

## Evaluating the quality of training programs for teachers of students with disabilities in Najran, Saudi Arabi

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### ABSTRACT

This study aimed to assess the quality and differences in training programs for teachers of students with disabilities according to gender variables, years of experience, and academic qualification. And the descriptive method was used by the survey method. The sample of the study consisted of (149) male and female teachers who were selected from among the teachers of students with disabilities who have undergone teacher training programs in the Najran region in the Kingdom of Saudi Arabia. The questionnaire was used as a tool to collect data. The results showed that the degree of evaluating the quality of the training programs for teachers of students with disabilities as a whole obtained an arithmetic average (3.38) with a moderate grade, and the results showed that there are statistically significant differences in the degree of evaluation of the quality of the training programs for teachers of students with disabilities as a whole from the viewpoint of the study sample due to the two variables of years of experience. In favor of the category of more than 10 years and the academic qualification in favor of the postgraduate category, while there were no statistical differences due to the gender variable. The study recommended that the Ministry of Education and its departments and institutions, and those in charge of setting educational policies, adopt a strategic plan to ensure the efficiency of training programs for teachers of students with disabilities.

**KEYWORDS:** Quality, Training Programs, Teachers of Students with Disabilities, Kingdom of Saudi Arabia.

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### Introduction:

Training is a planned activity that aims to provide individuals with a set of information and skills that lead to increasing their performance rates and developing their behaviors and attitudes to improve performance and gain experience, and that by expanding their knowledge, refining their skills, and abilities through continuous stimulation to learn and use modern methods, to be consistent with Their personal ambition. And that is as part of a program planned by the institution's management, taking into account its needs, the needs of its workers, and the state's future needs.

El-Arini (2005, 157) defined training as the organized process which the behavior and feelings of employees are changed in order to increase and improve their effectiveness and performance. Al-Sharman (2008, 262) defined training as "a behavioral process intended to

change the individual with the aim of developing and raising his productive efficiency."

Training is one of the important functions in human resource management in educational institutions, as it is the basic building block for the development of manpower in order to keep pace with the rapid developments of various aspects and fields (Abdel-Baqi, 2006). Training has become a strategic action for any institution, and independent budgets and specialized centers are allocated to it, in order to advance this process, and provide individuals with new knowledge, experiences and skills that contribute to enhancing the institution's goal and raising the level of performance of its employees. Good training leads to benefits for individuals who receive training and the institutions in which they work, as training seeks to build a person who is able to adapt to his social, cultural and civilizational reality, and works to accommodate the

rapid, complex and overlapping changes that accompany the growth and development of societies, while emphasizing his cultural identity and its ideological and civilizational roots and social, and its tool in these institutions (Shuaib & Asfour, 2017).

The importance of training lies in the success of enterprises, as it is a means of economic development and social prosperity of enterprises, and insurance against unemployment, loss of employment, and an individual's inadequacy for his work. Individuals who enter work for the first time need to be prepared to carry out the burdens of the job they will occupy, and individuals do not perform one job and do not exercise only one responsibility, but rather they move between several jobs and several responsibilities during their work period, which requires retraining when they are promoted and transferred to other jobs (Daigle, 2001).

Training also contributes to maintaining the institutions' survival within the competitiveness, as it is considered a distinct field through which social consensus is achieved, and even a coordinated factor between the social side and the economic side, as it plays a fundamental role in achieving professional satisfaction for workers and improving the institution's economic efficiency (Al-Rashdi, 2013) ).

(Ghosh, 2020) stated that training and professional development programs for teachers should include various axes, including: listening, speaking, reading and writing skills, mastering modern teaching strategies, enhancing the teacher's sufficiency in preparing lessons in a manner commensurate with the students' learning needs, and using modern technology in the process of teaching in the classroom. Mouawad (2013) stated that the most important training and professional development programs for teachers must include effective teaching skills such as planning, implementation and good evaluation.

In recent years, the term Quality has become popular, which is a modern management philosophy based on a number of directed modern management concepts on which it is based in the combination of basic administrative means and creative efforts, and between specialized technical skills in order to improve the level of performance and the continuous improvement and development of institutions and human resources. Therefore, voices calling for quality appeared in the education sector and its effectiveness similar to other sectors. The turning point was in the way of educational and educational reform through the presence of a staff

or team with extensive experience to lead this movement and this change to achieve the goals of improving educational quality (El-Rashdy, 2013).

Determining the basic pillars of quality is of great importance in the context of practical application in educational institutions, as these foundations would indicate the basic facts that should be relied upon in the field of quality assurance and quality control in order to apply advanced methods to ensure their standards, as well as continuous improvement and development and achieving the highest. Possible levels in educational practices and processes, and thus improving the outputs of educational institutions, and among the most important of these pillars were training and professional development for teachers (Mudawi and Obaid, 2015).

The issue of quality in training workers, including teachers, has become a challenge facing officials of educational institutions, as many educational conferences at the global and Arab levels have taken the initiative to raise this issue in order to seriously draw the attention of those in charge of education. It was emphasized at the UNESCO Conference on Education in the Twenty-first Century on what governments and educational institutions should do in this regard in terms of the need to continuously strive to develop the skills of teachers from the scientific and professional standpoint (Al-Saadi, Al-Senbani and Al-Dahiani, 2017). Likewise, the third international scientific conference held at Benha University in the year 2019 AD recommended the importance of developing training programs for teachers in Arab educational institutions in order to keep pace with the era of innovation, spreading the training culture as a basis for spreading the culture of entrepreneurship, and developing training strategies, in line with contemporary global trends in Training (Third International Scientific Conference, 2019).

The teacher of students with disabilities, like other teachers, has received considerable attention from previous studies, with the recent emergence of global interest in students with disabilities. Educational institutions and charities have adopted this interest, and have activated studies and research that address the problems of people with disabilities by providing highly qualified teachers who can bear the burden of teaching such a group of students, as the role of teachers of students with disabilities differs from that of teachers of ordinary students. Teachers of students with disabilities must deal with a group of students on the basis of a full understanding of their psychological characteristics,

behaviors, needs, preferences and interests, and they must strive to present what suits them with methods, strategies, methods and activities that are compatible with them and are commensurate with their different levels and circumstances (ALbawaliz, Arbeyat, & Hamadneh, 2015).

The teacher of students with disabilities is the important axis in the educational process for individuals with disabilities, as he is the main implementer of individual educational plans, guides and guides for students with disabilities in the teaching and learning process, and is based on following up on their achievement and working to improve and develop their levels (Young, 2018). It is also assumed that teachers of students with disabilities and as a result of their dealings with these groups with special needs, they are subjected to professional, psychological and personal pressures that differ from those faced by teachers of ordinary students, as the education of persons with disabilities involves multiple difficulties and may in turn be reflected in the level of teaching and professional performance for teachers of students with disabilities (Awamleh and Raqqad, 2017).

In the above, and in the summer of 2019 AD and the summer of 2020 AD, the Kingdom of Saudi Arabia, represented by the Ministry of Education and the General Administration of Special Education, in cooperation with a group of companies, associations and experts in the field of training and human development, and in various public educational areas, launched an initiative to train special education teachers (teachers of students with disabilities). Providing teachers with teaching strategies, methods and methods suitable for teaching students with disabilities according to classes and grades, discovering problems among children with disabilities and methods of dealing with them, and using appropriate supportive techniques in teaching and learning with disabilities, as well as addressing differentiated education for people with disabilities with inclusion programs and informing them of the basics of virtual classroom management. . The initiative also aimed to monitor evidence-based practices and scientific evidence in the field of disability and methods of teaching students with disabilities in light of the Coronavirus Covid-19 pandemic, and how to create an appropriate psychological atmosphere for children with disabilities through the use of storytelling and social story ([https:// edu. moe.gov.sa](https://edu.moe.gov.sa)).

Based on the above, the desire to conduct this study, which sought to assess the quality of training programs for teachers of students with disabilities in the Najran region in the Kingdom of Saudi Arabia, came about.

### **The Problem of the study:**

Training and professional development for teachers of students with disabilities, and developing their capabilities are among the modern approaches that concern decision-makers, officials, and those interested in reform issues in education, as they contribute to enhancing the knowledge, skills and experiences of teachers in the cognitive, skill and emotional fields in order not to stop at the level they reached at Graduation or appointment. It is known that the field studies bring the perception of reality closer, and perhaps this study contributes something to that - especially as it is one of the pioneering studies at the local level represented in the Kingdom of Saudi Arabia and specifically in the Najran region that dealt with this aspect, and perhaps knowing the opinions of the teachers of students with disabilities who have undergone the training It helps in identifying the level of these training programs, and developing appropriate solutions to keep pace with the aspirations of the Kingdom of Saudi Arabia in developing the education sector for people with disabilities by promoting, encouraging and supporting teacher training. This study tried to answer the following questions:

1. What is the degree of evaluation of the quality of training programs for teachers of students with disabilities in Najran region?
2. Are there statistically significant differences in the degree of evaluation of the quality of training programs for teachers of students with disabilities in Najran region due to the variable of gender?
3. Are there statistically significant differences in the degree of evaluation of the quality of training programs for teachers of students with disabilities in Najran region due to the years of experience variable?
4. Are there differences of statistical significance in the degree of evaluation of the quality of training programs for teachers of students with disabilities in Najran region due to the scientific qualification variable?

### **Objectives of the study:**

This study aimed to define the degree of quality evaluation of training programs for teachers of students with disabilities in light of international standards in order to work on their development and development to keep pace with international standards in the quality of training and to achieve the benefit of training programs for teachers of students with disabilities. In addition to revealing statistically significant differences in the degree of quality evaluation of the training programs for teachers of students with disabilities in the Najran region, according to the different categories of gender variables, years of experience and academic qualification, if this gives a degree of cognitive diversity.

### **The importance of the study:**

The importance of the current study is evidenced by its focus on an important topic of training and human resources, which is the evaluation of the quality of training programs for teachers of students with disabilities in the Kingdom of Saudi Arabia, as well as in enriching the global and humanitarian library with the literature of the theoretical study and its results. It is hoped that the results of this study will benefit the Department of Special Education in Najran region through the information provided by the study about the evaluation of training programs for teachers of students with disabilities, which may be useful in improving the work of the Training and Professional Development Center for teachers of students with disabilities.

It is hoped that the results of this study will benefit the Ministry of Education, its departments and institutions, and those in charge of setting educational policies to benefit from the results of the study in developing the work of teacher training centers in general and teachers of students with disabilities in particular to be aware of the requirements of training programs and evaluate them.

### **Terms of the study:**

1. Evaluation: "Correcting and modifying the areas, deficiencies and weaknesses of the training program in order to effectively achieve its objectives" Al-Taani, 2002: 21).

2. Training programs: It is "a group of organized or planned activities that aim to develop the knowledge, experiences and attitudes of the trainees, and help them in updating and developing their information, raising their efficiency, and improving their performance. It is

an activity that aims to distinguish individuals in a way that adds knowledge to their knowledge and enables them to perform skills that they were not able to perform before" (Al-Ghazawi, 2006, 121). As for the quality of training programs in this study, it means the efficiency of training programs in providing teachers of students with disabilities with knowledge, skills, experiences and behaviors that were previously planned with the aim of developing their professional development in a way that serves their role in the education of persons with disabilities, and is measured through the responses of the study sample to the study tool. The "questionnaire" prepared by the two researchers for this purpose.

3. Teachers of students with disabilities: They are teachers of students with disabilities and are appointed by the Ministry of Education with the aim of caring for groups of students with disabilities in terms of measurement and diagnosis, and the implementation of specialized educational programs that are provided to people with special needs in order to help them develop their capabilities to the fullest extent, achieve their selves and help them adapt in individual differences and special needs to achieve a higher level of personality for self-sufficiency and success in school and society (Al-Rusan, 2019). In this study, the teachers of students with disabilities who were appointed by the Saudi Ministry of Education in order to provide appropriate services to students with disabilities in government special education institutes, programs and schools in the Najran region from the academic year 2020-2021.

### **Study Approach:**

In this study, the descriptive method was used in the survey method, because it is the most appropriate approach to the nature of this study, and through it, the study questions can be answered and its objectives achieved.

### **Population and sample of the study:**

The study population consisted of all teachers of students with disabilities in the Najran region in the Kingdom of Saudi Arabia who had undergone training in teacher training programs in the year 2019/2020, and their number was (250) teachers, and the study sample consisted of (149) teachers who were chosen by the random, stratified method. . Table (1) shows the distribution of the sample according to gender variables, years of experience, and academic qualification.

Table (1): Distribution of the sample (frequencies and percentages) according to the variables of the study

Variables	Items	Frequencies	%
Gender	Male	73	%48.9
	female	76	%51.1
Experince Years	Less than 5 years	34	%22.8
	5-10 years	35	%23.5
	10 years or more	80	%53.7
Qulifications	BA	92	%61.7
	Postgraduate	57	%38.3
	<b>Total</b>	<b>149</b>	<b>%100.0</b>

#### Study instrument:

For the purposes of implementing the tool for assessing the quality of training programs for teachers of students with disabilities from the teachers' point of view, the educational literature and previous studies related to evaluating training programs in educational institutions were referred to. The instrument was mainly based on the standards used in previous studies such as studies (Al-Thabiti, 2018, Al-Shami, 2018, Moawad, 2013, Al-Qubati, 2012). The instrument was formed in its final form after verifying the indications of its validity and reliability from (30) statements divided into five areas, namely: planning training programs and its statements (1-5), the content of training programs and its statements (6-10), and the impact of programs and its

statements (11-15), The training environment, its organization and its statements (16-23), and the competence of trainers and its statements (24-30). The respondent places a sign in front of each statement of the domains, on a scale of five degrees, which are: (very large, large, medium, few, very few). The tool was corrected by giving the following weights (5, 4, 3, 2, and 1) for the aforementioned degrees. To judge the level of arithmetic averages for the statements, areas, and the tool as a whole, the statistical criterion is adopted using the following equation:

Category range = (highest value - lowest value) divided by the number of options

Category range =  $5 - 1 = 4 \div 5 = 0.8$  and thus the judgment criterion as shown in Table (2):

Table (2): the statistical criterion for determining the degree of evaluation of training programs

الدرجة	المتوسط الحسابي
قليلة جداً	من 1.00 أقل من 1.80
قليلة	من 1.80 أقل من 2.60
متوسطة	من 2.60 أقل من 3.40
كبيرة	من 3.40 أقل من 4.20
كبيرة جداً	من 4.20 – 5.00



Mean	Degree
From 1.00 to less than 1.80	Very few
From 1.80 to less than 2.60	Few
From 2.60 to less than 3.40	Medium
From 3.40 to less than 4.20	large
From 4.20 to 5.00	Very large

#### Validate of the study instrument:

The authenticity of the apparent study tool was verified by presenting it to (10) experienced and competent arbitrators at Najran University. And taking their observations and amendments, in terms of: knowing the validity of the linguistic wording, the belonging of the statement to the field in which it was included, and the relevance of the statements and their compatibility with the field of study. And make any adjustments they deem appropriate. And based on the consensus of more than (80%) of the group of arbitrators, the study tool was approved in its final form.

#### Reliability of the study instrument:

Two methods were used to ensure the reliability of the study tool. The first method: the test-retest by applying the tool and re-applying it after two weeks on a group outside the study sample consisting of (30) teachers who have undergone training in teacher training programs for students with disabilities in the region. Najran, and then the Pearson correlation coefficient between their estimates was calculated both times. The second method is to calculate the coefficient of stability using the internal consistency method according to Cronbach's Alpha equation. And Table No. (3) shows that:

Table (3): Repetition Reliability coefficients and internal consistency "Cronbach Alpha" for fields and the overall score of the instrument

No	Field	Repetition Reliability	internal consistency
1	Planning training programs	0.92	0.84
2	Content of training programs	0.88	0.81
3	Impact of programs	0.87	0.82
4	Training environment and organization	0.91	0.79
5	The competence of the trainers	0.85	0.85
	<b>Total</b>	<b>0.96</b>	<b>0.92</b>

The results in Table (3) showed that the Pearson correlation coefficient between the scores of the two subjects on the tool in the two times of application reached the overall reliability factor of the tool (0.96). The coefficient of reliability of the internal consistency

"Cronbach's Alpha" for the tool as a whole reached (0.92). It is noted that it has a high coefficient of stability, and therefore these values were considered appropriate for the purposes of this study, to achieve its purpose and to be reliable in its results.

### Procedures of the study:

In order to achieve the objectives of the study, the following procedures were followed: The study tool was developed in its initial form, then obtaining books to facilitate the necessary task, then verify the validity and stability of the study tool and approve the final image of it, then distribute the study tool to the study sample after determining it in cooperation with the Department of Special Education in Najran Region, then data was collected and then entered into the computer, and the Statistical Package for Social Sciences (SPSS) was used to analyze the data and arrive at the results, then the results were extracted and discussed, then recommendations and research proposals were written.

### Results:

This part deals with a presentation of the results of the study according to its questions, as follows:

**The results of the first question:** which stated “What is the degree of quality evaluation of training programs for teachers of students with disabilities in Najran region?”

To answer this question, arithmetic averages and standard deviations were extracted for the degree of evaluation of the quality of teacher training programs for students with disabilities in the Najran region, and Table (4) illustrates this.

Table (4): The arithmetic means and standard deviations of the degree of assessing the quality of training programs for teachers of students with disabilities in the Najran region, in descending order

Rank	No	Field	Mean	S.D	Degree
1	3	Impact of programs	3.73	0.61	Large
2	4	Training environment and organization	3.41	0.70	Large
3	2	Content of training programs	3.38	0.75	Medium
4	5	The competence of the trainers	3.25	0.67	Medium
5	1	Planning training programs	3.16	0.65	Medium
		Total	3.38	0.61	Medium

Table (4) shows that the arithmetic averages for the fields of the study tool, a questionnaire for the degree of evaluation of the quality of the training programs for teachers of students with disabilities in the Najran region, ranged between (3.16-3.73), where the third field, “program impact” came in first place with the highest arithmetic average of (3.73) ) And a standard deviation (0.61), with a large degree. The fourth field, “Training environment and organization”, came in second place, with an arithmetic mean of (3.41) and a standard deviation (0.70), with a large degree. The second field, “Training Program Content” came in third place, with an arithmetic mean of (3.38) and a standard deviation (0.75) with a medium degree, and the fifth field “Competency of Trainers” came in fourth place with an arithmetic mean of (3.25) and a standard deviation of (0.67) and a medium degree. The first field, “Planning for Training Programs,” ranked fifth, with an

arithmetic mean of (3.16), a standard deviation (0.65) and a medium degree, and the arithmetic average of the evaluation of the training programs as a whole was (3.38) and a standard deviation (0.61) with a medium degree.

**The results of the second question:** Are there statistically significant differences in the degree of evaluation of the quality of training programs for teachers of students with disabilities in Najran region due to the variable of gender?

To answer this question, the arithmetic means and standard deviations of the degree of evaluation of the quality of the training programs for teachers of students with disabilities in the Najran region according to the variable of gender were extracted. To demonstrate the significance of the differences between the arithmetic means, the T-test was used, and Table (5) shows that:

Table (5): The arithmetic averages and standard deviations of the degree of quality assessment of the degree of quality assessment of the training programs for teachers of students with disabilities in the Najran region according to the variable of gender, and the “T” test to demonstrate the significance of the differences between the arithmetic means

Field	Gender	No	Mean	S.D	T	D.F	Sig
Planning training programs	Male	73	3.23	0.55	1.422	147	.157
	Female	76	3.08	0.73			
Content of training programs	Male	73	3.44	0.68	.977	147	.330
	Female	76	3.32	0.81			
Impact of programs	Male	73	3.75	0.47	.525	147	.600
	Female	76	3.70	0.73			
Training environment	Male	73	3.50	0.60	1.557	147	.122
	Female	76	3.32	0.78			
The competence of the trainers	Male	73	3.32	0.47	1.170	147	.244
	Female	76	3.19	0.81			
Total	Male	73	3.45	0.50	1.312	147	.192
	Female	76	3.31	0.70			

Table (5) shows that there are no statistically significant differences at the level of (0.05) in the degree of evaluation of the quality of training programs for teachers of students with disabilities in the Najran region according to the gender variable in all fields and the total score of the tool, where all the values of the statistical significance were greater than (0.05).

**The results of the third question:** Are there statistically significant differences in the degree of

evaluation of the quality of training programs for teachers of students with disabilities in Najran region due to the years of experience variable?

To answer this question, the arithmetic means and standard deviations of the degree of quality evaluation of the training programs for teachers of students with disabilities in the Najran region were extracted according to the years of experience variable, and Table (6) shows that:

Table (6): The arithmetic means and standard deviations of the degree of evaluation of the training programs for teachers of students with disabilities in the Najran region according to the years of experience variable

Field	Experience	No	Mean	S.D
Program planning	Less than 5 years	34	2.90	
	5-10 years	35	3.18	0.59
	10 years or more	80	3.26	0.58
	Total	149	3.16	0.68
Content of training programs	Less than 5 years	34	3.02	0.65
	5-10 years	35	3.38	0.78
	10 years or more	80	3.54	0.65
	Total	149	3.38	0.73
Impact of programs	Less than 5 years	34	3.55	0.75
	5-10 years	35	3.73	0.80
	10 years or more	80	3.80	0.45
	Total	149	3.73	0.58
Training environment	Less than 5 years	34	3.19	0.61



	5-10 years	35	3.47	0.75
	10 years or more	80	3.48	0.59
		149	3.41	0.71
The competence of the trainers	Less than 5 years	34	3.04	0.70
	5-10 years	35	3.25	0.62
	10 years or more	80	3.34	0.54
	Total	149	3.25	0.73
Total	Less than 5 years	34	3.14	0.67
	5-10 years	35	3.40	0.68
	10 years or more	80	3.47	0.47
	Total	149	3.38	0.62

Table (6) shows that there are differences in the arithmetic means of the degree of evaluation of the quality of training programs for teachers of students with disabilities in the Najran region according to the

years of experience variable, and to demonstrate the significance of the differences, a single variance analysis was used, and Table (7) shows that:

Table (7): An analysis of variance to show the significance of the differences in the degree of evaluation of the training programs for teachers of students with disabilities in the Najran region according to the years of experience variable

Field	Source	Sum of Squares	D.F	Mean of squares	F	Sig
Planning training programs	Between groups	3.028	2	1.514	3.699	.027
	Within groups	59.760	146	.409		
	Total	62.788	148			
Content of training programs	Between groups	6.304	2	3.152	5.979	.003
	Within groups	76.970	146	.527		
	Total	83.275	148			
Impact of programs	Between groups	1.456	2	.728	1.923	.150
	Within groups	55.292	146	.379		
	Total	56.748	148			
Training environment	Between groups	2.148	2	1.074	2.187	.116
	Within groups	71.711	146	.491		
	Total	73.859	148			
The competence of the trainers	Between groups	2.059	2	1.029	2.310	.103
	Within groups	65.050	146	.446		
	Total	67.108	148			
Total	Between groups	2.639	2	1.319	3.602	.030
	Within groups	53.477	146	.366		
	Total	56.116	148			

Table (7) shows that there are statistically significant differences at (0.05) for the degree of evaluation of training programs for teachers of students with disabilities in the Najran region according to the years of experience variable on the total degree and on the two fields (planning training programs, and the

content of training programs) while no differences appeared on the rest Domains, and to demonstrate the statistically significant differences, dimensional comparisons have been used in a Schiff manner, and Table (8) shows that:

Table (8): Dimensional comparisons in a Chebakh manner for the degree of evaluation of training programs for teachers of students with disabilities in the Najran region as a whole and on both fields (program planning and training program content) for different categories of the years of experience variable

Dependent Variable	Experience (I)	Experience (J)	Means differences	Sig
Planning training programs	Less than 5	From 5 to 10	.277	.202
		More than 10	.355*	.028
	From 5 to 10	From 5 to 10	.277	.202
		More than 10	.078	.835
	More than 10	From 5 to 10	.355*	.028
		More than 10	.078	.835
Content of training programs	Less than 5	From 5 to 10	.354	.133
		More than 10	.514*	.003
	From 5 to 10	From 5 to 10	.354	.133
		More than 10	.160	.554
	More than 10	From 5 to 10	.514*	.003
		More than 10	.160	.554
Total	Less than 5	From 5 to 10	.258	.212
		More than 10	.331*	.030
	From 5 to 10	From 5 to 10	.258	.212
		More than 10	.074	.836
	More than 10	From 5 to 10	.277	.202
		More than 10	.355*	.028

Table (8) shows the existence of statistically significant differences in the degree of evaluation of training programs for teachers of students with disabilities in the Najran region as a whole and in the two fields (program planning, and training program content) in the different categories of years of experience variable between those with less than 5 years of experience and more than 10 years and for a category of more than 10 years.

**Results of the fourth question:** Are there statistically significant differences in the degree of

evaluation of the quality of training programs for teachers of students with disabilities in the Najran region due to the scientific qualification variable?

To answer this question, the arithmetic means and standard deviations of the degree of evaluation of the quality of training programs for teachers of students with disabilities in the Najran region were extracted according to the scientific qualification variable and to demonstrate the significance of the differences between the arithmetic averages, the T-test was used and Table (9) shows that:

Table (9): the arithmetic averages and standard deviations of the degree of assessing the quality of training programs for teachers of students with disabilities in the Najran region according to the scientific qualification variable and the "T" test to show the significance of the differences between the arithmetic means

Field	Qualification	No	Mean	S.D	T	D.F	Sig
Planning training programs	BA	92	3.07	0.58	2.128	147	.035
	Postgraduate	57	3.30	0.73			
Content of training programs	BA	92	3.25	0.67	2.707	147	.008
	Postgraduate	57	3.59	0.82			

Impact of programs	BA	92	3.69	0.60	.927	147	.355
	Postgraduate	57	3.79	0.64			
Training environment	BA	92	3.31	0.69	2.273	147	.024
	Postgraduate	57	3.58	0.69			
The competence of the trainers	BA	92	3.16	0.68	2.043	147	.043
	Postgraduate	57	3.39	0.64			
	BA	92	3.29	0.58	2.299	147	.023
	Postgraduate	57	3.52	0.63			

Table (9) shows that there are statistically significant differences at the level of (0.05) for the degree of evaluation of the quality of the training programs for teachers of students with disabilities in the Najran region according to the scientific qualification variable and in favor of the category of postgraduate studies in all fields and on the overall degree except for the third field, "The impact of programs" did not appear Statistical significant differences in it at the level of significance (0.05).

#### Discuss the results of the study:

The results of the first question showed that the degree of evaluation of the quality of the training programs for teachers of students with disabilities as a whole obtained an arithmetic average (3.38) and a medium grade rating. This score indicates that most teachers are satisfied with the training programs. This can be attributed to the efforts of the Ministry of Education in the Kingdom of Saudi Arabia to upgrade its deserving position through good training for teachers, including teachers of students with disabilities, and to follow up on the application of global and national standards in all training programs for teachers provided by the competent authorities for training in education departments in various educational regions, and to ensure Providing continuous training programs for teachers for students with disabilities in providing them with personal, professional and academic growth in proportion to the nature of their work with children with disabilities. This can be attributed to the endeavor of the Education Department in the Najran region to upgrade its deserving position locally and to follow up on the application of global and national standards in all training services, as this was clearly demonstrated in the

responses of the study sample who indicated that the training programs for teachers of students with disabilities had a great impact on them in acquiring knowledge and skills. And experiences as well as in the training environment, its organization and preparation in terms of lighting and ventilation, and the availability of assistive tools and techniques that make the trainee feel comfortable psychologically during the training period. This may also be attributed to cultural and social factors in terms of male and female keenness to attend training programs in order to advance the community and the sense of social responsibility towards people with disabilities.

The results of the second question showed that there were no statistically significant differences in the degree of evaluation of the quality of training programs for teachers of students with disabilities as a whole from the viewpoint of the study sample due to the variable of sex. This may be attributed to the awareness and awareness of the study sample members of different sexes of the importance of training and developing their professional growth at the hands of highly qualified and skilled training specialists and their awareness of the importance of training in the basic areas of their work to keep abreast of the developments of the times and its changes in the knowledge, scientific and technical levels, and for being the effective element in the basic inputs In the educational system and in achieving educational goals in centers, institutes and schools of special education, and their effective role in educating children with disabilities. Also, these programs were designed in the light of their training needs and desires, so the trainees agreed that the organization of training and the training environment were suitable for them in terms of enjoying the venue for the training sessions with an atmosphere that helps the trainees to comprehend, and the availability of the training room

and the necessary equipment for training in a decent and appropriate manner. Over the past years, the Ministry of Education has implemented a set of training programs for teachers of students with disabilities aimed at training in teaching practices from planning, implementing and evaluating in the production of appropriate educational aids for people with disabilities, and perhaps teachers attend those training courses based on modern educational trends that the ministry sought to achieve. In the region, it contributed to the absence of statistical differences between the two categories of the sex variable.

As for the third and fourth questions, the results showed that there are statistically significant differences in the degree of evaluation of the quality of training programs for teachers of students with disabilities as a whole from the viewpoint of the study sample due to the years of experience variable in favor of the group of more than 10 years, and the scientific qualification variable in favor of the category of postgraduate studies. Perhaps this is due to the fact that teachers with longer experience and academic qualifications in postgraduate studies are aware of the attention paid by the Planning and Development Department and their orientations on the importance of training and its role in professional advancement and continuous development, and this is therefore reflected in their vision and evaluation of the quality of training programs. This confirms the importance of the teaching experience factor in the formation of the scientific personality of the teacher, and therefore it is noticed that the teachers of students with disabilities with the longest experience possess a set of cognitive skills, behaviors and experiences by attending various training programs throughout their service. This was reflected in their role in evaluating the quality of training programs for teachers of students with disabilities.

Perhaps the most important thing that can be obtained from this study is that training programs for teachers of students with disabilities, and their objectives and training contents, are designed and planned in an accurate, clear and appropriate manner to the nature of the work of teachers of students with disabilities in terms of keeping abreast of contemporary educational developments and in light of the paradigm shift in technology and technology and what suits persons with disabilities And in order to achieve the

goals and vision of the Kingdom of Saudi Arabia (2030) in training and advancing human resources, and applying theoretical knowledge practically during the program and according to pre-planned programs, taking into account the modernity of the training content to suit the requirements of the age, and the developmental requirements that institutions, schools, institutes and centers of special education aim for. Also, these training programs are planned with the participation of the trainees in determining their training needs, and in determining the objectives of the training programs. In addition to taking into account the times for offering training programs to suit teachers' times and the nature of their work with children with disabilities, or to be implemented outside the official working hours, and teachers are encouraged to attend them by linking them to job promotions, incentives, and financial and moral rewards. With the importance of the training programs and workshops being modern and diversified enough and required, they must also focus on the qualitative aspect.

### **Recommendations:**

In light of the results of the current study, the following can be recommended:

1. The need for the Ministry of Education and its affiliated departments and institutions, and those in charge of setting educational policies, to adopt a strategic plan to improve the quality and efficiency of training programs for teachers of students with disabilities.
2. The need for the General Administration of Special Education to adopt a strategic plan that meets the needs of the trainees, among the teachers of students with disabilities, so that the planning and selection of the training program content is done to meet the needs of the trainees.
3. The interest of officials and supervisors of training programs for teachers of students with disabilities in choosing highly qualified trainers.
4. Conducting a similar study in different educational areas to give the studied phenomenon a degree of cognitive diversity.

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