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Evaluating Educational Programs, which are presented to Deaf Students in West Bank Schools from the point view of The Teachers and Parents 2009-2010

Abstract

This study aimed to evaluate the educational programs presented to the deaf students in the West Bank schools from the point view of teachers and students' parents. In addition, it aimed to know the effects of the study variables (age, years of experience, monthly income), on the means of the programs.

The study sample consisted of 94 women teachers teaching at the deaf schools in the West Bank during the second semester of the scholastic year 2009-2010. The sample was chosen by the random class way. It represents (68%) of the study population, which consists of 138 teachers.

The study sample of the parents enrolling the deaf schools in the West Bank consists of 108 father and mother. It was chosen by the random class method, it represents (20%) of the study population, which consists of 530 parents.

The study reveals that the evaluation of the educational program of the deaf was medium (3.13). Also, it showed no significance differences in the evaluation of teachers attributed to study variables (age, experience and qualifications). However, it showed a significant difference attributed to the average of the monthly income between teachers whose salary is less than NIS 2000 and teachers whose salary is more than NIS 2000 in the favor of the teachers whose salary is more than NIS 2000.

From the other side, the study showed that the parent's evaluation of the educational program of the deaf was high (3.62). While, there was no significant differences due to (age, gender, monthly income and the place of the residence), there was a significant difference in the degree of the evaluation due to qualification on all the dimensions as well as on the total degree. These variables were among the parents who's their qualification was secondary certificate or less and parents who's their qualification is diploma or higher in the favor of secondary or less.

Based on the results of the study and the discussion, a number of recommendations were suggested by the researchers as follow:-

1. It is necessary to involve the teachers of the deaf (whose their qualifications are Bachelor or higher) in training courses before and during the work on how to teach deaf people. This will achieve the development in their teaching competence through improving their knowledge and their skills.
2. It is necessary to train parents of the deaf students on the common methods and techniques used for teaching their sons to activate their role in evaluating the educational program and increasing their abilities to see and assess the educational outputs.

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:(Trilingual Deafness) -3

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(Lassasso and Lollis, 2003)

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1.3.2 التعليق على الدراسات العربية:

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(Mortimore et al., 1988)

(Lytle and Rovins, 1997)

(Reynold & Booher, 1980)

(Stinon,Lang, & Macloed, 1981)

(Kika et al., 2008)

(Moore, 2008)

(Cheeker et al., 2009)

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(Bodner and Martin, 1999)

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45	39	6	0			-1
28	23	8	0			-2
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68	54	10	0			-6
54	44	15	0			-7
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145	90	25	0			-9
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المتغير	مستوياته	التكرار	النسبة المئوية %	المجموع
العمر	أقل من 30	43	45.7	94
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سنوات الخبرة	أقل من 5	45	47.9	94
	أكثر من 5	49	52.1	
الدخل الشهري	أقل من 2000	49	52.1	94
	أكثر من 2000	45	47.9	
المؤهل العلمي	دبلوم فما دون	25	26.6	94
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108	60.2	65	40	
	39.8	43	40	
108	53.7	58		
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105	61.1	66	2000	
	36.1	39	2000	
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(Likert Scale)

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(Pearson Correlation)

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0.001	0.810**	31	0.001	0.564**	.2
0.001	0.391**	32	0.001	0.373**	.3
0.001	0.472**	33	0.001	0.577**	.4
0.001	0.584**	34	0.001	0.655**	.5
0.001	0.812**	35	0.001	0.748**	.6
0.001	0.457**	36	0.001	0.612**	.7
0.001	0.392**	37	0.001	0.712**	.8
0.001	0.610**	38	0.001	0.651**	.9
0.001	0.603**	39	0.001	0.699**	.10
0.001	0.678**	40	0.001	0.576**	.11
0.001	0.644**	41	0.001	0.685**	.12
0.001	0.744**	42	0.001	0.632**	.13
0.001	0.720**	43	0.001	0.726**	.14
0.001	0.646**	44	0.001	0.501**	.15
0.001	0.607**	45	0.001	0.387**	.16
0.001	0.650*	46	0.001	0.312**	.17
0.001	0.402**	47	0.001	0.590**	.18
0.001	0.393**	48	0.001	0.466**	.19
0.001	0.425**	49	0.001	0.531**	.20
0.001	0.263*	50	0.001	0.578**	.21
0.001	0.604**	51	0.001	0.762**	.22
0.001	0.348*	52	0.001	0.380**	.23
0.001	0.305**	53	0.001	0.704**	.24
0.001	0.685**	54	0.001	0.708**	.25
0.001	0.279**	55	0.001	0.773**	.26
0.001	0.435*	56	0.001	0.581**	.27
0.001	0.370**	57	0.001	0.677**	.28
0.001	0.628**	58	0.001	0.617**	.29

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.(Cronbach Alpha) ()

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0.87		.1
0.84		.2
0.82		.3
0.87		.4
0.80		.5
0.73		.6
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(Likert Scale)

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(Pearson Correlation)

7.3

0.001	0.476**	.1
0.001	0.588**	.2
0.001	0.751**	.3
0.001	0.532**	.4
0.001	0.684**	.5
0.001	0.752**	.6
0.001	0.729**	.7
0.001	0.580**	.8
0.001	0.762**	.9

7.3

: **2.6.3**

(0,82) (Cronbach Alpha)

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(Cronbach Alpha)

T-test()

*($\alpha \leq 0.05$)

(Pearson Correlation)

.(SPSS)

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	0.78	3.49	94	
	0.70	3.37	94	
	0.79	3.29	94	
	0.79	3.02	94	
	0.64	2.87	94	
	0.90	2.78	94	
	0.64	3.13	94	

(1.4)

.(0.64)

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1.2.4

($\alpha \leq 0.05$)

.(2.4)

(t-test)

(t-test)

:2.4

0.244	92	-1.173	0.60	3.39	43	30	
			0.90	3.58	51	30	
0.406	92	-0.835	0.74	2.95	43	30	
			0.83	3.08	51	30	
0.445	92	-0.766	0.83	2.70	43	30	
			0.96	2.84	51	30	
0.873	92	0.161	0.59	3.39	43	30	
			0.78	3.36	51	30	
0.350	92	0.940	0.57	2.94	43	30	
			0.69	2.82	51	30	
0.646	92	0.462	0.72	3.34	43	30	
			0.85	3.26	51	30	
0.804	92	-0.248	0.53	3.11	43	أقل من 30	
			0.72	3.14	51	أكثر من 30	

$(\alpha \leq 0.05)$

(2.4)

(3.11) 30

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(-0.248)

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(3.14) 30

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2.2.4

$(\alpha \leq 0.05)$

.(3.4)

(t-test)

(t-test)

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(t-test)

:3.4

0.020*	92	-2.373	0.68	3.30	45	5	
			0.83	3.67	49	5	
0.181	92	-1.349	0.74	2.91	45	5	
			0.82	3.13	49	5	
0.162	92	-1.408	0.91	2.64	45	5	
			0.89	2.90	49	5	
0.691	92	-0.398	0.61	3.34	45	5	
			0.77	3.40	49	5	
0.670	92	0.427	0.59	2.90	45	5	
			0.69	2.85	49	5	
0.867	92	-0.168	0.77	3.28	45	5	
			0.82	3.31	49	5	
0.312	92	-1.016	0.57	3.06	45	5	
			0.69	3.19	49	5	

(3.4)

(5)

($\alpha \leq 0.05$)

(1.016-) () (3.06) (5)
 (3.19) (5)
 (0.312)

: **3.2.4**

($\alpha \leq 0.05$)

.(4.4)

(t-test)

(t-test)

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0.001*	92	-3.895	0.74	3.21	49	2000	
*			0.72	3.80	45	2000	
0.001*	92	-4.242	0.63	2.72	49	2000	
*			0.81	3.35	45	2000	
0.001*	92	-3.836	0.81	2.46	49	2000	
*			0.87	3.13	45	2000	
0.004*	92	-2.976	0.73	3.17	49	2000	
*			0.60	3.59	45	2000	
0.001*	92	-3.597	0.64	2.66	49	2000	
*			0.55	3.11	45	2000	
0.008*	92	-2.732	0.78	3.09	49	2000	
*			0.75	3.52	45	2000	
0.001*	92	-4.344	0.58	2.87	49	2000	
*			0.58	3.40	45	2000	

($\alpha \leq 0.05$)

(4.4)

(2000)

(2.87) (2000)

(3.40) (2000)

(0.001)

(-4.344)

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4.2.4

($\alpha \leq 0.05$)

.(5.4)

(t-test)

(t-test)

:5.4

0.004**	92	2.947	0.75	3.88	25		
			0.75	3.36	69		
0.031*	92	2.185	0.80	3.31	25		
			0.76	2.92	69		
0.415	92	0.818	0.99	2.91	25		
			0.87	2.73	69		
0.329	92	0.982	0.71	3.49	25		
			0.69	3.33	69		
0.228	92	1.213	0.72	3.01	25		
			0.61	2.83	69		
0.465	92	0.734	0.70	3.40	25		
			0.82	3.26	69		
0.089	92	1.721	0.67	3.31	25		
			0.61	3.06	69		

(5.4)

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($\alpha \leq 0.05$)

(3.31) ()

(1.721) ()

(3.06) ()

(0.089)

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.(6.4)

:6.4

	0.79	3.62	108	

(6.4)

.(0.79)

(3.62)

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4.4

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1.4.4

($\alpha \leq 0.05$)

.(7.4)

(t-test)

(t-test)

:7.4

0.705	106	0.380	0.82	3.64	65	40	
			0.76	3.58	43	40	

($\alpha \leq 0.05$)

(7.4)

(3.64) 40

(0.380) () (3.58) 40

(0.705)

: **2.4.4**

($\alpha \leq 0.05$)

.(8.4)

‘(t-test)

(t-test)

:8.4

0.539	106	-0.617	0.74	3.57	58		
			0.84	3.67	50		

$(\alpha \leq 0.05)$

(8.4)

(3.57)

(-0.617)

()

(3.67)

(0.539)

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3.4.4

$(\alpha \leq 0.05)$

.(9.4)

(t-test)

(t-test)

:9.4

0.464	103	0.734	0.78	3.64	66	2000	
			0.81	3.52	39	2000	

$(\alpha \leq 0.05)$

(9.4)

(3.64) (2000)

() (3.52) (2000)

(0.464)

(0.734)

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4.4.4

$(\alpha \leq 0.05)$

.(10.4)

(t-test)

(t-test)

:10.4

0.209	98	-1.265	0.92	3.47	42		
			0.70	3.67	58		

$(\alpha \leq 0.05)$

(10.4)

(3.47)

•(0.209)

(-1.265)

()

(3.67)

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5.4.4

$(\alpha \leq 0.05)$

.(11.4)

(t-test)

(t-test)

:11.4

0.049*	106	1.989	0.78	3.71	80		
			0.78	3.36	28		

$(\alpha \leq 0.05)$

(11.4)

(3.71)

(1.989)

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(3.36)

(0.049)

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$(\alpha \leq 0.05)$

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) (Cheeker et al., 2009)

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(Alice et al., 2006

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$(\alpha \leq 0.05)$: **4.2.5**

$(\alpha \leq 0.05)$ (4.4)

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79		1.3
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86	(Pearson correlation)	5.3
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95		1.4
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99	(t-test)	3.4
101	(t-test)	4.4

102	(t-test)	5.4
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105	(t-test)	7.4
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