



## Evaluating Effectiveness of Educational Programs Provided to Students with Disabilities in Wadi Al-Dawasir Province in Light of International Standards for Special Education

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**Abstract:** The present research paper aimed at evaluating the effectiveness of educational programs provided to students with disabilities in Wadi Al-Dawasir governorate in light of international standards for special education. The two researchers used the descriptive and analytical approach, and the study sample consisted of (10) special education programs including inclusive schools and day centers in the girls' education sector distributed in Wadi Al-Dawasir governorate. The educational program evaluation scale consisted of (7) main dimensions, (80) sub-dimension, and (546) qualitative indicators that were prepared in accordance with the international standards for special education whereas (SPSS) program was used to analyze the data. The results patently exposed an average level of effectiveness of the programs provided for people with disabilities ranging between (2.0923) and (2.6154). (Family participation) was the best dimension in terms of scoring, but after the merging and transitional programs, it returned to the lowest score. There were differences at the level of statistical significance (0.05) between the dimensions of the special education indicators, as follows; after the evaluation, it obtained a high score while (management and personnel, Educational programs, family participation, integration and transitional services) obtained a degree above average. Furthermore, after the strategic planning, it got a medium degree, and hence there are statistically significant differences at the level of (0.05) attributed to the following; (type of disability, work sector, academic qualification, years of experience, academic degree). Thus, the two researchers recommend the necessity of training female teachers on the dimensions of educational programs according to international standards.

**Keywords:** Educational Programs, Disablers, Standards, Special Education.

### I. INTRODUCTION:

The state has paid attention to researches for people with disabilities in support of achieving the goals of the Kingdom's strategic vision (2030), which contained many criteria aimed at raising the level of educational services, improving the learning environment for people with special needs, and raising the quality of educational programs provided to them. Therefore, there is an urgent need to evaluate the special education programs provided for all disability groups, in order to find out the suitability of these programs to the levels and characteristics of the beneficiary disability category and to identify their strengths and weaknesses. The International Convention on the Rights of Persons with Disabilities emphasized the provision of high-quality environments that allow achieving maximum academic growth (Al-Abbad, 1429 AH). The standard includes several indicators and the indicator according to the Federal Center for Higher Education Quality in the United States has been defined as what can be used to distinguish between good and bad in the educational process (FCQE, 2011). The existence of special standards for the programs and services provided to children with disabilities make them of uniqueness, and in order to achieve this goal, the researchers tended to study the evaluation of the effectiveness of educational programs provided to people with disabilities in Wadi Al-Dawasir governorate in light of international standards (Al-Sorayai, 2014).

Al-Khatib, Al-Zoubi & Abdel-Rahman, (2012) assert that the process of developing programs for people with disabilities should include educational programs that are likely to be covered through current and future surveys, segmentation of environments, and analysis of activities in order to identify the necessary skills and develop programs. Freeman (1995) as mentioned in (Al-Rumaih, 2015) indicates that the comprehensive quality of educational programs for people with disabilities is a comprehensive philosophy for the continuous improvement of program outputs and to ensure that they meet quality specifications and standards. UNESCO

recommends (2008) to support Arab countries to assess the quality of educational programs as a top priority, and the Arab Organization for Education, Culture and Science emphasized the need to build a codified, organized and continuous system to improve and develop school performance (Al-Rumaih, 2015).

### **Problem of the Research:**

In light of the increasing interest in educating people with disabilities in Wadi Al-Dawasir Governorate, the current study seeks to describe and evaluate these programs to determine their relevance and compatibility with international standards, by answering the following questions:

- What is the level of effectiveness of educational programs provided to people with disabilities in Wadi Al-Dawasir province in light of international standards for special education?
- Are there statistically significant differences at the level of significance (0.05) in the level of educational programs provided for people with disabilities in Wadi Al-Dawasir governorate due to the dimensions of international standards for special education programs?
- Are there statistically significant differences at the level of (0.05) in the level of educational programs provided for people with disabilities in Wadi Al-Dawasir governorate in light of the international standards for special education due to the variables (type of disability, duty place, academic qualification, years of experience, academic degree)?

### **Objectives of the Research:**

The present study aims to disclose the following:

- The level of effectiveness of educational programs offered to people with disabilities in Wadi Al-Dawasir governorate in light of international standards for special education.
- The differences in the level of effectiveness of educational programs provided to people with disabilities in Wadi Al-Dawasir governorate that are attributed to the dimensions of international standards for special education programs (planning, management and personnel, educational environment, educational programs, family participation, integration and transitional services, evaluation).
- The differences in the level of effectiveness of educational programs provided for people with disabilities in Wadi Al-Dawasir province, which are due to variables (type of disability, work sector, educational qualification, years of experience, academic degree).

### **Research Hypotheses:**

- The level of effectiveness of educational programs provided for people with disabilities in Wadi Al-Dawasir governorate is high in light of international standards for special education.
- There are statistically significant differences at the level of significance (0.05) in the level of educational programs provided for people with disabilities in Wadi Al-Dawasir governorate, due to the dimensions of international standards for special education programs.
- There are statistically significant differences at the level of (0.05) in the level of educational programs provided for people with disabilities in Wadi Al-Dawasir Governorate in light of the international standards for special education due to the variables (type of disability, work sector, academic qualification, years of experience, academic degree).

### **Terms of the Study:**

**Programs and Services Evaluation:** Gargiulo and Kilgo (2000) defined it as an objective, structured process of collecting information related to the program and its various activities with the aim of ensuring the ability of programs and services to achieve the goals and objectives for which they are established.

**Evaluation of Special Education Programs:** is defined as a systemized endeavor, which includes a description of the programs and services and an evaluation of the results of its procedures in order to provide information and useful feedback to make appropriate decisions regarding the feasibility of the programs and to analyze the extent to which they achieve the objectives expected of it. (Al-Sorayai, 2014).

**Evaluating the Programs in this Study:** is procedurally defined as a set of procedures conducted by the two researchers including applying the study tool to special education programs for people with disabilities in

Wadi Al-Dawasir Governorate with the aim of evaluating and judging their effectiveness and the extent to which they achieve their goals, in addition to determining the extent of their effectiveness and their compatibility with international standards.

**Educational Programs for People with Disabilities:** The term refers to educational programs of the nature of the educational program, its type and contents, and what can be provided to children with disabilities. (Yahya, 2020). Hence, the two researchers define people with disabilities procedurally as children enrolled in institutions and special education centers, and have been diagnosed with disabilities by specialized and accredited centers, and the types of disabilities targeted in this study are (autism, hearing, learning difficulties, and intellectuality).

**International Standards:** According to the definition of the American Institute of Standards, the international standards are statement of the expected level set by a responsible or recognized foundation regarding the degree of a specific goal to be implemented and to achieve a desired level of quality and excellence (ANSI, 2011). Moreover, they are procedurally defined as a set of principles, rules and guidelines published and approved for education programs for people with disabilities by international accreditation organizations. So, they represent the specifications, characteristics and conditions that should be existed in the educational programs provided to children with disabilities, which are represented by the tool that the researchers will develop.

## II. THEORETICAL FRAMEWORK:

There is no doubt that the quality of learning outcomes is considered a general and global requirement that includes all educational institutions. Al-Hassan(2009) believes that the logic of quality dictates the existence of standards related to the components of the educational system, and these standards are represented by the vision and philosophy adopted by the program and the standard of management, employees, educational policies and practices, assessment and self-evaluation. Indicators and standards aim to achieve comprehensive quality in education and help to manage it. Consequently, the importance of evaluating special education programs comes in light of quality standards and international qualitative indicators. So, the based reform is seen as the real entry point to ensuring TQM applications in the school (Al-Makanin & Al-Smadi, 2016). The importance of quality norms is very obvious because they enable teachers to evaluate their performance and measure their progress, enhance competition between schools, whether at the local or global level, support the participatory administrative standards and the collaborative work within schools and enable educational leaders and members of the local community to know the level of schools and the extent of their progress in achieving the set goals. (Al-Rumaih, 2015)

Quality control in special education is apparently measured by ascertaining the extent to which these programs achieve the set goals according to specially designed standards for evaluating these programs, and this is what is sought to be accomplished, and called quality control. (Hallahan & et al., 2009)The global indicators and standards for the entities of educational institutions, educational programs and services provided to children with disabilities, are subject to the standards, characteristics and specifications prepared and used by organizations, institutions, councils and associations that deal with individuals with disabilities, including;

- The Quality Standards for Comprehensive Education to end isolation issued by the UNESCO (UNESCO, 2012).
- Standards of professional practice for the American Council of Children with Special Education Needs represented in Standards of professional practice for teachers, standards related to the education of people with disabilities, standards related to cooperation and communication, management, teachers and counselors, parents, and the educational environment, teaching strategies, inclusion and transitional services, programs and services provided to children with disabilities (CEC, 2015).
- The standards of the Supreme Council for the Affairs of Persons with Disabilities in Jordan, as one of the developed countries in this field at the Arab level including eight dimensions; vision, thought and mission, management and personnel, educational environment, services and programs, family participation, inclusion, transitional services and evaluation. To prepare national standards and indicators to control the quality of

education for people with disabilities and establish a scale to evaluate the effectiveness of these criteria in light of international and Arab standards for education of people with disabilities and their relevance to the local environment, the two researchers could classify the standards on the basis of the definition of (CEC, 2015) as follows; Planning (determining written plans and following up on their implementation for extraordinary individuals), Management and Personnel (preparing policies, making decisions and allocating resources), Educational Environment (suitability of the building to the characteristics of people with disabilities), Educational Programs (They must be comprehensive and complete, and the educational institution should clarify the objectives of teaching students academic, cognitive, independence, linguistic, social skills, communication skills, mobility, professional and economic skills, and public safety skills), Family Participation (enacting regulations that allow the family to actively participate in the provision of educational services to children, such as participation in the evaluation process, individual programs, and the support provided by the institution through educational and awareness programs, advisory bulletins, and counseling services), Integration and Transitional Services (a set of procedures that the institution undertakes by developing a prior plan for the child that it intends to integrate and choosing the methods used to make the integration process successful) and finally An Evaluation (determining the rationale for evaluating those with extraordinary educational needs and documenting the extent to which goals are achieved according to the educational plans for those with extraordinary educational needs).

### Methodology and Procedures of the Study:

In the present study, the two researchers used the descriptive and analytical approach “which aims to describe a specific phenomenon or problem and depict it quantitatively through collecting codified data and information about the problem to be studied, classifying it and analyzing it” (Melhem, 2001) for its relevance to the subject of the study.

**Community and Sample of the Study:** The community and the sample of the current study consists of all the education programs of the governmental educational institutions (integration schools), and the private (day care centers) that are provided to students with disabilities in the girls’ education sector in Wadi Al-Dawasir governorate. The programs were intentionally selected and there are (10) programs distributed over Wadi Al-Dawasir Governorate.

### Description of the Sample:

Table (1) shows the program description according to the work sector variable

Work Sector	Frequency	Percentile
Private	7	10.8
Governmental	58	89.2
Total	65	100.0

Table (2) shows the programs description according to the type of disability variable

Type of Disability	Autism	Auditory	Learning Difficulties	Intellectual	Total
Frequency	5	9	22	29	65
Percentile	7.7	13.8	33.8	44.6	100

Table (3) exposes the description of the programs according to the educational qualification variable

Educational Qualification	Other	General Education	Basic Education	Special Education	Total
Frequency	10	25	6	24	65
Percentile	15.4	38.5	9.2	36.9	100

**Table (4) unfolds the program description according to the degree variable**

Degree	Bachelor	Higher Diploma	Master	Trainee	Total
Frequency	42	6	---	17	65
Percentile	64.6	9.2	---	26.5	100

**Table (5) discloses the program description according to the years of experience variable**

Experience Years	5 and Below	6-10	10-15	16 and Above	Total
Frequency	58	7	.	.	65
Percentile	89.2	10.8	.	.	100

### Tool of Study:

The two researchers prepared a scale for evaluating the educational programs provided to people with disabilities, where the scale consists in its final form of (7) main dimensions (strategic planning, educational management, educational environment, educational programs, family participation, integration and transitional services, and evaluation) and a number (80) sub-main dimension in addition to (546) qualitative indicators.

**Validity and Reliability of Scale:** In order to identify the apparent validity of the content, the tool was presented to a group of (arbitrators) in the stream of special education, and on the basis of their suggestions, the tool was formed consisting in its final form of (7) main dimensions. And to verify the indications of the reliability of the estimate for the study tool, the internal consistency method was used with a using of the corrected half partition method with Cronbach's alpha equation as in Table (6).

**Table (6) coefficients of internal consistency using Cochran's Test Alpha**

Dimension	coefficients of internal consistency using Cochran's Test Alpha
Strategic Planning	0.612
Management and Personnel	0.748
Educational Environment	0.804
Educational Programs	0.793
Family Participation	0.680
Integration and Transitional Services	0.726
Evaluation	0.875
Cronbach's alpha Value	0.918

The total value of the overall internal consistency coefficient (honesty) for all the qualitative dimensions of the special education programs evaluation scale was  $0.918 \cong$  according to the Cronbach alpha means. Thus, the reliability of all the qualitative dimensions of the special education program standards evaluation scale was  $91\% \cong$  which is a high reliability rate.

### III. RESULTS AND DISCUSSION:

**Results of the First Hypothesis** stating that "the level of effectiveness of educational programs provided for people with disabilities in Wadi Al-Dawasir governorate is high in light of international standards for special education". The arithmetic averages were found out and the level of effectiveness was determined as shown in Table (7)

**Table (7): The arithmetic averages, standard deviations, and the degree of effectiveness for the programs dimensions.**

MAIN DIMENSION	ARTHMETIC AVERAGE	STANDARD DEVIATIONS	EFFECTIVE DEGREE
Strategic Planning	2.4308	0.72821	MID
Management and Personnel	2.5231	0.73117	MID
Educational Environment	2.4000	0.82538	MID
Educational Programs	2.3385	0.77615	MID
Family Participation	2.6154	0.87843	MID
Integration and Transitional Services	2.0923	0.93078	MID
Evaluation	2.4615	0.79209	MID

It is evident from Table (7) that the level of effectiveness of special education programs for people with disabilities in Wadi Al-Dawasir governorate in light of international standards for special education and the total degree was of an average degree ranging between (2.0923 -2.6154).

**Results of the Second Hypothesis** which says “there are statistically significant differences at the level of significance (0.05) in the level of educational programs provided for people with disabilities in Wadi Al-Dawasir governorate, due to the dimensions of international standards for special education programs. The binary variance analysis of the mean dimensions of the educational program effectiveness evaluation tool was calculated in light of the program dimensions variable as shown in Table (8).

**Table (8) The results of an analysis of binary variance (ANOVA) of the mean dimensions of the tool for evaluating the effectiveness of educational programs in light of the variable dimensions of the programs.**

Dimensions	Variance Sources	Sum of Squares	Freedom Degrees	Average of squares	VA Value	Significance Level
Strategic Planning	Between Groups	6.295	3	2.098	4.631	.006
	Within Groups	27.643	61	.453		
	Total Score	33.938	64			
Management and Personnel	Between Groups	12.046	3	4.015	11.048	.000
	Within Groups	22.169	61	.363		
	Total Score	34.215	46			
Educational Programs	Between Groups	21.973	3	7.324	20.659	.000
	Within Groups	21.627	61	.353		
	Total Score	43.600	64			
Family Participation	Between Groups	18.199	3	6.666	11.866	.000
	Within Groups	31.185	61	.511		
	Total Score	49.385	64			
Integration and Transitional Services	Between Groups	30.505	3	10.168	24.870	.000
	Within Groups	24.941	61	.409		
	Total Score	55.446	64			
Evaluation	Between Groups	24.683	3	8.228	32.441	.000
	Within Groups	15.471	61	.254		
	Total Score	40.154	64			

It is obviously noted from Table (8) that there are statistically significant differences in the effectiveness of educational programs provided for people with disabilities in Wadi Al-Dawasir province in light of international standards for special education due to the dimensions of the programs and hence the evaluation dimension registered higher score.

**Results of the Second Hypothesis** that confirms “there are statistically significant differences at the level of (0.05) in the level of educational programs provided for people with disabilities in Wadi Al-Dawasir Governorate in light of the international standards for special education due to the variables (type of disability, work place, academic qualification, years of experience, academic degree). The arithmetic averages

and standard deviations of the dimensions of the scores and the qualitative indicators were extracted as shown in Tables (9), (10), (11), (12), and (13) as follows;

### First: Type of Disability

**Table (9): The arithmetic means and standard deviations of the dimensions scores and the qualitative indicators according to the type of disability.**

Dimensions	Disability Type	Number	arithmetic average	Standard Deviation
Strategic Planning	Autism	5	2.8000	1.09545
	Auditory	9	2.5556	0.72648
	Learning Difficulties	22	2.5364	0.72673
	Intellectual	29	2.1724	0.60172
Management an Personnel	Autism	5	2.4000	1.14018
	Auditory	9	2.4444	.88192
	Learning Difficulties	22	2.7273	.76630
	Intellectual	29	2.4138	.56803
Educational Environment	Autism	5	2.2000	1.30384
	Auditory	9	2.5556	.72705
	Learning Difficulties	22	2.7273	.88273
	Intellectual	29	2.1379	.69303
Educational Programs	Autism	5	2.2000	1.09545
	Auditory	9	2.4444	.72648
	Learning Difficulties	22	2.6818	.77989
	Intellectual	29	2.0690	.65088
Family Participation	Autism	5	2.6000	1.51658
	Auditory	9	2.5556	.88192
	Learning Education	22	3.0455	.84387
	Intellectual	29	2.3103	.66027
Integration and Transitional Services	Autism	5	2.4000	1.34164
	Auditory	9	2.2222	.83333
	Learning Education	22	2.4091	.95912
	Intellectual	29	1.7586	.78627
Evaluation	Autism	5	2.6000	1.51658
	Auditory	9	2.4444	.72648
	Learning Education	22	2.8182	.79501
	Intellectual	29	2.1724	.53911

It is obvious from Table (9) that there are statistically significant differences in each of (strategic planning, management and personnel, educational environment, integration and transitional services) due to the type of disability.

### Second: Work Sector

**Table (10): The arithmetic averages and standard deviations of dimensions scores and the qualitative indicators according to the work sector.**

DIMENSIONS	WORK SECTOR	NUMBER	ARTHEMTIC AVERAGE	STANDARAD DECIATION
STRATEGIC PLANNING	Private	7	2.5714	0.78680
	Governmental	85	2.4138	0.72631
MANAGEMENT AND PWERSONNEL	Private	7	2.7143	0.95119
	Governmental	85	2.5000	0.70711
EDUCATIONAL	Private	7	2.4286	0.97590

ENVIRONMENT	Governmental	85	2.3966	0.81520
EDUCATIONAL PROGRAMS	Private	7	2.5714	0.78680
	Governmental	85	2.3103	0.77701
FAMILY PARTICIPATION	Private	7	2.5714	0.97590
	Governmental	85	2.6207	0.87515
INTERGRATION AND TRANSITIONAL SERVICES	Private	7	2.2857	0.95119
	Governmental	85	2.0690	0.93400
EVALUATION	Private	7	2.4286	0.97590
	Governmental	85	2.4655	0.77721

It is noted from Table (10) that the private work sector is the best in the dimensions (educational programs, strategic planning, and integration and transitional services) whereas in the both dimensions (family participation and evaluation), the governmental work sector is the best.

### Third: An Academic Qualification

**Table (11): Arithmetic averages and standard deviations for the dimensions scores and qualitative indicators according to academic qualification.**

Dimensions	Academic Qualification	Number	Arithmetic Average	Standard Deviation
Strategic Planning	Others	10	2.6000	.84327
	General Education	25	2.3600	.75719
	Basic Education	6	2.5000	.54772
	Private Education	24	2.4167	.71728
Management and Personnel	Others	10	2.9000	.73786
	General Education	25	2.3200	.80208
	Basic Education	6	2.6667	.51640
	Private Education	24	2.5417	.65801
Educational Environment	Others	10	2.7000	.94868
	General Education	25	2.1200	.92736
	Basic Education	6	2.6667	.51640
	Private Education	24	2.5000	.65938
Educational Programs	Others	10	2.3000	.94868
	General Education	25	2.3600	.86023
	Basic Education	6	2.8333	.40825
	Private Education	24	2.2083	.65801
Family Participation	Others	10	2.7000	1.05935
	General Education	25	2.4400	1.00333
	Basic Education	6	3.1667	.75277
	Private Education	24	2.6250	.64690
Integration and Transitional Services	Others	10	2.3000	1.05935
	General Education	25	2.1200	.83267
	Basic Education	6	2.5000	1.04881
	Private Education	24	1.8750	.94696
Evaluation	Others	10	2.6000	.96609
	General Education	25	2.4400	.86987
	Basic Education	6	2.6667	.51640
	Private Education	24	2.3750	.71094

According to Table (11), it is perceived that there are statistically significant differences at an average of (0.05) in the degree of effectiveness of private education programs in light of international standards due to the academic qualification variable.



- **Fourth: Years of Experience**

**Table (12): Arithmetic averages and standard deviations for the dimensions scores and qualitative indicators according to years of experience.**

Dimensions	Experience Years	Number	Arithmetic Average	Standard Deviation
Strategic Planning	Five Years and Below	58	2.4138	.75008
	6-10	7	2.5714	.53452
Management and Personnel	Five Years and Below	58	2.5345	.75430
	6-10	7	2.4286	.53452
Educational Environment	Five Years and Below	58	2.3793	.85486
	6-10	7	2.5714	.53452
Educational Programs	Five Years and Below	58	2.3103	.77701
	6-10	7	2.5714	.78680
Family Participation	Five Years and Below	58	2.6207	.91436
	6-10	7	2.5714	.53452
Integration and transitional Services	Five Years and Below	58	2.1034	.94942
	6-10	7	2.0000	.81650
Evaluation	Five Years and Below	58	2.4655	.79946
	6-10	7	2.4286	.78680

It is well realized from Table (12) that there are differences in the mean dimensions of the global standards tool for private education programs attributed to years of experience.

- **Fifth: The Academic Degree**

**Table (13): Arithmetic averages and standard deviations for the dimensions scores and qualitative indicators due to academic degree.**

Dimensions	Academic Degree	Number	Arithmetic Average	Standard Deviation
Strategic Planning	Bachelor	42	2.5000	.83374
	High Diploma	6	2.5000	.54772
	Trainee	17	2.2353	.43724
Management and Personnel	Bachelor	42	2.5000	.80395
	High Diploma	6	2.8333	.75277
	Trainee	17	2.4706	.51450
Educational Environment	Bachelor	42	2.3571	.95818
	High Diploma	6	2.5000	.54772
	Trainee	17	2.4706	.51450
Educational Programs	Bachelor	42	2.4048	.82815
	High Diploma	6	2.5000	.54772
	Trainee	17	2.1176	.69663
Family Participation	Bachelor	42	2.6190	1.01097
	High Diploma	6	2.8333	.75277
	Trainee	17	2.5294	.51450
Integration and transitional Services	Bachelor	42	2.2143	.95088
	High Diploma	6	2.1667	.75277
	Trainee	17	1.7647	.90342
Evaluation	Bachelor	42	2.5476	.88902
	High Diploma	6	2.3333	.81650
	Trainee	17	2.2941	.46967

It is apparent from Table (13) that there are statistically significant differences at the level of (0.05) in the effectiveness of private education programs for people with disabilities due to the academic degree variable.

## Discussion of the Results:

**First Hypothesis Result Discussion:** The current result was confirmed by the results of the studies of Al-Makan & Al-Smadi (2016), Al-Sorayai (2014), and Bani Ahmed study (2018) which concluded that the programs and services provided to students with learning disabilities were of a middle degree. The results of the study of Al-Ghusouna and others (2012) also found that the evaluation of the programs provided to autistic children is high. Likewise, the study of Dowah (2020) concluded that the environment surrounding children with autism is positive, while such result opposes the results of the studies of Carol (2007), which found a low level of effectiveness of content-based activities and Al-Rahman (2012) which pointed to the low level of program effectiveness, as well as the Al-Makan & Al-Samadi (2016) study, which concluded that the level of effectiveness of both integration and transitional services decreased, as well as self-evaluation. The researchers elucidate this result asserting that education teachers need modern knowledge and training on applications.

**Second Hypothesis Result Discussion:** This result was confirmed evidently by the results of Carol (2006), which exposed the need for development of content-based activities. It also showed that the indicators (services and support, family participation, application of curricula) are positive. However, in the study of Al-Khatib (2016), three main dimensions were applied to a middle degree. As for the study of Al-Khader (2017), it resulted in problems in the axes (diagnosis and evaluation of autistic children, inclusion and support services, and educational evaluation). The results of Al-zaraa's study (2015) also revealed that there are differences in educational programs. Moreover, due to the results of study of Al-Ghaleel and Al-Sadi study (2015), the dimension of educational programs achieved the highest level of effectiveness, while (integration and transitional services) recorded the lowest level of effectiveness. According to Al-soraya (2013), it is concluded that there are differences where the dimension of educational programs attained a high level of effectiveness whereas there is a middle level of effectiveness for each of the following dimensions; (educational environment, evaluation, management and personnel) and a lowest level of effectiveness of the dimensions (family participation, inclusion and transitional services, self-evaluation). However, the current result differs with Carol's (2007) where the dimension of family participation got a high score. As for the Abu Safiya study (2010), it found the acceptability of the family education standard, whereas in Al-zaraa's study (2015), the programs evaluation dimension was at the highest level and according to the results of the study of Al-Ghulailat and Al-Samadi (2015), the evaluation dimension attained the highest level of effectiveness, while integration and transitional services obtained the lowest level. Thus, the two researchers explain this result by the lack of familiarity of most teachers with modern skills and methods and the quality standards of educational programs, specifically those related to evaluation.

**Third Hypothesis Result Discussion:** This result was in agreement with Al-zaraa (2015), who concluded that there are differences in the evaluation level due to years of experience and the type of center (government / private) in favor of private centers. Abu Safiya study (2010) also revealed that there are differences in the level of evaluation of early intervention services in the counseling and education dimension due to experience, as well as the existence of a high level of evaluation of the early intervention services indicators provided to people with hearing disabilities. As for the study of Shabib et al. (2017), it displayed differences between programs for people with learning difficulties dating back to the years of experience of the teacher. In the study Al-zaraa (2015), the differences were in the level of effectiveness of evaluating the programs, while the current result differed with Al-makaneen (2012), who concluded that there were no differences in the level of effectiveness of the programs due to the type of disability. According to Abu Safeya (2010), his result was that there are no differences in the level of effectiveness of services evaluation attributable to the educational level. As well, Al-Khader (2017), and Al-Subai'i et al. (2018), their results confirmed that there are no differences attributable to experience. The results of Al-Farini (2019) showed that there are no differences in the special education supervisors' possession of professional competencies, and the results of the study did not indicate the existence of differences in the extent to which the special education supervisors possess competencies attributed to study field, academic qualification, and the number of years of duty. Eventually, the results of Shabib et al. (2017) showed that there are no differences related to the program division. Hence, the two researchers explain the present result of the modernity of the quality system and its applications in the field of private education, as well as the low level of awareness in concern with international standards and qualitative indicators of programs for people with disabilities.

#### IV. RECOMMENDATIONS:

On the basis of the present study results and in light of international standards for private education programs, the two researchers recommend the following:

- Developing the capabilities and skills of female teachers in charge with disabilities people, especially those related to (evaluation, planning, educational environment, inclusion) with concentrating on assessment skills training courses.
- Training female teachers dealing with autism children on programs (management and personnel, educational environment, integration and transitional services), training female teachers dealing with hearing disability persons and learning difficulties on the integration and transitional services programs and training female teachers in charge with intellectual disability learners on (Evaluation, educational environment, planning, educational programs, integration and services) with a considerable focusing in developing the capabilities of female teachers in governmental schools and centers.
- Training female holders of general education qualifications on (integration and the educational environment), those holding private education qualifications on (evaluation, educational programs, and integration), and training those having other qualifications on (integration and transitional services).

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