

# Vocational Qualification in Special Education Centers in Ramallah Governorate

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## Abstract

This study seeks to identify the "vocational qualification in special education centers in Ramallah governorate" and its relationship to the variables (educational qualification and years of experience). For this purpose, a questionnaire was developed consisting of (39) items distributed in (6) areas: (professional evaluation, vocational guidance, professional preparation, vocational training, operation and follow-up) to verify its validity and reliability indications.

The study community consisted of all workers in special education centers that provide vocational rehabilitation services in Ramallah governorate with (40) workers. As for the sample, it consisted of (38) workers, i.e. (95%) of the study population, and for this purpose the descriptive approach was used in the study. The results showed that vocational rehabilitation in special education centers in Ramallah governorate came to a medium degree, with a percentage of (%70.9) , the field of professional evaluation obtained the highest arithmetic average of (3.81), followed by the field of vocational training with an arithmetic average of (3.68), then the field of professional preparation with a arithmetic average of (3.64), followed by the field of vocational guidance and counseling with an arithmetic average of (3.38), followed by the field of follow-up with an average of Arithmetic (3.30), then the operating range with an arithmetic mean (3.21). The results also showed that there were no statistically significant differences in the averages of vocational qualification in special education centers in Ramallah governorate due to the variable years of experience, as well as to the fields. As for the recommendations that were developed through the study, the most important of them was to work on developing the vocational rehabilitation process on a permanent and continuous basis by following up on the global development of this rehabilitation process, and raising the efficiency of workers, as well as during the continuous training courses, in order to keep them up to date with developments in the field of vocational rehabilitation. And seek to activate the employment laws for individuals with disabilities and encourage employers to implement these laws.

## Introduction

Persons with disabilities face many challenges in education and training and most of them are denied access to basic reading, writing and arithmetic skills. It is estimated that 98% of children with physical or mental disabilities in developing countries do not attend school. Globally, individuals with disabilities are faced with discrimination and barriers to full participation in training and employment programs (UNESCO, 2009).

Persons with disabilities are often denied employment due to discrimination in society due to their inability to compete on the basis of work-related skills or qualifications and a lack of

appropriate training for them. Its quality is poor, or individuals with disabilities are not among the targeted individuals in vocational training and rehabilitation centers.

Therefore, those working in the field of care and rehabilitation of individuals with disabilities set out to search for the most appropriate means to benefit from the remaining energies and capabilities of individuals with disabilities, focusing their attention on abilities and not on disabilities with the aim of investing these energies and capabilities in production, interaction, work and integration into societies. An individual with a disability, whatever his disability and its degree, has the ability,

capabilities and motives to learn, grow and integrate into life and society. Being an individual capable of participating in development efforts and having the right to enjoy it, if given opportunities and appropriate methods. Rehabilitation strengthens the individual's self-confidence and increases his self-acceptance and the acceptance of others for him. The justifications for rehabilitation are many, the most important of which is that it restores the dignity, respect and self-esteem of the individual with a disability, and therefore it helps him to adapt to society in its broad sense, whether it is in the field of profession, social relations, health fields, or otherwise (Bashir and Makhoul, 1985).

Vocational rehabilitation has a clear importance and benefit on the social and economic level and not only on the personal level, as it enables the individual with a disability to transform from a consumer element to an active and productive element capable of contributing to the development of society through training him on a profession commensurate with his inclinations, abilities, preparations and opportunity To find a suitable job for him that will help him to be a productive and self-reliant person, and we can reach this stage by planning and studying programs, and being fully aware of the ways and methods of presenting and implementing these programs for vocational rehabilitation for individuals with disabilities, and making sure that the lack of sufficient knowledge and the shortage in these programs It will negatively reflect on the individual's willingness and ability to benefit from it in the progress and development of society (Al-Jendi, 2008).

Special education centers bear a great responsibility by properly investing the capabilities and capabilities of individuals with disabilities so that they appear and turn into effective productive skills and capabilities in the community. Vocational rehabilitation programs in an organized manner and by a specialized and trained staff. This was indicated and confirmed by Al-Khatib about the importance of organized and accurate planning of vocational rehabilitation programs, which falls on the shoulders of workers in special education centers, especially those working on those

programs, as they are the main factor in their success (Al-Khatib, 1990).

#### □ **Problem statement:**

By visiting some special education centers during the course (Vocational Rehabilitation in Special Education) and following up on the vocational rehabilitation departments affiliated with these centers, questions were raised about the vocational rehabilitation programs in the special education centers in Ramallah and Al-Bireh governorate and the extent of their application?

Hence, the problem of the study can be identified in the following question:

- What is the vocational qualification in the special education centers in Ramallah and Al-Bireh governorate?
- □ **Study Questions:**
- This study aims to answer the following questions:
  1. What is the vocational qualification in the special education centers in Ramallah and Al-Bireh governorate?
  2. Do the mean estimates of the study sample members on vocational qualification in special education centers in Ramallah and Al-Bireh governorate differ according to the study variables: educational qualification and years of experience?

#### **Study Hypotheses**

- There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the averages of professional qualification in special education centers in Ramallah and Al-Bireh governorate due to the educational qualification variable.
- There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the averages of vocational qualification in special education centers in Ramallah and Al-Bireh governorate due to the variable years of experience.

#### **Study terms:**

**Vocational qualification:** It is that stage of a connected and coordinated rehabilitation process that includes the provision of vocational services such as vocational guidance and vocational

training with the intent of enabling individuals with disabilities to secure and retain suitable employment. Rehabilitation is a process in which a team of specialists in different fields join to help the individual achieve the maximum possible compatibility in life by evaluating his abilities and helping him to develop and benefit from them to the fullest extent possible (Al-Qaryouti, 1994).

**Procedurally:** It is the mark obtained through the questionnaire, which shows the extent to which assessment, guidance, preparation, training, employment and professional follow-up services are applied in the special education centers in Ramallah and Al-Bireh governorate.

**Special Education Centers** They are institutions or establishments that provide a set of programs, services and activities specially prepared and planned for each child according to his condition. These plans include a number of long-term and short-term goals, which ultimately aim to reach the individual to the maximum degree of independence and self-reliance, which is the primary goal of special education. (Al-Khatib & Akef, 2009).

**Procedurally:** They are the institutions that provide vocational rehabilitation services for individuals with disabilities in Ramallah and Al-Bireh governorate (Jabal Al-Najma Center, Al-Nahda Women's Association, Al-Yasmeen Charitable Association, Silwad Women's Rehabilitation Association).

**Previous studies:**

Vocational rehabilitation centers for individuals with disabilities came to a medium degree, and there were no statistically significant differences between the mean scores of the study sample members on the total score of the questionnaire. The descriptive approach was used and the questionnaire was used as a study tool (Hammadi, 2016).

Al Muhairi et al. (2012) conducted a research to assess the performance of vocational rehabilitation programs for people with impairments in the United Arab Emirates.

The study included two tools: a questionnaire and a structured interview with companies who recruited people with impairments. According to the findings, the performance of vocational rehabilitation programs for people with disabilities is average across the board, with the

exception of the vocational training stage, which performed exceptionally well.

Omar's (2010) study used a questionnaire to determine the reality of psychological, social, and vocational rehabilitation for persons with mobility disabilities in Palestine from the perspective of individuals with disabilities, their parents, and rehabilitation center personnel.

In terms of employees, psychological rehabilitation came first, followed by social and occupational rehabilitation.

Individuals with disabilities' attitudes regarding the realities of vocational rehabilitation differed depending on their level of disability, with those with severe disabilities holding a more positive attitude. The discrepancies can be attributed to age and marital status.

Al-Jundi study (2008) aimed to determine the availability of the conditions for effectiveness in government vocational rehabilitation programs in Jordan and Syria, and to identify the beneficiaries' point of view and determine the role of these programs in economic and social development. A guide was used to analyze the content of vocational rehabilitation programs in Jordan and Syria using the social survey method, the comparative method, and the content analysis method. The results showed that there is a difference between vocational rehabilitation programs for the benefit of vocational rehabilitation centers in Jordan. This difference is due to the presence of a professional assessment specialist and an individual plan for each student, the diversity of professions in existence, the availability of professional qualification programs, and the presence of differences between trainees in terms of the number of courses and experience in favor of Jordan, and the presence of curricula Well-thought-out science. The results also indicated a weakness in the operation and follow-up programs in vocational rehabilitation centers.

Al-Shammari study (2003) aimed to identify the order of the pros and cons of vocational rehabilitation programs for individuals with disabilities offered by vocational rehabilitation centers, from the point of view of individuals with disabilities, supervisors, and businessmen, in each of Riyadh, Dammam, and Taif. descriptive analytics. The results showed that vocational rehabilitation programs help change

society's idea of individuals with disabilities, so that these programs lead to the integration of individuals with disabilities into society more. There is a difference of viewpoints between individuals with disabilities on the one hand and supervisors and businessmen on the other hand, Where individuals with disabilities benefit from vocational rehabilitation programs and the extent to which these programs are suitable for individuals with disabilities.

The study of Shan et al. (2008) aimed to identify the effect of vocational rehabilitation services on employment outcomes for people with sensory/communicative, physical and mental disabilities in the United States. The results of the study found that (62%) of clients in this study were paid employees after Receiving vocational rehabilitation services. Individuals with sensory/communicative disabilities had the highest success rate (75%) compared to 56% for the physical disabilities group and 55% for those with mental disabilities.

The study of Beveridge and Fabian (2007) aimed to verify the relationship between individual vocational rehabilitation goals for employment, and the functional outputs of individual vocational rehabilitation programs that achieve the satisfaction of the individual with a disability who has been professionally rehabilitated, and increase the chances of being selected by employers in the competitive market. The study came to the conclusion that individuals with disabilities who got jobs commensurate with the goals of their individual rehabilitation plan are more satisfied with their jobs and have greater chances of achieving the effectiveness of the vocational rehabilitation program.

Larsson and Gard (2003) study aimed to identify the employers' viewpoint on the professional qualification planning processes in the workplace, and how to improve these processes by focusing on quality and cost, using the personal interview method to obtain the study data. (10) Employers of employees who have received professional qualification in vocational training centers located in northern Sweden. The study reached the following results: The importance of early recognition of the actual needs for vocational rehabilitation for individuals with disabilities. Vocational

rehabilitation processes can be developed by setting clear and applicable goals, developing the current work routine, as well as developing the relationship of the qualified employee with the work he is doing, and developing techniques work used.

The Colling-Kyle-K study (2002) in America aimed to assess the level of services provided to individuals with disabilities in centers and small projects that provide self-employment for individuals with disabilities, as well as to identify the extent to which individuals with disabilities who have obtained professional qualifications are employed. That cooperation must be achieved to serve individuals with disabilities and employ them in business, and it was also clear from the study that a large percentage of officials and businessmen do not understand their role towards individuals with disabilities and do not seek to employ them in their businesses.

Albadawi(2022) emphasize inclusive education and vocational training for those with disabilities In Palestine. To fulfill the study's aims, the researcher employed the qualitative analytical technique "Meta analysis." There is still no general agreement on the definitions of the terms "equality" and "inclusion." To summarize, integrating kids with disabilities into the educational system requires a team effort. Teachers, politicians, and middle management must all collaborate, and children' parents should assist disseminate the idea of inclusion in the classroom. As teachers' jobs have grown more and more interwoven into their daily routines, researchers need a deeper grasp of current inclusive education initiatives in the existing school system. Including a comprehensive assessment and feedback system that is updated on a regular basis

### **Commenting on previous studies:**

By reviewing previous studies that researched the subject of vocational rehabilitation, the most important findings can be summarized as follows: Vocational rehabilitation programs have an effective impact on integrating individuals with disabilities in a large way, making them productive and effective individuals in society, achieving self-satisfaction and improving their quality of life, individuals

with disabilities who have been professionally rehabilitated through vocational rehabilitation centers have an increased opportunity to join professions compared to individuals who have not been professionally rehabilitated. Accurately diagnosing and evaluating an individual with a disability, analyzing the results of his evaluation, and enabling him to participate in setting the goals of his individual professional rehabilitation plan leads to positive results for the individual with a disability, especially with regard to his obtaining a suitable job, as stated in the Beveridge and Fabian study.

There is a weakness in the operation and follow-up programs in vocational rehabilitation centers, as stated in the study of Ausheh et al. and the study of the soldier.

Many individuals with disabilities find it difficult to join work, due to the businessmen's refusal to employ persons with disabilities, as shown by a study (Colling Kyle Kee, 2002).

As for what distinguishes the current study from previous studies, it is looking at vocational rehabilitation in special education centers in Ramallah and Al-Bireh governorate, which targeted workers in these centers.

Method and Procedure:

### 1.3 Methodology of the study

In order to achieve the objectives of the study, the descriptive approach was used.

### 2.3 Study population

The study population consisted of workers in special education centers in Ramallah and Al-Bireh governorate, who numbered (40) workers. (Annex Jabal Al-Najma Center, Al-Nahda Women's Association, Al-Yasmeen Charitable Society, Silwad Women's Rehabilitation Center). See Appendix No. 1.

### 3.3 Study sample

The study sample included (38) forms, i.e. (95%) of the study population, and the tables (1.3), showing the distribution of the study sample members:

### 4.3 Describe the variables of the sample members:

Table (1.3) shows the distribution of the study sample members according to the sex variable: 5.3% for males, and 94.7% for females. The educational qualification variable shows that 34.2% have a diploma or less, and 65.8% have a bachelor's degree or higher. The years of experience variable shows that 39.5% are less than 5 years, 23.7% are from 5-10 years, and 36.8% are more than 10 years.

Table (1.3): Distribution of study sample members according to study variables.

variable	the level	percentage	#
sex	male	5.3	2
	female	94.7	36
Qualification	Diploma and less	34.2	13
	Bachelor's degree and above	65.8	25
Years of Experience	less than 5 years	39.5	15
	From 5 to 10 years	23.7	9
	More than 10 years	36.8	14

### 5.3 Research tool

After reviewing a number of previous studies, including the study (Hamid, 2016), a questionnaire was developed consisting of 39 items distributed in six (6) areas (vocational evaluation, vocational guidance, professional preparation, vocational training, employment, and follow-up).

### 6.3 Validation of the tool

The questionnaire was developed in its initial form, and then the validity of the study tool was

verified by presenting it to the arbitrators with expertise and experience, and they were asked to express their opinion on the paragraphs of the questionnaire in terms of: the extent to which the language of the paragraphs was clear and linguistically sound, and the extent to which the paragraphs covered the studied aspect, and with the agreement of the group of arbitrators, their applicability was approved and signed without any modification. On the other hand, the validity of the tool was also verified by calculating the Pearson correlation coefficient for the paragraphs of the questionnaire with the total

score of the tool, and it became clear that there was statistical significance in all the paragraphs of the questionnaire and this indicated that there

was internal consistency between the paragraphs. The following table shows that:

Table (2.3): Results of the Pearson Correlation Coefficient for the Correlation Matrix of Vocational Qualification Clauses in Special Education Centers in Ramallah and Al-Bireh Governorate

No.	R value	Statistical function	No.	Statistical function	R value	No.	R value	Statistical function
1	0.436**	60.00	14	0.000	0.622*	27	0.704**	0.000
2	0.478**	20.00	15	0.000	0.592*	28	0.561**	0.000
3	0.572**	0.000	16	0.000	0.724*	29	0.642**	0.000
4	0.520**	10.00	17	0.000	0.688*	30	0.705**	10.00
5	0.682**	0.000	18	0.000	0.571*	31	0.498**	0.000
6	0.565**	0.000	19	70.00	0.433*	32	0.610**	0.000
7	0.639**	0.000	20	0.000	0.634*	33	0.562**	0.000
8	0.541**	0.000	21	20.00	0.480*	34	0.718**	0.000
9	0.562**	0.000	22	0.000	0.713*	35	0.590**	0.000
10	0.702**	0.000	23	0.000	0.693*	36	0.650**	0.000
11	0.515**	10.00	24	0.000	0.743*	37	0.500**	10.00
12	0.535**	10.00	25	40.00	0.459*	38	0.646**	0.000
13	0.443**	50.00	26	0.000	0.562*	39	0.609**	0.000

Statistical significance at 0.001

Statistical function at 0.050

### Reliability of the tool

The Reliability of the tool was verified by calculating the stability of the total degree of the stability coefficient for the fields of study

according to the stability equation Cronbach's alpha.

The following table shows the stability coefficient of the domains and the total score.

Table (3.3): Results of the Reliability coefficient for the fields

fields	No. Prag.	Reliability coefficient
professional assessment	7	0.842
Vocational guidance and counseling	5	0.813
professional setup	6	0.853
Vocational training	10	0.877
Employment	6	0.874

Follow-up	5	0.865
Total marks	39	0.951

## Results

In order to determine the degree of response averages of the study sample, the following degrees were adopted:

The arithmetic mean range of the paragraphs	Degree
2.33 or less	low
2.34-3.67	medium
3.68 and above	High

### Results related to the first question:

What is the vocational qualification in the special education centers in the Ramallah and Al-Bireh governorate?

To answer this question, the arithmetic averages and standard deviations of the responses of the study sample members were calculated on the fields of the questionnaire that express

professional qualification in special education centers in Ramallah and Al-Bireh governorate.

Table (1.4): Arithmetic averages and standard deviations of the responses of the study sample members to vocational qualification in special education centers in Ramallah and Al-Bireh Governorate "in descending order"

No.	Domain	Arithmetic Mean	Standard Deviation	degree	Percentage
1	professional assessment	3.8195	0.640	High	76.4
4	Vocational training	3.6895	0.607	High	73.8
3	professional setup	3.6447	0.728	medium	72.9
2	Vocational guidance and counseling	3.3895	0.738	medium	67.8
6	Follow-up	3.3000	0.830	medium	66.0
5	Employment	3.2105	0.803	medium	64.2
Total		3.5439	0.563	medium	70.9

It is noted from the previous table, which expresses the arithmetic averages and standard deviations of the responses of the study sample members to vocational qualification in the special education centers in Ramallah and Al-Bireh governorate, that the arithmetic mean of the total degree is (3.54) and a standard deviation of (0.563), and this indicates that the professional qualification in the special

education centers in Ramallah and Al-Bireh governorates In Ramallah and Al-Bireh, it came to a medium degree, with a percentage of 70.9%. The field of professional evaluation obtained the highest arithmetic average of (3.81), followed by the field of vocational training with an arithmetic average of (3.68), then the field of professional preparation with an arithmetic average of (3.64), followed by the field of

vocational guidance and counseling with an arithmetic average of (3.38), followed by the field of follow-up with an average of (3.30), and then the operating range with an arithmetic mean (3.21).

The arithmetic averages and standard deviations of the responses of the study sample members

were calculated on the paragraphs of the questionnaire that express the field of professional evaluation.

Table (2.4): Arithmetic averages and standard deviations of the responses of the study sample members to the field of professional assessment

No.	paragraphs	Mean	Standard Deviation	degree	Perc.
3	The learning experiences of individuals with disabilities are assessed to determine their academic skills	4.11	0.727	High	82.2
1	Trained and qualified persons are available to carry out the assessment process	3.89	0.727	High	77.8
2	Appropriate social assessment tools are available for individuals with disabilities in the center	3.89	0.689	High	77.8
4	The tendencies and interests of individuals with occupational disabilities are assessed prior to training	3.89	0.924	High	77.8
7	Assessment of the physical and health status of individuals with disabilities within the center	3.82	1.036	High	76.4
6	The needs of families of individuals with disabilities are assessed by the competent team.	3.61	0.974	medium	72.2
5	Evaluation of suitable training places outside the center for training individuals with disabilities	3.53	1.084	medium	70.6
	<b>total</b>	<b>3.8195</b>	<b>0.64033</b>	<b>High</b>	<b>76.4</b>

It is noted from the previous table that expresses the arithmetic averages and standard deviations of the responses of the study sample to the field of professional evaluation that the arithmetic mean of the total score is (3.81) and a standard deviation of (0.640), and this indicates that the field of professional evaluation came to a high degree, and by a percentage (76.4%).

The results in Table (2.4) indicate that five items came with a high score and two items came with a medium score. The paragraph "the learning experiences of individuals with disabilities are evaluated to determine their academic skills" obtained the highest arithmetic average (4.11), followed by the paragraph "trained and qualified persons are available to carry out the evaluation process," the paragraph "the appropriate social assessment tools are available for individuals with disabilities in the center," and the paragraph

"there are evaluated attitudes and interests of individuals with occupational disabilities before training" with a mean of (3.89). The paragraph "assessment of suitable training places outside the center for training individuals with disabilities" obtained the lowest arithmetic average (3.53), followed by the paragraph "assessment of the needs of families of individuals with disabilities by the specialized team" with a mean of (4.61).

The arithmetic averages and standard deviations of the responses of the study sample members were calculated on the paragraphs of the questionnaire that express the field of vocational guidance and counseling.

Table (3.4): Arithmetic averages and standard deviations of the responses of the study sample members to the field of vocational guidance and counseling



No.	paragraphs	Arithmetic Mean	Standard Deviation	Degree	Perc.
1	The staff includes a career guidance specialist.	0.867	3.71	High	74.2
3	It directs individuals with disabilities to acquire a profession that suits their abilities.	1.037	3.71	High	74.2
2	It directs individuals with disabilities to acquire a profession that fits the labor market.	0.956	3.29	medium	65.8
5	Parents of individuals with disabilities participate in making the decision to choose the profession in which their children will be trained.	0.943	3.24	medium	64.8
4	Individuals with disabilities are involved in making the decision to choose the profession in which they will be trained.	1.065	3.00	medium	60.0
		<b>0.738</b>	<b>3.38</b>	medium	<b>67.8</b>

It is noted from the previous table that expresses the arithmetic averages and standard deviations of the responses of the study sample members to the field of vocational guidance and counseling that the arithmetic mean of the total degree (3.38) and a standard deviation (0.738), and this indicates that the field of vocational guidance and counseling came to a medium degree, and by a percentage (67.8%).

The results in Table No. (3.4) also indicate that two items came to a high degree and three items came to a medium degree. The paragraph "the work team includes a professional in vocational guidance" and the paragraph "directs individuals with disabilities to acquire the profession that suits their abilities" got the highest arithmetic

It is noted from the previous table that expresses the arithmetic averages and standard deviations of the responses of the study sample members to the field of vocational guidance and counseling that the arithmetic mean of the total degree (3.38) and a standard deviation (0.738), and this indicates that the field of vocational

guidance and counseling came to a medium degree, and by a percentage (67.8%). The average (3.71), followed by the paragraph "directs individuals with disabilities to acquire the profession that suits the labor market" with an arithmetic average of (3.29). The paragraph "Individuals with disabilities participate in making the decision to choose the profession in which they will be trained" got the lowest arithmetic average (3.00), followed by the paragraph "Parents of persons with disabilities participate in making the decision to choose the profession in which their children will be trained" with an average of 3.24.

The arithmetic averages and standard deviations of the responses of the study sample members were calculated on the paragraphs of the questionnaire that express the field of professional preparation.

Table (4.4): Arithmetic averages and standard deviations of the responses of the study sample members to the field of professional preparation

No.	paragraphs	Arithmetic Mean	Standard Deviation	Degree	Perc.
6	Develops a love of work in individuals with	3.89	0.831	High	77.8

	disabilities.				
4	The work team provides the families with information about suitable professions for individuals with disabilities.	3.71	0.898	High	74.2
5	Work is done to provide individuals with disabilities with the appropriate physical fitness for the profession.	3.63	1.025	medium	72.6
1	The center provides a specialized work team for professional preparation.	3.58	1.004	medium	71.6
3	The center develops the primary professional skills for the special professions of each individual with a disability.	3.55	0.978	medium	71.0
2	Appropriate vocational preparation programs are available for individuals with disabilities.	3.50	1.007	medium	70.0
	total	<b>3.64</b>	<b>0.728</b>	medium	<b>72.9</b>

It is noted from the previous table, which expresses the arithmetic averages and standard deviations of the responses of the study sample members in the field of professional preparation, that the arithmetic mean of the total degree is (3.64) and a standard deviation (0.728), and this indicates that the field of professional preparation came to a medium degree, and by a percentage (82.9%).

The results in Table No. (4.4) also indicate that two items came to a high degree and four items came to a medium degree. The paragraph "develops the love of work among individuals with disabilities" obtained the highest arithmetic average (3.89), followed by the paragraph "provides the family work team with information about suitable professions for individuals with disabilities" with an average of

(3.71). The paragraph "there are appropriate vocational preparation programs for individuals with disabilities" obtained the lowest arithmetic average (3.50), followed by the paragraph "the center develops the initial professional skills for the special professions of each individual with a disability" with a mean of 3.55.

The arithmetic averages and standard deviations of the responses of the study sample members were calculated on the paragraphs of the questionnaire that express the field of vocational training.

Table (5.4): Arithmetic averages and standard deviations of the responses of the study sample members to the field of vocational training.

Table (5.4): Arithmetic averages and standard deviations of the responses of the study sample members to the field of vocational training

No.	paragraphs	Mean	Standard Deviation	Degree	Perc.
3	Training helps provide individuals with disabilities with adequate work experience.	4.05	0.695	High	81.0
1	There is a trained work team to deal with individuals with disabilities.	3.89	0.764	High	77.8
8	There are suitable environmental conditions for training (lighting, distance from noise, space).	3.89	0.831	High	77.8
7	The characteristics of individuals with disabilities are taken into account during the training period.	3.82	0.926	High	76.4
9	Modify training programs based on their results.	3.74	0.760	High	74.8

2	Training programs are developed based on contemporary scientific foundations.	3.66	0.815	medium	73.2
10	The center has all the necessary equipment and tools for training.	3.66	1.072	medium	73.2
6	The trainee is given the opportunity to train, taking into account the necessary safety conditions.	3.58	0.976	medium	71.6
4	Trains individuals with disabilities in the use of prosthetic devices during vocational training.	3.32	0.904	medium	66.4
5	Persons with disabilities are trained on actual worksites on their equipment in all their conditions.	3.29	1.011	medium	65.8
Total		<b>3.68</b>	<b>0.60</b>	High	73.8

It is noted from the previous table that expresses the arithmetic averages and standard deviations of the responses of the study sample to the field of vocational training that the arithmetic mean of the total degree (3.68) and a standard deviation (0.607), and this indicates that the field of vocational training came to a high degree, and by a percentage (73.8%).

The results in Table (5.4) indicate that five (5) items came with a high score and five (5) items came with a medium score. The paragraph "training helps to provide individuals with disabilities with sufficient experience to work" obtained the highest arithmetic average (4.05), followed by the paragraph "there is a trained work team to deal with individuals with disabilities" and the paragraph "there are

appropriate environmental conditions for training such as (lighting, distance from noise, area)" with an arithmetic mean (3.89). The paragraph "Individuals with disabilities are trained at the actual work sites on their equipment in all their circumstances" got the lowest arithmetic average (3.29), followed by the paragraph "Individuals with disabilities are trained to use prosthetic devices during vocational training" with a mean of (3.32).

The arithmetic averages and standard deviations of the responses of the study sample members were calculated on the questionnaire items that express the field of operation.

Table (6.4): Arithmetic averages and standard deviations of the responses of the study sample members to the field of employment

No.	paragraphs	Arithmetic Mean	Standard Deviation	Degree	percentage
1	The center's work team includes a specialist in employing people with disabilities.	3.55	1.005	medium	71.0
3	The operation specialist coordinates with the owners of factories and institutions on an ongoing basis.	3.32	0.989	medium	66.4
6	Employment programs contribute to educating individuals with disabilities about their rights in the workplace.	3.29	1.063	medium	65.8
2	Employment programs provide suitable job opportunities for graduates of the center.	3.13	1.018	medium	62.6
5	Community drivers define the capabilities of individuals with disabilities.	3.13	1.044	medium	62.6
4	The employment programs include all areas of work in the labor market.	2.84	1.027	medium	56.8
Total		<b>3.21</b>	<b>0.8032</b>	medium	<b>64.2</b>

It is noted from the previous table, which expresses the arithmetic averages and standard deviations of the responses of the study sample members on the field of operation, that the arithmetic mean of the total degree is (3.21) and a standard deviation (0.803), and this indicates that the field of operation came to a medium degree, and by a percentage (64.2%).

The results in Table No. (6.4) also indicate that all paragraphs came to a medium degree. The paragraph "the work team in the center includes the employment specialist for individuals with disabilities" got the highest arithmetic average (3.55), followed by the paragraph "the employment specialist coordinates with the owners of factories and institutions on an

ongoing basis" with an average of (3.32). The paragraph "employment programs include all fields of work in the labor market" obtained the lowest arithmetic average (2.84), followed by the paragraph "the employment programs define the local community with the capabilities of individuals with disabilities" and the paragraph "employment programs provide suitable job opportunities for graduates from the center" (an arithmetic average of 3.13).

The arithmetic means and standard deviations of the responses of the study sample members were calculated on the paragraphs of the questionnaire that express the scope of follow-up.

Table (4.7): Arithmetic averages

No.	paragraphs	Mean	Standard Deviation	Degree	percentage
1	Graduates are continuously monitored in their workplaces.	3.45	1.058	medium	69.0
3	The center helps individuals with disabilities to overcome the difficulties they face while working.	3.34	0.938	medium	66.8
5	There are programs to follow the development of professions in the market.	3.29	1.037	medium	65.8
2	Graduates are retrained in the same field with the expansion of their field of specialization.	3.21	1.018	medium	64.2
4	The Center continues to supervise the appropriate healthy working conditions for individuals with disabilities in their workplaces.	3.21	1.094	medium	64.2
Total		<b>3.30</b>	<b>0.8301</b>	medium	<b>66.0</b>

The result of the study agrees with the study of Al-Muhairi and others (2012) that the result of the study related to vocational rehabilitation to a medium degree and differs with the study of Hammadi (2016), which found that the result of vocational rehabilitation came to a low degree. As for the arrangement of these fields, the current study found that the field of professional evaluation obtained the highest arithmetic average, which differed from the study of Al-Muhairi and others (2012), where the field of vocational training obtained the highest arithmetic average, and it was a high performance.

The study showed that the field of operation and follow-up had the lowest arithmetic average among the areas of vocational rehabilitation, and this is consistent with the study of the soldier (2008).

The result of the professional evaluation obtaining the highest arithmetic average is due to the availability of a staff consisting of trained and qualified people to carry out the professional evaluation process and the belief of the staff in the importance of this field and the importance of evaluating educational experiences, professional tendencies and interests, and the

physical and health status of individuals with disabilities before the vocational training stage.

#### 2.2.4 Results related to the second question

Do the estimations of the study sample about vocational qualification in special education centers in Ramallah and Al-Bireh governorate differ according to the study's variables: educational qualification and years of experience?

To answer this question, it was transformed into the following hypotheses:

The results of the first hypothesis: There are no statistically significant differences in the averages of vocational qualification in special education centers in Ramallah and Al-Bireh

governorates due to the educational qualification variable at the significance level ( $\alpha \leq 0.05$ ).

The first hypothesis was examined by calculating the results of the t-test and the arithmetic averages of the responses of the study sample members to the averages of vocational qualification in the special education centers in Ramallah and Al-Bireh governorates due to the educational qualification variable.

Table (8.4): Results of the T-test for independent samples of the responses of the sample members in the averages of vocational qualification in the special education centers in Ramallah and Al-Bireh governorate due to the educational qualification variable

Domain	Qualification	No	mean	Standard deviation	t value	Significance level
professional assessment	Diploma and less	13	3.9890	0.54853	1.183	0.245
	Bachelor's degree and above	25	3.7314	0.67678		
Vocational guidance and counseling	Diploma and less	13	3.7846	0.52575	2.551	0.015
	Bachelor's degree and above	25	3.1840	0.75701		
professional setup	Diploma and less	13	3.9103	0.45955	1.659	0.106
	Bachelor's degree and above	25	3.5067	0.80863		
Vocational training	Diploma and less	13	3.9692	0.31986	2.142	0.039
	Bachelor's degree and above	25	3.5440	0.67397		
Employment	Diploma and less	13	3.3846	0.75885	0.962	0.342
	Bachelor's degree and above	25	3.1200	0.82569		
Follow-up	Diploma and less	13	3.6462	0.77526	1.920	0.063
	Bachelor's degree and above	25	3.1200	0.81445		
Total marks the field	Diploma and less	13	3.8087	0.35662	2.195	0.035
	Bachelor's degree and above	25	3.4062	0.60649		

It is evident from the previous table that the value of "T" for the total degree is (2.195), and the level of significance is (0.035), meaning that there are differences in the averages of professional qualification in special education centres in Ramallah and Al-Bireh governorate

due to the educational qualification variable, as well as vocational guidance and counselling and vocational training, where the differences were in favour of a diploma or less, and thus the first hypothesis was rejected. This result agrees with the study of Al-Shammari (2003) and differs

with the study of Hammadi (2016) and the study of Omar (2010).

The researcher attributes this result to the fact that the evaluation of vocational rehabilitation in the special education centres in Ramallah and Al-Bireh governorate is related to the qualifications of the study sample members, and that the educational qualification has a significant impact and plays a role in knowing the vocational rehabilitation programmes and services provided in the centre for individuals with disabilities and the appropriateness of these services through their provision. methods appropriate to the capabilities of individuals with disabilities.

**The results of the second hypothesis:** There are no statistically significant differences in the

averages of vocational qualification in special education centres in Ramallah and Al-Bireh governorates due to the variable years of experience at the significance level ( $\alpha \leq 0.05$ ).

The second hypothesis was examined by calculating the arithmetic averages of the responses of the study sample members to the averages of vocational qualification in the special education centres in Ramallah and Al-Bireh governorates due to the variable years of experience.

Table (9.4): Arithmetic averages and standard deviations of the response of the study sample members to the averages of vocational qualification in special education centers in Ramallah and Al-Bireh governorate due to the variable years of experience

Domain	age	No	mean	Standard deviation
professional assessment	less than 5 years	15	3.9714	0.50996
	From 5 to 10 years	9	3.7302	0.90194
	More than 10 years	14	3.7143	0.58500
Vocational guidance and counseling	less than 5 years	15	3.4133	0.59745
	From 5 to 10 years	9	3.3778	0.96667
	More than 10 years	14	3.3714	0.76804
professional setup	less than 5 years	15	3.7111	0.77272
	From 5 to 10 years	9	3.8333	0.68718
	More than 10 years	14	3.4524	0.71141
Vocational training	less than 5 years	15	3.7800	0.61435
	From 5 to 10 years	9	3.7889	0.58831
	More than 10 years	14	3.5286	0.62318
Employment	less than 5 years	15	3.4667	0.69064
	From 5 to 10 years	9	3.0926	0.83795
	More than 10 years	14	3.0119	0.87331
Follow-up	less than 5 years	15	3.4133	0.71899
	From 5 to 10 years	9	3.5778	0.87433
	More than 10 years	14	3.0000	0.87706
Total marks	less than 5 years	15	3.6615	0.45798
the field	From 5 to 10 years	9	3.5983	0.71543
professional assessment	More than 10 years	14	3.3828	0.56235

It is noticed from Table No. (9.4) that there are apparent differences in the averages of vocational qualification in the special education centers in Ramallah and Al-Bireh governorate due to the variable years of experience. To find out the significance of the differences, one-way

ANOVA was used, as shown in Table No. (10.4).

Table (10.4): The results of the one-way analysis of variance test for the response of the sample members in the averages of vocational qualification in the special education centers in

Ramallah and Al-Bireh governorate due to the variable years of experience

Domain	Contrast source	sum of squares	Degree of freedom	mean squares	q value	Significance level
professional assessment	between groups	0.573	2	0.287	0.687	0.510
	within groups	14.598	35	0.417		
	the total	15.171	37			
Vocational guidance and counseling	between groups	0.014	2	0.007	0.012	0.988
	within groups	20.141	35	0.575		
	the total	20.156	37			
professional setup	between groups	0.904	2	0.452	0.845	0.438
	within groups	18.716	35	0.535		
	the total	19.621	37			
Vocational training	between groups	0.574	2	0.287	0.767	0.472
	within groups	13.101	35	0.374		
	the total	13.676	37			
Employment	between groups	1.662	2	0.831	1.309	0.283
	within groups	22.210	35	0.635		
	the total	23.871	37			
Follow-up	between groups	2.147	2	1.074	1.609	0.215
	within groups	23.353	35	0.667		
	the total	25.500	37			
Total marks	between groups	0.598	2	0.299	0.939	0.401
the field	within groups	11.142	35	0.318		
professional assessment	the total	11.740	37			

It is noted that the q value of the total degree (0.939) and the significance level (0.401), which is greater than the significance level ( $\alpha \leq 0.05$ ) that is, there are no statistically significant differences in the averages of professional qualification in the special education centers in Ramallah and Al-Bireh governorate due to the variable years of experience, as well as fields, and thus the second hypothesis was accepted.

This result is consistent with the study of Hammadi (2016), and the result is attributed to the fact that vocational rehabilitation in special education centers in Ramallah and Al-Bireh governorate is not related to years of experience, as the availability of vocational rehabilitation programs is information known to all members of the study sample, regardless of years of experience

### Recommendations:

In light of the findings of the current study, a set of recommendations can be identified that may be of benefit in the field of improving professional qualification in special education centers in Ramallah and Al-Bireh governorate, including:

- .1. Raising the efficiency of workers in vocational rehabilitation centers, especially those with academic qualifications, a diploma or less, through continuous training courses.
- .2. Striving to activate the employment laws for individuals with disabilities and encouraging employers to implement these laws.
- .3. Providing full-time specialists for the operation and follow-up process for individuals with disabilities in the workplace.
- .4. Community awareness of the right of individuals with disabilities to obtain the appropriate professional qualification that makes them productive and effective members of society.

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