

Problems facing Female students during their Practical Training In Najran University -Radiology Department-KSA

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Abstract: Practical training is a key factor to enhance the efficiency and expertise of the work force. This study was descriptive analytic study, the purpose of this study was to find and describe if there is current problems facing Najran university radiology department- female students during their practical training or not. The research paper is accomplished on a basis of the problem facing training in the planning stage, implementation stage and the general problems faced by training institution. Questionnaire was used for the study with 12 research questions guided the study and simple random sample was used. A sample size of 43 students was selected from Najran university radiology department female students. The study revealed that Najran university radiology department are well equipped with the request practical skills for the job market and the campaign about the benefits of technical experience. 100% of the students agreed about the importance of the practical training, 98% of the students cleared that their practical experience help them in developing their abilities and 90% of the student agreed that they were able to apply critical thinking during practical and they have ability to collaborate effectively with colleagues for the benefit of the patient. According to that, currently there is no critical problems facing Najran university radiology department female students.

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1. Introduction

Preparing students for entry into the health profession has always been a challenging undertaking. Practical training as a set of experiences offered under one institution of the practice are conscious and intentional which aims to transfer students from limited level that they be in terms of understanding, skill and directions to the levels they can be in the future of practice service independently. (1,2)

Field training is really a melting pot that is supposed to fused everything that got a student of knowledge in all courses theory in their interaction with the experiences of student life in the family and society. In the context of what offered by training institutions from the experience of working with people and they expect to be through the training process integration not only between these materials theory and each other, but they also expect to happen integration in the student's personality as a whole as it absorbs this knowledge, values and so that it becomes an integral part of student being professional of thinking, feelings values, attitudes behavior of professional and personal. (3,4,5)

Health professionals are being increasingly mandated by registration boards and government and professional bodies to actively apply critical thinking within the workplace, demonstrate reflective,

creative, communicative and interpersonal skills and by association, engage in reflective practice. (6,7)

Therefore, it is no longer satisfactory for educators within the health profession to simply develop the knowledge base of their students. Educators are increasingly obliged to ensure that their students develop the kind of personal and intellectual capacities that will lead to defensible and ethical decision-making that is grounded in the best available evidence. (8) Indeed, there has been a paradigm shift towards the need for educators to close the gap between the seemingly stable world of the academic-shaped as it is by objective and general is able scientific theories and the somewhat chaotic world of the practitioner in which experiential knowledge is accorded a privileged position. Additionally, within radiography at least educators must respond to pressures from the profession for graduates who are technically competent. (1,9,10,11,12)

As radiography was the last of the health professions to upgrade from diploma to a degree level of education, it is not surprising that in keeping with the trends of the 1990s, academics followed the lead established initially within teaching and then nursing by embracing the reflective practice paradigm as a means of bridging the so-called gap between academia and the practice setting. (11,12,13,14)

The purpose of the study was to find if there is current problems facing Najran university radiology

department female students in practical skills acquisition. Despite the various interventions to ensure that radiological department graduates are well equipped with the requisite practical skills for the job market and the campaign about the benefits of technical experience.

Student status is often neglected because it is transitory and only short period of training. Nevertheless, attention to the status of medical students is important because students have less effective power than hospital staff. The degree of responsibility that should be accorded to students for specific training will depend on a number of factors, including the importance of learning medical techniques, the degree of supervision available and the agreement of the patient.

The research paper objectives are to identify the degree of responsibility that should be accorded the students to make the transition from university to the world of work easier and to enhance students contacts for later job placement, to identify appropriate strategies for training of students, to map the method of dealing with that issues and to identify the issues those worry the students in practical training.

Training is a key factor in enhancing the efficiency and expertise of the workforce. the students work experience program prepares students for labor market. It has become an innovative phenomenon in human resources development.⁽¹⁵⁾

Training Field problems:

There is a range of problems that faced the training process and are classified into:

(A) Problems facing training in the planning stage

(B) Problems facing training in the implementation stage

(C) Problems facing public training institutions.^(16.17.18.19)

(A) The problems facing training in the planning stage:

1 - Lack of expertise and skills among workers in the field of training.

2 - Difficult to choose the best training methods to suit the needs and conditions of the project and the nature of the work.

3- Lack of conviction despite some leaders demonstrated the importance of field training.

4 - Lack of scientific studies and practical identification of training needs.

5 - Lack of accurate statistical data of the workforce and training capabilities.

6 - The lack of long-term planning which is at the level of senior management training.^(16.17.18.19)

(B) The problems facing training in the implementation stage :

1 - lack of professional skills of supervisors and this is due to the following reasons:

a- The supervisor is not qualified enough.

b- The potential and possibilities of the human and material foundation training is inadequate.

2 - Training that most efforts went hand subunits without work on the level of major units.

3 - Most training programs characterized by a generality, the information exchanged in these training programs are characterized by theory or practical dimension of reality which feels trainee not belong to, they do not affect its problems and therefore the benefit earned by students not connected to the reality.

4 - Lack of time for training.

5 - The difficulty of using the correct information in the training.

6 - The scarcity of available talent capable of training the supervisors and training needs to be a certain class combines the scientific content where they did not have a chance structured training in how to take advantage of methods.^(16.17.18.19)

(C) The general problems faced by training institutions:

Training institutions suffer from difficulties limit the effectiveness of training include:

1 - Lack of inadequate qualifications of managers, supervisors buildings and means of its educational and running aground to meet the needs of quantitative and overlooked the issue of quality strategies.^(16.17.18.19)

2. Material and Methods

A sample size of 43 students was selected from Najran university radiology department female students. Questionnaire was used for the study with 12 research questions guided the study and simple random sample was used.

3. Results

The sample size of 43 female students answered questionnaire and played a significant role in the categorized the expressions concerning the research questions.

Table. 1

Statement	Strongly Agree	Agree	Disagree
The existence of the conviction of the importance practical training.	86%	14%	0%

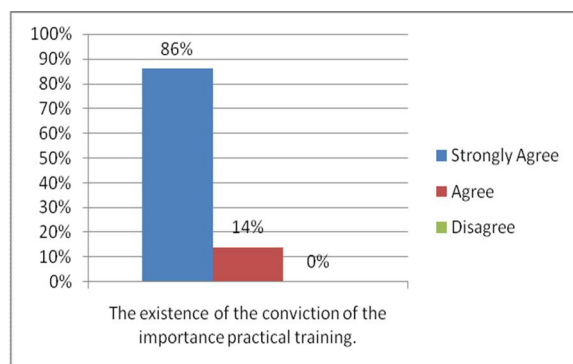


Figure (1) The result above showed that 100% of the students agreed about the existence of the conviction of the importance of the practical training.

Table. 2

Statement	Strongly agree	Agree	Disagree
A clear strategy for training	19%	49%	32%

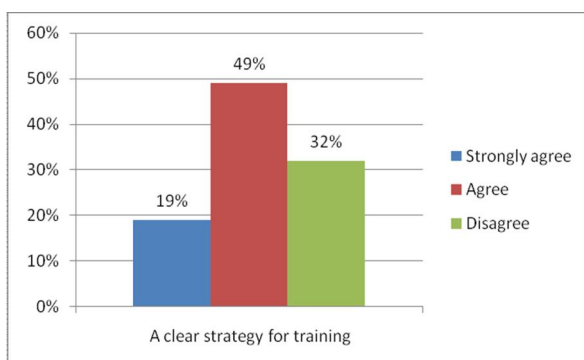


Figure (2) The result approved that 68% of the students agreed about there was a clear strategy for training and 32% of the students disagreed about that.

Table. 3

Statement	Strongly agree	Agree	Disagree
The difficulty of the use of theoretical information in practical training	13%	46%	41%

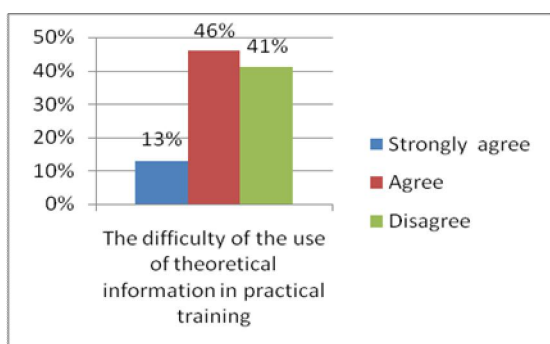


Figure (3) 59% of the students agreed about there was difficulty of the use of theoretical information in practical training and 41% of the students disagreed about that.

Table. 4

Statement	Strongly agree	Agree	Disagree
Lack of the professional skills of supervisors	4%	10%	86%

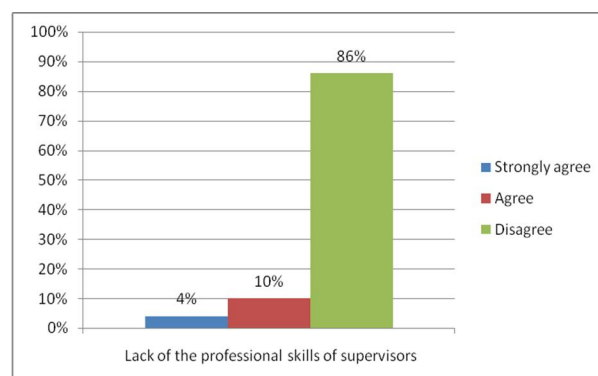


Figure (4) The result showed that there is 86% of the students disagreed about their was a lack of professional skills of supervisors and 14% of the students agreed about that.

Table. 5

Statement	Strongly agree	Agree	Disagree
Lack of professional skills among workers in the field of training in the hospital.	4%	20%	76%

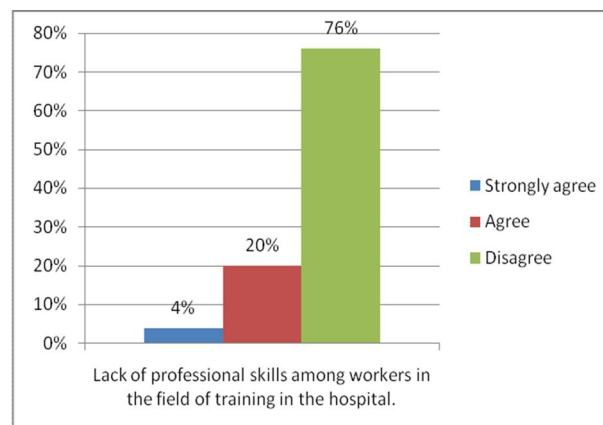


Figure (5) The result showed that 76% of the students disagreed about there was a lack of professional skills among workers in the field of training in the hospital and 24% of the students agreed about that.

Table. 6

Statement	Strongly agree	Agree	Disagree
Lack of sufficient time for training	27%	22%	51%

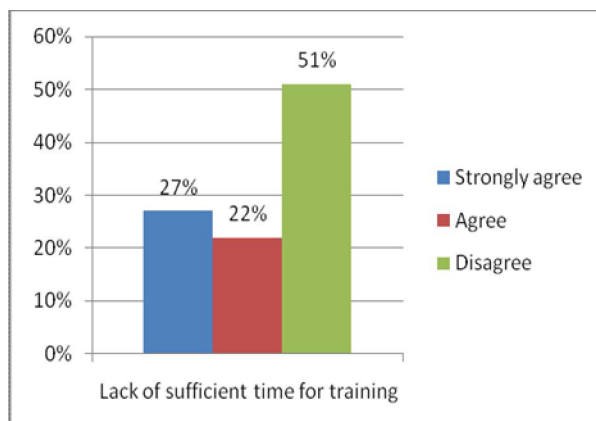


Figure (6) The result showed that 51% of the students disagreed about there was a lack of a sufficient time for training and 49% of the students agreed about that.

Table. 7

Statements	Strongly agree	Agree	Disagree
Difficult to choose the suitable best training methods	18%	25%	57%

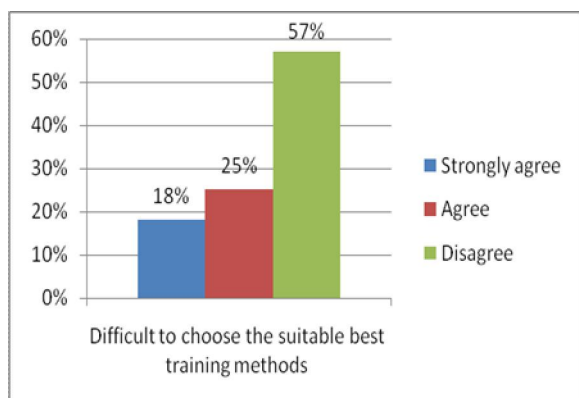


Figure (7) The result showed that 57% of the students disagreed about there was a difficult to choose the suitable best training methods and 43% of the students agreed about that.

Table. 8

Statement	Strongly agree	Agree	Disagree
Training institutions experiencing have problems that affect of practical training	11%	7%	82%

Table. 9

Statement	Strongly agree	Agree	Disagree
The ability of effective collaboration with colleagues for the benefit of patients	51%	39%	10%

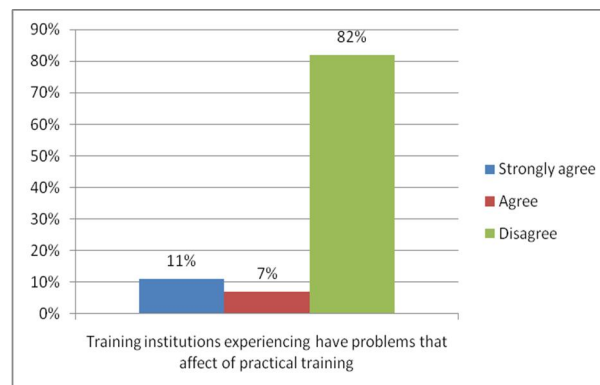


Figure (8) 82% of the students disagreed about training institutions experiencing have problems that could affect the practical training and 18% agreed about that.

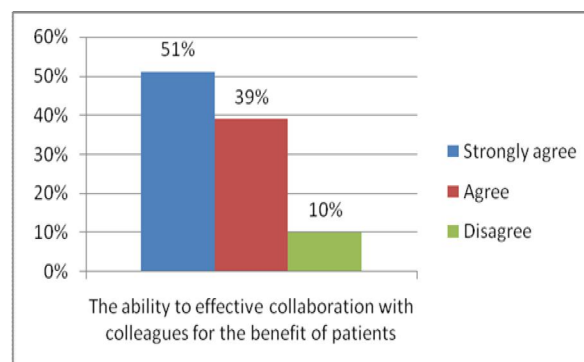


Figure (9) 90% of the students strongly agreed about their ability for effective collaboration with other colleagues for the benefit of patients and 10% of the students disagreed about that.

Table. 10

Statement	Strongly agree	Agree	Disagree
The ability to apply critical thinking in the workplace	23%	54%	23%

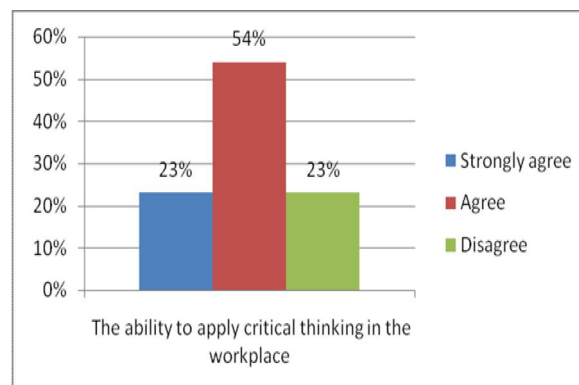


Figure (10) The result showed that 77% of the students agreed about their ability for applying critical thinking in the workplace and 23% of the students disagreed about that.

Table. 11

Statement	Strongly agree	Agree	Disagree
The ability to meet the challenges of the social behavior during practical training	27%	51%	22%

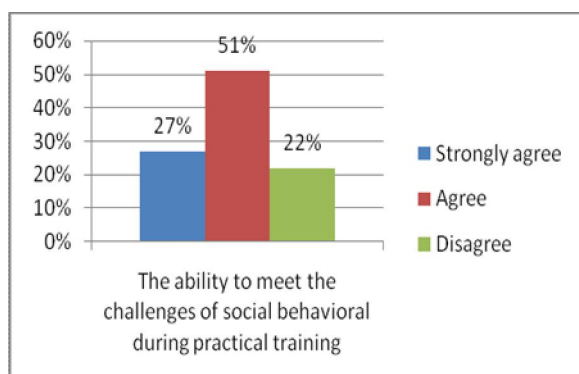


Figure (11) 78% of the students agreed about their ability to meet the challenges of the social behavior during their practical training and 22% of the students disagreed about that.

Table. 12

Statement	Strongly agree	Agree	Disagree
Influenced the practical experience in the development of students abilities	55%	43%	2%

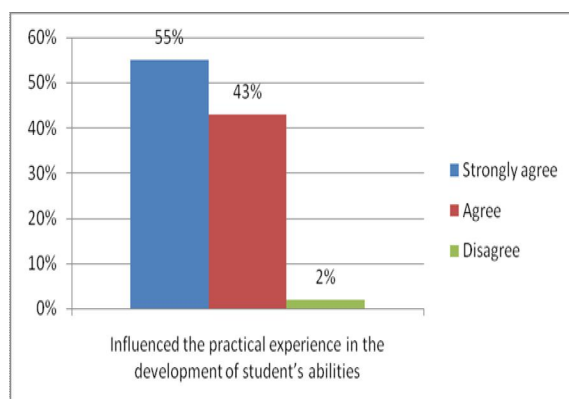


Figure (12) 98% of the students agreed about the influenced practical experience in the development of their abilities and 2% of the students disagreed about that.

4. Discussions

Concern the problems facing training in the planning stage researchers found that from the analysis 100% of the students agreed about the existence of a conviction of the importance practical training. 86% of the student express that there was a clear strategy for the training and 59% agreed there

was a difficulty of the use of the theoretical information in practical training.

Concern problems facing training in the implementation stage the study found that concern the lack of sufficient time for training 43% of the students agreed about that 57% of the students clarified that there is no difficulties to choose the suitable best training method and 98% of the student agreed with influence the practical experience in the development of students abilities.

Concern problems facing public training institutions, 86% of students agreed with the sufficiency of professional skills of supervisors on the other hand about 76% of student agreed with professional skills among workers in the field of training in the hospital and 82% of the students disagreed that the institutions experience have any problems that effectiveness of training, in spite of 90% of students agreed that they have ability to effective collaboration with colleagues for the benefit of patients and practical training.

49% of the students strongly agreed about there is alack of sufficient time for training, 51% disagreed about that.

The result showed that 90% of the students agreed about the ability of effective collaboration with colleagues for the benefit of the patients, and 10% disagreed about the matter.

77% of the students strongly agreed about the ability to apply critical thinking in the workplace and 23% disagreed about that.

78% of the students strongly agreed about the ability to meet the challenges of social behavioral during practical training and 22% disagreed about that matter.

The result showed that 98% of the students agreed about the influenced practical experience in the development of students abilities and 2% disagreed about that.

5. Conclusion:

Practical training is a key factor to enhance the efficiency and expertise of the work force. Student status is often neglected because it is transitory.

Attention to the status of female students Najran university radiology department is important because radiology department female student will have effective power in the near future in Najran area.

The analysis from current students who participate in this research paper find that 100% agreed about the importance of the practical experience and the practical help them in the developing their abilities, 90% of the students they were able to apply critical thinking during their practical period and they have ability to collaborate effectively with other colleagues.

Najran university radiology department female student are well equipped with the request practical skill for the job market and the campaign about the benefit of technical experience.

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