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Quality Level of Information Technology Teacher Preparation Program at the University College of Applied Sciences form the Students' Point of View

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Abstract
The study aims at focusing on the quality level of Information Technology Teacher Preparation Program at the University College of Applied Sciences from the students' point of view who are enrolled in the program. Therefore, to achieve this aim the research used the analytic, descriptive approach.The research set up the study tool which consisted of 78 statements distributed on five areas (Information Technology Education Program Plan - faculty member – laboratories - library - monitoring and evaluation in the program).Then, a questionnaire was distributed on (36) male and female students enrolled in the program. This took place in May in the second semester of the academic year 2011. The appropriate statistical techniques were used to treat the hypotheses of the study.
Keywords: Quality, Information Technology, University college of applied science.

1. Introduction

Education is considered as one of the many pillars of intellectual, social, and economical development of the countries, as it shapes a source that can prepare the individual to provide himself with the required knowledge and language skills to be able to perform in his society.

The higher education represents an exceptional stage of the educational process in any society; therefore, taking interest in this stage is an important indicator of cultural renaissance. For this type of education plays a vital set of roles in the society, such as serving the individual, the society, the scientific research, as well as knowledge transfer, keeping, and producing, along with providing the continuous education. (Mostafa, 2005: 341)

The Palestinian Higher Education Sector consists of 43 educational and training institutes for after the High School that offer degrees starting from Intermediate Diplomas to PHD Degrees. These institutes include 11 universities, 13 university colleges, and 19 intermediate colleges. (The Ministry of Education and Higher Education, 2006:5)

According to the international standards, the Palestinian universities are still new, as it has been only 30 years since the oldest, and less than 2 years since the newest universities had been built. The whole Higher Educational system has had major transformations after the war in June 1967; that is, there was a huge break out in the field of university colleges (which duration is 2 years after High School), and it continued with the foundation of the primary Palestinian universities starting in 1971. (The National Corporation for Accreditation, Excellence, and Quality of Higher Education Institutes in Palestine, 2008)

Programs of university colleges in Palestine aim at preparing the manpower that are technically trained in the industrial, agricultural, and service areas in order to provide for the needs of the society and its development, and to contribute in serving the local societies as well as working on developing them. Programs of education in Palestine Technical Colleges and University Colleges, which are 12 programs, can be classified into 3 groups: Technician Programs, Academic Program, and Program of Educational Qualification. Palestine Technical Colleges and University Colleges admit those who hold the Palestinian High School certificate or any equivalent certificate in the different majors depending on the study section in High School, the student's desire, number of allowed students, and the students' grades. (The Palestinian National Center for Information, ……..)

The University College of Applied Sciences in Gaza is considered as one of the University Colleges in Palestine. It is an academic institute that works under the supervision of the Ministry of Education and Higher Education. It was founded in 1998 in order to provide technical and professional educational services for the Palestinian society with the name of "Community College of Applied Science and Technology". However, it was changed in 2008 to a university college that offers both Bachelor Degrees and Intermediate Diplomas. Today, it covers 36 majors for the Diploma Degree that fall under 8 departments; in addition, it covers several programs for the Bachelor Degree in various fields. (University College for Applied Sciences, 2011:6)

Information Technology Education is a program in the Bachelor Degree programs. In order to keep this program vital it must be continuously subjected to evaluation and development so that we could keep up with the regional and global changes and developments. This study which is both coherent with the needs of the Palestinian

society and correspondent to the University College system in evaluating or developing its programs is to evaluate the Information Technology Education program, and determine the weak and strength points. And therefore, the study problem was identified.

1.1 Study Problem

The study problem is presented in the following primary question:

What is the quality level of Information Technology Teacher Preparation Program at the University College of Applied Sciences from the point of view of the students enrolled in the program?

This primary question is divided into the following sub questions that the study aims at answering:

1. What are the quality standards that are supposed to exist in the Information Technology Teacher Preparation Program in the University College of Applied Sciences?
2. How far do these standards exist in the Information Technology Teacher Preparation Program from the point of view of the students enrolled in the program?
3. Do the evaluation procedures for the students in the program vary in regards of the program plan, faculty member, laboratories, library, or the evaluation in the program according to the gender (male or female)?

1.2 Goals of the Study: The study aims at

1. Determining the quality standards that are supposed to exist in the Information Technology Teacher Preparation Program in the University College of Applied Sciences.
2. Identifying how far do these quality standards exist in the program from the point of view of students enrolled in the Information Technology Teacher Preparation Program.
3. Finding a tool for assessing and evaluating that can measure the quality standards so that they could be used to arbitrate the Information Technology Teacher Preparation Program.
4. Identifying the differences in the evaluation procedures for the enrolled students according to the gender variable.

1.3 Study Importance

This study is important for many reasons and factors. Some of these reasons and factors are:

1- This study comes in response to the global trends and recommendations from seminars and conferences that call for continuous evaluation for Teacher Preparation programs with the purpose of improving them as well as guaranteeing the quality of education.

2- The study might help create a clear idea on the quality of Information Technology Preparation Programs in Palestine, since some programs cannot achieve the required educational functions unless they meet some standards that could make them an effective tool in the educational system.

3- The study could be useful to officials in the Ministry of Education and Higher Education that work to evaluate the quality of the majors offered at colleges and universities.

4- This study could contribute in finding a tool that can guarantee the required quality standards in the Information Technology Teacher Preparation Program.

1.4 Study Hypothesis

In order to answer the study questions, the researcher put the following hypothesis:

1. Quality standards may exist in the Information Technology Preparation Program in the University College of Applied Sciences with an educationally accepted percentage (80% and up).
2. There are no significant statistical differences at the level of significance ($\alpha \leq 0.05$) in the average evaluation of enrolled students in the Information Technology Preparation Program that can be attributed to the gender variable.

1.5 Study Limits

- Limit of Subject: This current study was determined through preparing a set of primary quality standards with the purpose of evaluating the Information Technology Teacher Preparation Program in terms of validity, efficiency, and relevance to the level of learners, and studying the evaluation procedures of the program from point of view of the enrolled students in terms of program plan, faculty member, laboratories, library, or the evaluation of the program.
- Limit of Population: This study is limited to the students enrolled in the Information Technology Teacher Preparation Program in The University College of Applied Sciences in Gaza.
- Limit of Time of Place: The study was conducted in May; that is the second semester of the academic year 2011-2012 at University College of Applied Sciences, Gaza.

2. Terminology

Quality:

It is the application of a set of necessary educational standards and values so as to raise the quality level in the Information Technology Teacher Preparation Program as well as all the educational fields in the University College of Applied Sciences in Gaza via employees of the University College and the enrolled students of the program.

Information Technology Education Bachelor Program:
It is a program at which students enroll after acquiring their High School certificate. Even though it combines both the Education and Technology fields, the main focus is on Technology. Through this merge, the college aspires to equip the local as well as the Arab societies with teachers majored not only in the field of Education but also in the field of Technology.

University College of Applied Sciences:
It is an academic institute that is supervised by the Ministry of Education and Higher Education. It was founded in 1998 with the purpose of providing technical and professional education for the Palestinian society. Its name upon founding was Community College of Applied Science and Technology; however, in 2008 it was changed to a University College that grants both Bachelor and Intermediate Diploma degrees. Today, it covers 36 majors for the Diploma Degree that fall under 8 departments; in addition, it covers several programs for the Bachelor Degree in varied fields.

3. Previous Studies

Upon reading the educational writings, the researcher was able to find some relevant studies which are listed as follows:

Saleh and Sbeih Study (2008): The goal of this study was to evaluate Child Education program in the Community College of Applied Science and Technology from the graduates' point of view. In order to achieve this, the analytic descriptive approach was used in the study on a sample of 93 graduates. The findings of the study were that the plan of the Child Education Program was lucid; the graduates' satisfaction level with the program was generally good in terms of courses, qualified academic staff with their diverse techniques, methodologies, using modern techniques in teaching, and the understanding and cooperative administration. Nevertheless, there were some points of weakness in the program: poor library resources, the repetition of some contents in some of the suggested courses, the overcrowded classes, absence of guidance and counseling. The necessity of adjusting the description of the suggested courses and the importance of solving the bridging problem were some of the study recommendations.

Abdel Aziz Study (2006): It was regarding assessing and using the opinions and preferences of the nursing graduates about the nursing education programs offered by the nursing colleges in Gaza strip. The study used the analytic descriptive approach; a questionnaire was given to a sample of graduates which size was 374 graduates. The statistical programs Spss, T-test, and Anova were used in this study to analyze the results. The most important outcomes of the study were that the graduates are generally satisfied with the nursing programs; in addition, there is a gap between the 2 aspects of nursing, the theoretical and practical.

Helis Study (2005): It revolved around assessing the teaching effectiveness in the accounting department in the Islamic university from the students' perspective. It aimed at achieving this in all courses offered at the accounting department. It aimed at assessing the course, textbooks, assignments, exams, as well as the lecturer. In order to accomplish this, a questionnaire was given to 569 accounting students who represented the study sample. The questionnaire included 3 main areas which are: an area related to the subject and its contents; an area related to the textbook, extra helping materials, and assignments; another related to the exams and the lecturer. The answers that were given on the 3 areas showed positive assessment. The answers for the 21 assessment statements varied between (I agree, and I strongly agree) with a percentage ranging between 50% and 89%.

Al Houli and Abu Daqqa Study (2004): The study was about assessing the post graduate studies programs at the Islamic University in Gaza from the graduates' point of view. The study sample consisted of 90 post graduates from Faculties of Islamic Law (Sharia), Theology, Education, and Science. The study used the analytic descriptive approach, where a questionnaire was distributed among the graduates. The study showed that the post graduate studies programs in the university efficiently meet the students' needs; moreover, the graduates noticed the efficiency in the academic supervision as well as the effectiveness in the used methods and modern techniques in teaching. On the other hand, the study showed that the university needs to develop library services. The high efficiency of the faculty members in various colleges and their usage of the best methods in teaching are the most important strength points of the program.

Sabri and Abu Daqqa Study (2004): The title of the study was "An Assessing Study for the Practical Education Reality in The Education Colleges and The Palestinian Universities". The study aimed at identifying the problem of the practical education, as well as finding the suitable solutions to these problems. In order to achieve these goals, the research used the analytic descriptive approach. A questionnaire with 6 areas was used with the study sample that consisted of 548 male and female students of the academic year 1997 – 1998. The most prominent findings were: there were positive points about the students' and teachers' performance; however, there were also some negative points about the nature of the educational courses, that is, the theories were non-applicable. The members of study sample see that the most vital courses are the general methodology courses and its techniques, specialized methodology courses and its techniques, followed by teaching aids

courses.

Qanoa Study (2004): It revolved around "The Evaluation of The Skills of The Students in Palestine College for Nursing in Light of Modern Trends". The goal of this study was to identify the basic skills required to assess the training students in Palestine College for Nursing, and the effect of gender, grade point average (GPA), and level of study on the students' basic skills. With the purpose of achieving these goals, a note card was used that was applied on all study population that was around 96 male and female students. The following statistical methods were used in the research: Pearson's correlation coefficient, Mann Whitney test, analysis of variance, verbal tests, the arithmetic mean, relative average, and the retail mid-term coefficient. The most important findings of the study were: the arithmetic average for the performance of the male students was higher than that of the female students regarding nursing basic skills; there were significant statistical differences at the significance level ($\alpha \leq 0.5$) in the quality of basic nursing skills (both personal and professional behaviors, teaching and learning nursing, communication, security and safety, initial and nursing diagnosis assessment, as well as implementation and evaluation) that attribute to the gender factor in favor of the male students.

Al Helou Study (2001): The title of the study was "Evaluation of the Teachers' Training Program from the Enrolled Students' Point Of View". The study aimed at identifying the usefulness of the Teachers' Training Program from the students' point of view in the classroom teaching and the professional growth development fields; moreover, it aimed at recognizing the students' motives to enroll in this program, in addition to identifying the problems they encountered. Therefore, the researcher prepared a questionnaire. The study results showed that the key benefits of the classroom teaching program are: determining the essential requirements for the lesson, lesson planning, devising the educational goals, warming up for the lesson, using reinforcement. Nevertheless, the students faced some problems such as the predominance of theoretical courses on the program, and the huge number of courses.

Zaqout Study (1998): The title of the study was "Postgraduate Students' Evaluation for the Experiences and Educational Practices of Their Teachers in Faculty of Education at the Islamic University in Gaza". The researcher applied a questionnaire on a sample that consisted of 128 male and female students. It included the following areas: the specialized academic, the professional education, general culture, and human relations. According to the study results, the students' evaluation for their teachers was very low in all areas.

Al Shami Study (1994): "Tasks of the Faculty Members and the Reality of Their Performance as Perceived By the Students and the Members at King Faisal University in Ahsaa". The study showed that both male and female students believe that faculty members of the university lack the necessary requirements in regards of personal appearance, some personal traits like punctuality in lectures, justice with students, modesty, and keenness for their profession. Let alone that there was neither cooperation nor motivation from the teachers' side. The same thing can be said regarding the teaching performance, as students noted that teachers lack the basic teaching competencies.

Abed Rabo and Abeebi Study (1994): "Personal and Professional Traits for the University Professor from the Students Point of View". Their study indicated the importance of four traits in any university professor: character, social interaction, role model, along with academic and teaching ability. This study was conduct on students of Al Bahrain University. However, the study showed that both male and female students prefer the behavioral patterns that are related to the professor's personal behavior: his relations, professional and academic interaction with his students, as well as his social and academic adaptation. Additionally, the study showed the students disapproval to some practices made by the professors such as harshness, stubbornness, firmness, stringiness in interaction, and taking decisions without including the students.

Hang Study (1988): The study aimed at identifying the personal and professional characteristics for a university professor that can affect the professor's reputation and position. The study sample of the study consisted of 280 male and female students in Bowing Green State University in Ohio, U.S.A. the study tool integrated a group of the professional and personal characteristics. The study showed that the general good appearance and the attractive personality are some of the factors that affect the professor's reputation and position.

3.1 Comment on the Previous Studies:

Through displaying these previous studies, it was concluded that:

1- Students' evaluation for the educational programs, along with teachers' skills and practices is still an issue that interests a lot of educational researchers who care about the quality of education generally and the higher education particularly.

2- Some studies agreed on the importance of the applied practical side in various college programs. Examples: Saleh and Sbeih Study (2008), Abdel Aziz Study (2006), Al Helou Study (2001), and Abu Daqqa and Sabri Study (2004).

3- Most of the previous studies, such as Hang Study (1988), and Abed Rabo and Adeebi Study (1994) emphasized the importance of some personal and professional traits to exist in a teacher.

4- Most of the previous studies showed that the students are satisfied with their programs. Examples: Saleh and Sbeih Study (2008), Abdel Aziz Study (2005), Al Houli and Abu Daqqa Study (2004).

5- This study is similar to Saleh and Sbeih Study (2008), Aziz Study (2005), Al Houli and Abu Daqqa Study (2004), Abu Daqqa and Sabri Study (2004), Al Helou Study (2001), and Zaqout Study (1998) in terms of students' evaluation to the programs they are enrolled in. Nevertheless, they differed in the sort of these programs as well as the educational institutes that included these programs.

6- This current study benefited from the previous studies in devising the study tool, determining the suitable statistical treatments, and data analysis.

4. Study Procedures:

This part of the study includes a detailed description to the procedures the researcher followed regarding the study approach, description of its community, determining the sample, and presenting the study steps.

4.1 The Study Approach:

The analytic descriptive approach was used in this study with the aim of determining a set of quality standards for the Information Technology Preparation Program. "The analytic descriptive approach is a method that studies a phenomenon, an event, or an issue that is currently present, of which we can get information in order to answer the study questions with interference from the researcher." (Al Agha and Al Ostaz, 2000:83).

4.2 Study Population:

It consists of 65 male and female students enrolled in the Information Technology Preparation Program in the University College of Applied Sciences, Gaza for the academic year 2011 – 2012. (The Statistical Unit of Bachelor Programs in the University College of Applied Sciences, Gaza, 2011).

4.3 Study Sample:

It includes all members of the original community; that is 65 male and female students enrolled in the Information Technology Preparation Program in the University College of Applied Sciences, Gaza. 65 questionnaires were distributed, and 63 were collected which is 96.92% of total number of questionnaires.

4.4 Study Tool:

Following the educational writings, and some relevant previous studies like Saleh and Sbeih Study (2008), and Al Houli and Abu Daqqa Study (2004), the researcher devised a questionnaire which is the study tool. She did this by following these steps:

1- Determining the key areas of the questionnaire.
2- Writing the statements of each area separately.
3- Preparing the questionnaire using the initial form. It included 95 statements under 7 key areas.

The Psychometric Properties of the Tool:

A. Validity of the Tool:

The questionnaire was presented to 10 educational arbitrators specialized in Information Technology Education and Methodology.

After making the adjustments they recommended; some statements were deleted from the questionnaire; some areas were modified; some areas were merged into one area, some statements were modified while others were rewritten. Therefore, the final number of statements after the modifications became 78 under 5 key areas which are: Program Plan, Faculty Member, Laboratories, Library, and Evaluation in the Program. Each statement was given a 5 leveled scale (strongly agree, agree, neutral, disagree, and strongly disagree)

B. Internal Consistency of the Tool:

The study tool was given to a pilot sample that consists of about 30 male and female students enrolled in the program in the second semester of the academic year 2011 that are also from the study population in order to check the internal consistency of the questionnaire. This was carried out by calculating Pearson's correlation coefficient of the marks of scale of every statement of the questionnaire as well as using the statistical program (SPSS) in order to calculate the total mark of scale of each area. It was obvious that all statements are statistically significant at the level of (α 0.01, α 0.05). This confirms that the questionnaire has a high internal consistency. With the purpose of checking the credibility of the structural axes, the researcher calculated the marks of scale of each area along with the total marks of scale for all areas, the following schedule demonstrates this:

Schedule (1)
Correlation Coefficient Between Each Area of the Study Areas and the Total Mark of Scale of all Areas

Areas	Correlation Coefficient	Significance
First Area: Technology Education Program Plan	0.694	Significant at 0.01
Second Area: Faculty Member	0.926	Significant at 0.01
Third Area: Laboratories	0.562	Significant at 0.01
Fourth Area: Library	0.564	Significant at 0.01
Fifth Area: Evaluation in the Program	0.933	Significant at 0.01

From the above schedule, it is noted that every area of the questionnaire is connected with the total degree at the level of significance of α 0.05. This confirms that the questionnaire has high internal consistency.

Second: The Reliability of the Questionnaire:

Reliability means to give the same scale to the same marks almost every time it is applied on the same group of people (Abu Lubdah 1982:261).

The coefficient of the questionnaire reliability was calculated (Cronbach Method).

Schedule (2)

Coefficient of Reliability of the Tool Using Alpha Cronbach Coefficient

Areas	Cronbach Alpha Coefficient
First Area: Technology Education Program Plan	0.802
Second Area: Faculty Member	0.893
Third Area: Laboratories	0.709
Fourth Area: Library	0.794
Fifth Area: Evaluation in the Program	0.933
Total Marks	0.952

The previous schedule shows that the value of Alpha Cronbach of the questionnaire was 0.952. This indicates that the questionnaire has high reliability which in turn indicates the validity of the questionnaire. This value is reassuring for the researcher.

5. Study Results

The Results of the First Question:

The first question was "What are the quality standards that are supposed to exist in the Information Technology Teacher Preparation Program in the University College of Applied Sciences?"

This question was answered after referring to the educational writings and the previous studies; hence, a list of quality standards was decided on. This list consists of 5 areas: standards related to the Information Technology Education Program, standards related to the faculty member, standards related to laboratories, some related to the library, and others related to the evaluation in the program as discussed previously.

The Results of the Second Question:

The second question was "How far do these standards exist in the Information Technology Teacher Preparation Program from the point of view of the students enrolled in the program?"

In order to answer this question, the researcher assumed that the quality standards exist in the Information Technology Teach Preparation Program with an educationally accepted percentage of 80% and up. Therefore, a questionnaire including a list of quality standards that are required in the Information Technology Teacher Training Program at the University College of Applied Sciences was distributed. Frequencies, means, and standard deviation of the students' answers on the existence of the quality standards in the Information Technology Teacher Preparation Program were calculated. The marks of scale of each area can be displayed as follows:

First: Information Technology Teacher Preparation Program Plan:

Schedule (3)
Arithmetic Means, Standard Deviations, and the Relative Weight for the Statements of the Information Technology Education Plan

Statement	Arithmetic Mean	Standard Deviation	Relative Weight
The Specialized Theoretical Courses are Related to the Reality.	4.0317	0.59482	80.63
The Theoretical Courses are Corresponding to the Practical Courses.	4.2698	0.67696	85.40
The Suggested Courses are Compatible to the Students' Reality.	3.8730	0.79295	77.46
The Taught Courses are attuned to the Modern Age Requirements.	4.2698	0.72304	85.40
The Suggested Courses Develop Thinking Skills.	4.2063	0.72198	84.13
The Suggested Courses Develop Positive Attitudes among the Students.	4.0794	0.62994	81.59
The Taught Courses Suit the Study Level	4.0794	0.74707	81.59
The Suggested Courses Cover all Areas of the Program.	3.9524	0.79166	79.05
The Suggested Courses are Logically Organized.	3.6508	1.01852	73.02
The Contents of the Courses Agree with The Number of Credited Hours.	3.7302	0.82709	74.60
The Contents of the Courses are Repeated in the Same Semester.	3.8254	0.63601	76.51
The Credited Hours for the Practical Courses is insufficient	4.0000	0.71842	80.00

The above schedule demonstrates the following:
It is noted from the evaluation marks of scale given by the members of the sample to the Information Technology Education Program Plan that most of the statements scored very high scales while the rest of the statements scored high scales.
It is concluded that most of the statements scored very high scales that varied between 80% and 85%. This indicates that the evaluation of the members of the sample to the Information Technology Teacher Preparation Program is very high. This reflects the enrolled students' satisfaction with the program plan, and that it has a high level of quality. This in turn signifies the clarity of the program plan to the members of the study sample, the clarity of the goals of the theoretical courses and its relation to the applied reality which is in accordance with the college philosophy, vision, and goals. The goals the college aspire to achieve; the most important of these goals are reinforcing majors and programs based on global standards and requirements that meet the local as well as regional societies, developing policies for training, developing the human resources in consistence with the society's needs and requirements.
Second: The Faculty Member:

Schedule (4)
Arithmetic Means, Standard Deviations, and the Relative Weight for the Statements of the Second Area "The Faculty Member"

Statement	Arithmetic Mean	Standard Deviation	Relative Weight
1. Faculty Member is Efficient.	3.9048	0.91077	78.10
2. Faculty Member Works Hard to Develop Himself.	3.9206	0.76836	78.41
3. Faculty Member Provides Enough Time for the Students.	3.8413	0.93682	76.83
4. Faculty Member Allocates Some Office Hours for the Students.	3.7778	0.92361	75.56
5. Faculty Member Is Committed to the Office Hours Allocated to him.	3.4286	0.85599	68.57
6. The Faculty Member's Educational Degree affects his performance.	4.2857	0.70548	85.71
7. Faculty Member is Keen to Keep Up with Everything New.	4.0635	0.85898	81.27
8. Faculty Member Works the Students Out by Giving a lot of Assignments.	4.0000	0.78288	80.00
9. Faculty Member Encourages the Applied Scientific	3.9206	0.84818	78.41

Research.			
10. Faculty Member Follows Up the Students Throughout the Semester.	4.0159	0.75117	80.32
11. Faculty Member Provides the Students with Sources of Knowledge During the Semester.	3.6508	0.93600	73.02
12. Faculty Member Promote the Students to Use Technology Within Teaching.	4.0635	0.89574	81.27
13. Faculty Member Helps Students in Achieving the Assigned Tasks.	3.6190	0.92333	72.38
14. Faculty Member Follows Up Students' Problems With the Concerned Authorities.	3.4444	0.99641	68.89
15. Faculty Member Employs Modern Techniques to Present the Scientific Subjects.	3.8254	0.97616	76.51
16. Faculty Member Commits to the Teaching Plan of the Courses.	3.9841	0.88886	79.68
17. Faculty Member Uses Various Teaching Techniques in Presenting the Practical Subjects.	3.9365	0.83999	78.73
18. Faculty Member Takes the Students' Individual Differences into Account	3.5238	0.82025	70.48
19. Faculty Member Takes the Students' Tendencies and Preferences in Presenting the Subject into Consideration.	3.5079	0.96508	70.16
20. Faculty Member Encourages Dialogue and Freedom of Speech.	3.9365	0.80067	78.73
21. The Teaching Process Is Characterized by Inflexibility and the Lack of Innovation.	4.0476	0.77102	80.95
22. The Information Technology Teacher Lacks the Ability to Convey the Information to the Students.	4.0952	0.68895	81.90
23. Faculty Member Encourages and Motivates the Students.	3.8254	0.87140	76.51
24. Faculty Member Uses Feedback During Classes	4.0635	0.75931	81.27
25. Faculty Member Explains the Used Evaluation Techniques.	4.0635	0.64441	81.27
26. Faculty Member Is Good at Preparing all Sorts of Exams.	3.8254	1.04016	76.51
27. Faculty Member Prepares Exams that Are Suitable to the Students' Level.	3.5079	0.85898	70.16
28. The Exams Cover all Contents of the Course.	3.7937	1.09484	75.87
29. Projects Assigned to Students Form Important Tools in the Evaluation Process.	3.8254	1.04016	76.51
30. Faculty Member Uses Diverse Types of Questions in the Exam	3.7460	1.04678	74.92
31. Faculty Member Suitably Distributes the Grades of the Course.	3.7937	0.91860	75.87
32. Practical Exams are Vital for the Evaluation Process.	4.2540	0.82243	85.08
33. The Practical Exams are Complementary to the Theoretical Exams.	4.0794	0.92111	81.59
34. Faculty Member Depends on the Theoretical Exams in the Evaluation Process.	3.5556	1.22840	71.11

The above schedule shows that most scales of the second area (faculty member) acquired very high marks of scale; the scales of most of its statements were either high or very high, while the rest of the statements of this axis got high marks of scale with percentages that varied between 70.16% and 79.68%. Even though this result is not low, it does not meet the level of quality that was specified but the researcher (80% - 100%); as the total mark of scale was 68.57%. This result is related to the teaching skills or practices the faculty member should master; he must use diverse questions in his exams, must not depend on only the theoretical exams in the evaluation process. Moreover, faculty member must prepare exams that are suitable to the students' level, take the students' tendencies and preferences in presenting the subject into consideration, take students' individual

differences into account. In addition to that, the faculty member should help the students to achieve their assigned tasks by providing them with sources of knowledge and committing to his office hours.

The research attributes this to the fact that the University College hires new lecturers every year who still need to own or improve these skills. They have experience in the teaching field; however, it is not adequate as they are all still young. Therefore, training course should be held for the faculty members in order to improve their skills in teaching, evaluation and assessment, and preparing varied types of exams that suit the students and consider their individual differences.

This result is similar to Saleh and Sbeih Study (2008) which showed that teachers of Child Education use efficient teaching techniques and methods that help the students to understand. The results showed also that the teachers take the students individual difference into consideration, as they use different and diverse teaching technique according to the situation. Moreover, they connected the scientific subject to the practical reality. The result of this study along with Abu Daqqa and Al Houli Study (2004) and Helis Study (2005) showed that the Palestinian universities have a highly qualified academic staff.

Third: Laboratories:

Schedule (5)
Arithmetic Means, Standard Deviations, and the Relative Weight for the Statements of the Third Area "Laboratories"

Statement	Arithmetic Mean	Standard Deviation	Relative Weight
The Existence of Labs Equipped with the Latest Teaching Aids.	3.0952	1.38790	61.90
The Labs Lack Professional People.	4.0476	0.70548	80.95
There Is Free Time for the Students to Train Inside the Lab.	3.3492	1.34595	66.98
The Duration of the Practical Course is insufficient for the Students.	4.0000	0.71842	80.00
The Training Times are Deficient	4.0000	0.76200	80.00
The Number of Devices in the Lab is Scarce.	4.1429	0.75897	82.86
The Labs' Space is Incompatible to the Teaching Situation.	4.0317	0.71771	80.63
The Labs Lack the Safety and Security Measures.	4.0476	0.63318	80.95
The Devices Are Outfitted With the most Recent Editions.	3.7460	1.01550	74.92

The previous schedule shows that most statements received very high scales. The researcher believes this is due to the college's great keenness to provide the appropriate labs for the Information Technology Education students that are secure and safe, also that are supervised by specialized and qualified technicians. Moreover, the schedule shows that duration of the practical courses and the times given to the students' training in the lab are sufficient; hence, the program focuses on the practical side rather than the theoretical side.

As for the rest of the statements (1, 3, 9), the scales were high where their relative weight varied between 74.92% and 61.90%. The researcher attributes these results to the fact that the Information Technology Education major is one of the new majors at the College; therefore, its allocated labs are still under construction and preparation. Additionally, several devices are unavailable at the College for many reasons such as the border closure due to the blockade on the Palestinian society which hinders the importing of devices. Also, these equipments are very expensive considering the poor economical situation of the Higher Education Institutes in general and the university colleges in particular. This outcome differs from Saleh and Sbeih Study (2008) which showed that the Community College of Applied Science and Technology is greatly concerned about providing an equipped lab to teach the primary skills needed to design teaching aids and educational games that are closely relevant to child education.

Fourth: The Library:

Schedule (6)
Arithmetic Means, Standard Deviations, and the Relative Weight for the Statements of the Fourth Area "The Library"

Statement	Arithmetic Mean	Standard Deviation	Relative Weight
The College Opens The Library for Reading and Scientific Research.	3.9841	0.92444	79.68
The Library Assists in Achieving the Goals of the Program.	3.8095	1.04507	76.19
The Library Provides Electronic Services for Research.	3.1270	1.25070	62.54
The Library Contains Varied References that Serve the Program.	3.2063	1.10947	64.13
The Library Seeks Out the Most Recent Books that Can Serve the Program.	3.5397	1.04458	70.79
The Library Provides References in Arabic that Support the Program.	4.0476	0.86934	80.95
The Library Seeks to Build Relations with Civil Society Libraries.	3.2698	1.03497	65.40

It is noted from the preceding schedule that:
The sixth statement got a very high scale, as its relative weight is 80.95% while the rest of the statements got high scales, as their relative weight varied between 76.19% and 79.68%.
Based on the previously mentioned, it is noted that this area did not meet the required quality level. This is attributed to the library's recency. It was provided with books in the academic year of 2005\2006 which means that the number of books available for this major is not adequate; it doesn't either meet the students need to read and borrow, since the books written in the Information Technology Education field are limited. This finding agrees with Saleh and Sbeih Study (2008), Al Houli, and Abu Daqqa Study (2004).
Fifth: Evaluation of the Program.

Schedule (7)
Arithmetic Means, Standard Deviations, and the Relative Weight for the Statements of the Fifth Area "The Evaluation"

Statement	Arithmetic Mean	Standard Deviation	Relative Weight
College Administration Transfers the Students to the Academic Counselor.	3.7302	1.08072	74.60
College Administration Follows up Students' Problems with the Concerned Authorities.	3.5556	1.07430	71.11
College Administration Monitors the Faculty Member.	3.9048	0.99538	78.10
College Administration Takes Part in the Students' Achievements.	3.7302	1.19416	74.60
College Administration Works on Developing The Curriculum.	3.9524	0.94063	79.05
College Administration Loads the Students with Academic Chores.	4.0317	0.80258	80.63
College Administration Gives the Top Students A Chance Within the Department.	3.9365	1.04531	78.73
College Administration Accepts Students' Criticism With An Open Mind.	3.7460	1.09203	74.92
College Administration Encourages Students' Opinions and Suggestions.	3.7937	0.95307	75.87
College Administration Is Keen to Develop All Aspects of the Program.	3.7778	1.05409	75.56
College Administration Appreciate the Outstanding Works of the Students.	4.0952	1.05821	81.90
College Administration Seeks Building Closer Relationships With the Civil Society Institutes.	3.9841	0.97538	79.68
College Administration Assigns Courses to Lecturers According to Their Majors.	3.6667	1.16398	73.33
College Administration Chooses Highly Qualified Lecturers.	3.7460	1.10670	74.92
College Administration Provides Training Courses that Meet the Students' Needs.	3.3016	1.22652	66.03
College Administration Holds Open Meetings with the Students in Order to Recognize Their Problems.	3.3333	1.28264	66.67

The previous schedule shows the following:

Upon analyzing the marks of scale the sample members gave to the evaluation in the program, it is noticed that these marks of scale are high in the majority of the statements except statements 6 and 11 marks of scale were very high. The researcher attributes these high marks to the great concern of the administrators of the Child Education Program to evaluate their policy, administration, as well as their dealing with students, assessing their needs, considering their needs whether psychological or academic. Hence this plays a vital role in the program's success; the college won numerous awards during the environmental week that was held on The World Environment Day on June 5th, 2010. However, these results did not meet the quality level determined by the researcher of 80% and up.

Schedule (8)
Arithmetic Means, Standard Deviations, and the Relative Weight for Study Areas

Statement	Arithmetic Mean	Relative Weight	Rank
First Area: Technology Education Program Plan	4.00	80	1
Second Area: Faculty Member	3.86	77.13	2
Third Area: Laboratories	3.83	76.58	3
Fourth Area: Library	3.57	71. 38	5
Fifth Area: Evaluation in the Program	3.77	75.36	4
Total Mark	**3.81**	**76.08**	

The previous schedule demonstrates that the relative weight for all areas of the questionnaire was below 80% except the first area, the Information Technology Education Program plan, which relative weight was 80%. This confirms the quality, comprehensiveness, students' satisfaction of the study plan. This might be due to the

college monitoring of the teaching plans via a specialized unit, The Unit of Curricula and Courses, which monitors the plans, their quality, and the needs for development and renovation in order to meet the students' needs. As for the rest of the areas, they did not meet the required quality level.

Results of The Third Question:

The third question was "Do the evaluation procedures for the students in the program vary in regards of the program plan, faculty member, laboratories, library, or the evaluation in the program according to the gender (male or female)?"

To answer this question, the researcher conducted the following hypothesis of zero:

There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the marks of scale of the students enrolled in the Information Technology Teacher Preparation Program in the study areas that are attributed to the gender variable. In order to test the validity of this hypothesis, the (T-Test) was used to calculate the significant differences of the responses of the study sample members regarding the Information Technology Teacher Preparation Program in study areas that are attributed to the gender variable. This is demonstrated in the following schedule.

Schedule (9)

T-Test Results for the Averages of the Students' Marks of Scale in the Light of the Gender Variable (Males and Females)

Area	Gender	Number	Average	Standard Deviation	T- Value	Significance Level
First Area: Information Technology Education Plan	Male	19	47.4737	5.22141	- 0.510	Not Significant at ($\alpha \leq 0.05$)
	Female	44	48.1818	4.99429		
Second Area: Faculty Member	Male	19	131.5263	12.76440	0.140	Not Significant at ($\alpha \leq 0.05$)
	Female	44	130.9545	15.64126		
Third Area: Laboratories	Male	19	36.1579	4.19342	2.179	Not Significant at ($\alpha \leq 0.05$)
	Female	44	33.7273	4.00792		
Fourth Area: Library	Male	19	25.4737	7.22164	0.519	Not Significant at ($\alpha \leq 0.05$)
	Female	44	24.7727	3.54285		
Fifth Area: Evaluation in the Program	Male	19	59.6316	15.29056	0.280	Not Significant at ($\alpha \leq 0.05$)
	Female	44	60.5682	10.61679		
Total Mark	Male	19	300.2632	36.12147	0.222	Not Significant at ($\alpha \leq 0.05$)
	Female	44	298.2045	32.75603		

Degree of Freedom (82) at the level of significance 0.05 = 1.96

Degree of Freedom (82) at the level of significance 0.05 = 2.58

It is concluded from the previous schedule that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the marks of scale of the students enrolled in the Information Technology Teacher Preparation Program in the study areas that are attributed to the gender variable (males, females).

The researcher attributes this to the fact that the enrolled students whether males or females are treated equally with no prejudice or discrimination from the faculty members or the administrators. Furthermore, the same services are provided to both genders such as labs and libraries; the same faculty members teach both genders. Therefore, their responses and evaluation were close and similar which in turn showed that the study sample members are satisfied with the program and what the University College offers them. The College seeks to hire the academic competencies that hold PhDs, provide highly equipped devices for the laboratories in order to polish the students practical skills.

Recommendations of the study:

In light of the theoretical framework and the previous studies, and in light of the achieved results of the current study, the researcher presents some recommendations that would be beneficial in developing an Information Technology Teacher Preparation Program:

First, recommendations related to the Information Technology Education Program plan:

1. Renovate the plan of the Information Technology Education Program right after the graduation of the first class, benefit from the evaluation of the students and their remarks on the Program plan.
2. Utilize the opinions of the experts and specialists in the Information Technology education to renovate the major.

Second: Recommendations for the Educational Staff:

1. Hold training courses for the Educational Staff in teaching skills.
2. Hold training courses for the Educational Staff in assessment and evaluation, and preparation of diverse educational tests.

Third: Recommendations for the laboratories:

1. Provide laboratories equipped with the latest educational tools.
2. Provide the free time for the students to practice in the laboratories.

3. Work on equipping the laboratories with the most recent technological editions of machines.

Fourth: Recommendations for the Library:

1. Supply the library with the books needed for the major.
2. The personnel responsible for the library need to connect with the civil society libraries
3. Provide electronic services for research in the library

Fifth: Recommendations for the evaluation in the Program:

1. The college administration has to follow up the performance of the faculty members.
2. The college administration has to work on developing the courses.
3. The college administration has to encourage the students' suggestions and ideas.
4. The college administration has to make sure the Program is constantly developed.
5. The courses have to be distributed among the teachers according to their specialties.
6. It is important to reconsider some of the courses suggested in the program.
7. Activate the role of the Curriculum and Courses Unit in the college in order to develop the program.

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