.9%) were those whose income was good, while the rest percentage of those whose income was excellent were only (13%).

10. The Study Outcomes

Arithmetic means and standard deviations.

The first question: What is the degree of difficulties facing medical record students at BAU in the field and practical training in Ma'an Governorate for the academic year 2020-2021?

In order to answer the question, the arithmetic means and standard deviations were used for each of the paragraphs of each domain of the questionnaire, and the five-point Likert scale was used, as shown in Table 4.

The arithmetic means and standard deviations at the paragraph level for the domain (the problems of the students themselves) are arranged in descending order.

Table 4. The Arithmetic Means and Standard Deviations at the Paragraph Level for the Domain (the problems of the students themselves)

Paragraph	Mean	Std. Deviation
q3	3.5217	1.08165
q5	3.2609	1.09617
q9	3.2174	1.34693
q1	2.8696	1.09977
q2	2.8696	0.96786
q4	2.8261	1.49703
q6	2.6522	1.19121
q10	2.5217	0.94722
q8	2.3478	1.02730
q7	1.8696	0.62554
Students	2.7957	0.59274

We note that the highest in the arithmetic averages related to the field of the students' obstacles themselves is the third paragraph, which states "lack of teaching aids that help explain field training topics", while the seventh paragraph was the lowest: "lack of harmony with the institution's employees during the field training process."

Arithmetic means and standard deviations at the level of paragraphs for the field (Obstacles to an Academic Supervisor) arranged in descending order.

Table 5. Arithmetic Means and Standard Deviations at the Level of Paragraphs for the Field (Obstacles to an Academic Supervisor)

Paragraph	Mean	Std. Deviation
q14	3.6957	1.25896
q17	3.1739	1.15413
q20	3.0870	1.23998
q13	2.9565	1.33070
q19	2.9130	1.12464
q18	2.8696	1.21746
q11	2.8696	2.22188
q15	2.7391	0.96377
q21	2.6087	1.11759
q12	2.6087	0.98807
q16	2.6087	1.03305
Supervisor	2.9209	0.76272

Note that the highest in the arithmetic averages related to the field of the academic supervisor's problems is the fourteenth paragraph, which states "lack of follow-up and field visits by the supervisor for practical training students", while the twelfth paragraph was the lowest, which states "the supervisor's focus on using traditional teaching methods."

Arithmetic means and standard deviations at the level of paragraphs for the domain (difficulties associated with the field training institution) arranged in descending order.

Observe that the highest in the arithmetic averages related to the field of obstacles of the training institution is the thirty-first paragraph, which states: "No notification is made from the institution in the event of the student's non- presence during field training hours".

While the twenty-ninth paragraph was the lowest, which states "the difficulty of understanding between the students and the trainers responsible for the training".

Table 6. Arithmetic Means and Standard Deviations at the Level of Paragraphs for the Domain (difficulties associated with the field training institution)

Paragraph	Mean	Std. Deviation
q31	3.2174	.99802
q33	3.1304	1.35862
q26	3.0870	1.08347
q23	3.0435	1.10693
q27	2.9130	1.16436
q32	2.7391	1.21421
q25	2.7391	1.00983
q22	2.7391	1.17618
q28	2.6522	1.11227
q24	2.5652	0.99206
q30	2.5652	1.16096
q29	2.2609	1.09617
training institution	2.8043	0.69113

Table 7 the arithmetic means and standard deviations at the level of the three domains are arranged in descending order Table 7.

Table 7. The Arithmetic Means and Standard Deviations at the level of the Three Domains

Field	Mean	Std. Deviation
Academic Supervisor	2.9209	.76272
training institution	2.8043	.69113
Students	2.7957	.59274
Meantot	2.8406	.58648
Valid N (listwise)		

Through the answers of the study sample to all questions of the questionnaire and based on the arithmetic average of the answers (33) answers, where the arithmetic average was extracted for the three domains, it was (2.84), and this average is higher than the average of the measurement tool for this study and is between the degree of neutrality (+2) and the degree of agreement (+3). Therefore, the null hypothesis is rejected

This study agreed with the study of Al-Hilalat (2015) in the field of the academic supervisor and the training institution, and the same study contradicted the field of the students themselves with a low level, as well as the study of Al-Sharaa (2018) as well. And the study (Al-Shukri and Al-Saadiya, 2015) and the study (Khraisat 2018) and the study (Al-Zoubi, 2016), and the study (Shabita and Abu Alaba, 2022) this study contradicted the field of obstacles to the training institution, as it came with a high percentage.

The second question: are there statistically significant differences at the level of significance (α = 0.05) in the difficulties facing field training students at BAU in the medical record major in Ma'an Governorate, according to the variables: family income and student's educational attainment?

Table 8. The Results of the Two-Way ANOVA (SPSS)[23]

Source of variance	Sum of squares	Degrees of freedom	Mean of squares	Value (F)	Statistical significance
Family income	254.200	2	127.100	.301	.744
Educational attainment	467.816	2	233.908	.554	.584
The error	7604.649	18	422.480		
The total	210342.000	23			
Corrected total	8240.435	22			

The results of the two-way ANOVA to indicate differences in the degree of problems according to the variables of family income and educational attainment.

The results of Table (8-1) show that there are no statistically significant differences due to any of the variables of income or educational attainment, as the sig level of significance (.744) for the income variable is greater than (0.05), while the sig level of significance (.584) for the variable educational attainment is also greater than (0.05), and therefore the null hypothesis is accepted.

This study contradicted the study of Al-Sharaa (2018) through the presence of statistically significant differences for the student's educational attainment variable.

The study of (Tashman and Al-Mustarehi, 2019) found statistically significant differences for the cumulative average, as well as the study of (Al-Zoubi, 2016), while this study agreed with the study of (Al-Otaibi, 2019), there were no differences in the cumulative average (achievement), the study of (Damietta, 2016), and the study of (Al-Hilalat, 2015).

5. Discussion

5.1 The First Question

The current study came with a medium and positive degree from the viewpoint of the students themselves, as domain of the academic supervisor came with an average of (2.92), which is the highest degree among the domains; due to the continuously supervisors' visits, providing a hand and guidance to the trained students, as well as the academic supervisor's possession of high skill in giving notes and directing the trainee to train well and distinguished.

5.2 The Second Question

The researcher attributed the absence of statistically significant differences to the income variable, as most students pay tuition fees either through a scholarship by the Ministry of Higher Education or through a refundable loan that the student repays after works and engages in the labor market, consequently, there are no financial loads effect on the student, The academic achievement variable, there are no statistically significant differences attributed to the level of achievement, due to the training process, that has nothing to do with the student's achievement in other subjects, neither the requirements that have been completed, as the training process is not accompanied by any theoretical material, but is to provide the opportunity for the trained students to apply what has been studied in realistic educational situations, the trainer in the institution evaluates it through the knowledge experiences and educational skills received, and in most cases the assessment is good.

6. Recommendations

1- Distribute the field education guide to the students in advance of the training, so they can know their rights, duties and the mechanism of work during that period, in addition to what is required of each student in terms of duties or exercises.

2- Unifying all the procedures and instructions issued to the supervisors by submitting a continuous periodic report on the status of the trainee student, providing him with feedback, determining the assessment points, in cooperation with the trainer in the educational institution.

3- Work to find compatibility between the theoretical and the scientific phases in the content of the curriculum presented to students by the department and the college.

3- Increasing the scientific aspect in the courses at levels preceding field and practical training.

References

Ahmed, Hanan Abul Maaref (2021). A proposed vision to reduce the problems of field training from the view of female students of the Faculty of Early Childhood Education, Cairo University. *Journal of Childhood Research and Studies of the Faculty of Early Childhood Education, Beni Suef University, 3*(5), 300-225.

Al-Damiati, Sultana. (2016). Academic problems facing first-year students in the colleges of Afif Governorate and their relationship to their level of academic performance. *Journal of the College of Education, Al-Azhar University, 170*, Part One.

Al-Otaibi, Nayef Munira. (2019). Problems faced by female scientific education students at the College of Education in competition during the field training period. *Islamic University Journal for Educational and Psychological Studies, 27*(2), 382-407

Al-Shukri, Hammoud & Al-Saadia, Hamda. (2015). The reality of field training at the College of Applied Sciences in Rustaq and its problems from the perspective of students expected to graduate. *Journal of Arab Studies in Education and Psychology, 62*, 281-302.

Al-Zoubi, Abdullah. (2016). Difficulties to field training from the viewpoint of the trainee class teacher students at the International Islamic Sciences University, Al-Manara. *22*(4/a).

Halat, Khalil. (2015). Obstacles of field training among social work students at the University of Jordan. *Journal of Human and Social Sciences, 42*(1).

Hammad, Nahla Ali. (2017). Difficulties in training in kindergarten departments at Shaqra University from the viewpoint of female students and supervisors and solution methods. *Journal of the Faculty of Education, Port Said University*, (2).

Khreisat, Fatima. (2018). Problems faced by student teachers in the field training assistant at the Faculty of Physical Education at the University of Jordan from their viewpoint, Jordanian Association for Educational Sciences. *Jordanian Educational Journal, III*(2), 155-182.

Shbeita, Zarda & Abu Abla, Muhammad (2022). Training obstacles facing practical training students in the social work major, Al-Quds Open University. *The Arab Journal for Scientific Publishing, 39*, 237-257.

Tashman, Ghazi & Al-Mostareji Hussein (2019). Problems facing science education students at Al-Israa University during the field training period. *Journal of Psychological and Educational Sciences, 5*(2), 74-56.

The importance and goals of field training, Faculty of bussiness administration (2020/Sep/28).

Acknowledgments

We greatly like to thank Mr. Anas AL-Rawad and every team member who took the time to participate in this study in Al- Balqa' Applied University (BAU) – Ma`an, as well as appreciate my personal assistant Eng. Nadiah Al-Farajat in translation and edition works.

Finally, regards the valuable contributions of our community advisory committee members.

Authors contributions

Dr. Bassam Al-Imami is the only author for this paper with contribute of students of medical records in Al- Balqa' Applied University (BAU) at Ma`an city and Al-Shoubak College.

Funding

“Not applicable.”

Competing interests

This work is not based on any personal interests or harms the concern of any institution or business, it`s purely scientific research aims to establish a straightforward and distinct database for future researchers.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Macrothink Institute.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

Copyrights