



An-Najah National University
Faculty of Graduate Studies

**THE QUALITY OF QUALIFICATION
PROGRAMS FOR NEWLY- APPOINTED
EFL TEACHERS AND THEIR RELATIONSHIP
TO STUDENTS' ACHIEVEMENT, SCHOOL
QUALITY AND STUDENTS' SATISFACTION
IN JENIN CITY SCHOOLS**

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**This Thesis is Submitted in Partial Fulfillment of the Requirements for the Degree
of Master of Methods of Teaching English Language, Faculty of Graduate Studies,
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Dedication

I want to dedicate this thesis to my adored parents for their love and encouragement during all my life stages. I dedicate this thesis to my respectful family members and lovely siblings.

I am grateful to all the people who supported me throughout my journey through this thesis.

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I would like to express my deepest gratitude to my supervisor Dr. Ahmed Awad, for his continuous support during my MA study, for his patience, motivation, immense knowledge and guidance.

Declaration

I, the undersigned, declare that I submitted the thesis entitled:

THE QUALITY OF QUALIFICATION PROGRAMS FOR NEWLY- APPOINTED EFL TEACHERS AND THEIR RELATIONSHIP TO STUDENTS' ACHIEVEMNET, SCHOOL QUALITY AND STUDENTS' SATISFACTION IN JENIN CITY SCHOOLS

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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08/01/2024

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Abstract

This study aims to investigate the quality of qualification programs for newly-appointed EFL teachers and their relationship with students' achievement, satisfaction and school quality in Jenin city schools. This study follows the experimental method where mixed-approach used. The researcher used a questionnaire that consisted of two parts: the first was to indicate the quality of qualification programs for newly appointed EFL teachers, while the second was to find the effect of these programs on school quality. However, the influence of these programs on students' achievement is assessed by analyzing results of the two groups of the students: one belongs to a qualified teacher and the other to a non-qualified one. Whereas students' satisfaction was attained by observing two groups of students: one belongs to a qualified teacher and the other to a non-qualified.

The study concludes with several key insights. Firstly, it highlights the positive influence of qualification programs for newly-appointed EFL teachers on the teaching and learning process. Interestingly, this impact is not contingent upon the academic level of teachers but is influenced by teachers' gender, with female teachers yielding greater benefits. Furthermore, the study reveals statistically significant differences at ($\alpha \leq 0.05$) between qualification programs for newly-appointed EFL teachers and students' achievement and satisfaction when taught by qualified teachers. Additionally, it demonstrates a positive impact of these qualification programs on school quality, irrespective of teachers' academic level or gender. As a result, this study strongly recommends that EFL teachers should actively engage in training and professional development courses. Moreover, it suggests that the Ministry of Education provide qualification programs for newly-appointed EFL teachers at private schools not only at public schools.

Keywords: Qualification Programs, newly-appointed EFL teacher, Students' Achievement, Students' Satisfaction, School Quality.

Chapter One

Introduction and Theoretical Background

1.1 Introduction

The educational process is like a building with four cornerstones: students, teachers, content, and evaluation. The teacher leads students to explore the content and then assesses their accomplishments. This process is based on scientific and technical foundations, making it a complex and dynamic process. It involves the integration of various methods, strategies, skills, and materials to ensure its smooth progress. At this point, the role of the teacher emerges in selecting the best materials and guiding learners to trusted sources of knowledge. Reaching this level in education highlights effective teaching (AlHarbi, 2021; Raba', 2017).

Effective teaching is associated with flexible, meaningful, and functional learning outcomes. For instance, it leads to autonomous learning, critical thinking, and collaboration. To achieve these outcomes, innovative teaching skills should be utilized instead of relying solely on traditional methods. These skills should be active, constructive, goal-oriented, meaningful, reflective, and diagnostic. The teacher's ability to apply these types of instructional skills reflects students' academic growth and ensures the sustainability of learning (Raba', 2017).

The ability of a teacher to employ creative instructional strategies is developed through experience and training. However, novice teachers, including newly-appointed educators, encounter challenges throughout their teaching journey within an educational environment. Specifically, as novice teachers endeavor to acquire expertise in education, they face various obstacles. These challenges primarily center on the establishment and development of their teacher identities. The main underlying cause for these transformations arises from the discrepancy between theoretical principles and practical implementation (Amin & Rahimi, 2018).

As a result, these challenges become evident in difficulties pertaining to classroom management and the implementation of suitable teaching methods. For instance, newly-

appointed teachers face challenges when attempting to identify students' learning styles or uncover their innate abilities, making it difficult to address their individual learning needs. Consequently, teachers find it challenging to bridge the gap between the students and the course material. To address this issue, qualification programs are offered to bridge the gap between pre-service training and in-service application for newly-appointed teachers (Yost, 2006).

In the context of qualifying teachers, it is crucial for teachers to be adequately prepared and ready to meet the needs of their students. They need to move from theoretical knowledge gained during college education to practical implementation. The educational improvement policies and strategies depend on the process of qualifying new teachers as a fundamental foundation. Generally speaking, international educational policies, regardless to their variations, assure the significance of the process of qualifying and preparing teachers. That stems from the well-understanding of the enhancing teacher preparation programs leads to high efficiency of the educational system (AlShukri, 2018).

Training for new teachers attracted policymakers' attentions across educational institutions. So, that leads to extensive research in order to identify and address learners' needs. This research shed the light on qualification and enhancement in English language teaching. Regarding to the Palestinian context, the Ministry of Education has applied a project to revamp qualification programs for new teachers. The project has effectively yielded to positive outcomes on the training programs for both in-service teachers and new teachers. These benefits include exemptions from remedial courses in higher education and the opportunity to compete for professional and administrative positions (Al-Ahdal, Alfallaj, Al-Awaied, & Al-Hattami, 2014; Shaldan & Abu Leilah, 2017; Ministry of Education, 2019).

It is widely acknowledged that improving the quality of teachers plays a vital role in enhancing education in any system. Without a doubt, one of the primary aims of teacher training is to ensure that each classroom has a skilled and capable teacher. The value of formal education in this context has been emphasized, resulting in recommendations to

strengthen existing teacher preparation programs in universities and increase investments in post-college training (Benstaali, 2021).

Training programs are vital for improving teachers' abilities through educational reform and addressing emerging obstacles and challenges. The primary goal is to guide students towards higher levels of learning and enhance overall educational performance. This is accomplished through a comprehensive and unified methodology, wherein training programs offer teachers opportunities to receive greater focus, equip them with fresh skills, knowledge, and information, and elevate their professional competencies. As a result, these efforts contribute significantly to realizing the objectives of the educational process (Omar, 2014).

Specifically, Language teacher training aims to introduce innovative methodologies, teaching strategies, and curriculum development, while familiarizing teachers with key terminology and concepts. It also equips educators with effective techniques for questioning and providing feedback on student performance. The training encourages critical reflection on principles, theories, and beliefs in language teaching, and emphasizes adapting the teacher's role to diverse learners, exploring different teaching styles, and understanding the process of second language acquisition (Eren & Kurt, 2019).

Considering the ongoing expansion and increasing importance of the English language in education and employment, there is a high demand for highly qualified EFL teachers. However, there remains a gap between the expected level of competence and the actual proficiency, leading educators to argue that the current EFL pre-service teacher education is inadequate. This undoubtedly presents a significant challenge and emphasizes the potential necessity for reform in EFL pre-service teacher education. Various efforts have been undertaken to improve this field, with a specific focus on refining candidates' teaching skills during the practicum (Benstaali, 2021).

Based on the aforementioned factors, this study aims to examine the effectiveness of qualification programs in improving the abilities of newly-appointed EFL teachers and fostering their innovative skills. Furthermore, it investigates the correlation between these

programs and students' academic achievement, satisfaction, and the overall quality of schools in Jenin city.

1.2 Theoretical Background

Constructivism theory

The core objectives of Constructivist theory revolve around individuals interpreting actions and behaviors, which subsequently leads to the construction of new knowledge. Constructivists also affirm that humans engage in purposeful behavior. According to the tenets of Constructivism, knowledge is not confined to the external environment; instead, it is constructed within the minds of learners. To delve deeper, learners have the ability to construct knowledge by drawing upon their existing background information and effectively integrating new information within authentic contexts (Adams, 2006).

Furthermore, Constructivists argue that knowledge is generated through the reciprocal interaction between individuals and their environment, leading to the formation of cognitive structures within each learner. As a result, the social interactions in which individuals participate within a particular environment play a vital role in the process of language acquisition, learning, and the subsequent adaptation to meet the specific requirements of a given context (Masoumi-Moghaddam, 2018).

This study focuses on examining the quality of qualification programs designed for newly-appointed EFL teachers and their impact on students' achievement, students' satisfaction, and school quality. This theory aligns with the study encompasses certain principles. These principles assert that individuals, through active participation and engagement in social interactions, have the capacity to acquire, learn, and ultimately adapt language to meet specific needs.

In summary, qualification programs provide newly-appointed EFL teachers with the opportunity to apply their theoretical knowledge and gain practical skills. So, they construct the practical skills on the theoretical background. Once they acquire these practical skills, they can effectively convey the information to their students.

1.3 Literature review

The researcher followed the topical classification of the related studies to facilitate the handling of this chapter, thus the following subtitles tackles: some practical implantations of the qualification programs and how they can influence students' achievement, students' satisfaction and school quality. Furthermore, it shows the effecting factors on students' achievement, students' satisfaction and school quality and how can qualification programs be one of them. The studies concerned to each subtitle are also classified topically.

1.3.1 Related studies to Qualification Programs and their benefits for the stakeholders in teaching process

Teachers of English as a foreign language need to keep updating their knowledge and enhancing their experiences through courses, conferences and trainings. This idea was argued in the research field in foreign and Arab countries.

In the American context, teachers' professional learning is a key to enrich students' learning skills. Whereas, many professional development initiatives have been approved ineffective in enhancing teaching practices and learning skills. In order to link between teachers' professional development, teaching practices, and students' outcomes, rigorous features should be available in these trainings. For this reason, Darling-Hammond, Hyler, & Gardner (2017) identify the features of these approaches and outlines descriptions of these models to assist individuals in comprehending how to promote successful strategies.

In line with this, the efficiency of English language teacher preparation programs in Saudi Arabia in the light of the TESOL standards was investigated by (AlHarbi, 2021). He assisted with a questionnaire to collect the data from 141 male and female teachers. The collected data demonstrated that the TESOL standards are included to an equitable degree in the current preparation programs for EFL teachers in Saudi Arabia. Statistically, the results showed statistically significant differences between the programs for preparing EFL teachers, attributable to the universities of graduation.

In the context of newly-appointed teachers, Abu Jeriban (2020) figure out the professional needs of new Jordanian English language teachers as they perceive them. The study revealed that there were high professional enhancing needs for English language teachers. It also showed a great need for training in teaching methods implementation and the integration of new technologies in teaching.

In regard to teacher training programs, Francis, Olson, Weinberg, & Stearns-Pfeiffer (2018) argued that there was a shift in the teacher training program at a medium-sized university from theory-based teaching to practice-based approach. The researchers of this study contend that the program's focus on practices has not only enhanced the learning opportunities for new EFL teachers but has also provided a framework for teacher educators to improve the quality of teacher education in three aspects: increased collaboration among teacher educators, better coherence between courses and experiences, and improved credibility of university-based teacher education.

In the European context, qualification teaching programs got attention by researchers since teaching EFL in primary schools is a well-established practice in the educational field across Europe and numerous countries globally. Broadly, educators believe that teaching EFL for children and beginners requires special focus on how to teach language items. In other words, well-choice of pedagogies, pragmatics and techniques is as important as teaching vocabulary, speaking and listening. According to Glaser (2018), teachers' training programs needs to spot the light on pragmatics and pedagogies especially for the primary stage education.

As well, Middle Eastern researchers did not ignore that teachers' qualifying programs return with a high impact on teachers' performance. Akcan, Aydin, Karaman, Seferoğlu, Korkmazgil, Özbilgin & Selvi (2016) assured the crucial role of teacher quality in shaping students' academic growth and achievements in both pre-service and in-service stages. The researchers examined the perspectives of administrators regarding the desired qualities of ELT professionals. The gained insights assert the significance of language proficiency, willingness to participate in professional development courses, personal characteristics, and pedagogical knowledge as key attributes for teaching enhancement.

Qualification teaching programs have garnered global attention due to their rich and fruitful impact on the entire teaching and learning process. Arab researchers, for example, have conducted extensive studies and research in this field. In their study, Alzahrani & Mohamad Nor (2021) surveyed EFL teachers' views on qualifying programs, recognizing their influence on teachers' participation. The researchers adopted a mixed-method approach, employing questionnaires and interviews. The results indicated statistically significant differences in EFL teachers' attitudes towards qualifying programs based on their years of training, while no statistically significant difference was observed based on their qualifications.

In the area of training programs and English language teaching a lot of studies conducted. Alja'afreh (2020) sought to assess the effectiveness of a new teacher's program in enhancing the teaching competencies of English language teachers. The researcher employed a questionnaire and concluded that the program proved to be effective in improving teaching competencies. Additionally, it was claimed that the new teacher's program was suitable for enhancing the teaching competencies of English teachers not only in Jordan but also in other Arab countries.

In addition to the competencies of new teachers, Julia et al. (2020) explored the matter of readiness and competence among novice teachers in primary school teaching. The research findings indicated that a majority of the graduates were prepared to enter the teaching profession, yet faced challenges in being recognized as professionals due to their lack of experience. This situation persisted until they underwent additional professional development programs. While the knowledge and skills acquired during their university studies were considered, it was evident that this foundation alone did not sufficiently equip new teachers for their careers in schools.

In the area of training programs and new teachers' performance أبو عاشور و الجراح (2021) found a high level of performance among new teachers in general. However, the efficacy of the performance varies between male and female teachers, where females experiencing greater benefits. Moreover, differences in the performance of new teachers were found based on their educational qualification, favoring those with bachelor's degrees.

The main objective of the current study is to assess the effectiveness of qualification programs in enhancing the competencies and performance of newly-appointed EFL teachers. Additionally, this study aims to investigate the correlation between these programs and the enhancement of EFL teachers' professional skills and pedagogical knowledge. These research goals are in line with the findings of previous studies conducted by (عاشور و الجراح, 2021; Alja'afreh, 2020; Julia et al., 2020; Festus, Valentine, & Inah, 2019; Akcan, et al., 2016). Specifically, this study concentrates on evaluating the quality of qualification programs for newly-appointed EFL teachers in the Palestinian context and their impact on student achievement, student satisfaction, and school quality.

1.3.2 Related studies on factors influencing students' achievement.

Students' achievement has been the main concept in numerous studies and research. These studies are mentioned topically to ease connecting between students' achievement and qualification programs.

Students' achievement has been seen as a score or a result of the learning process like what is contained in Juma's (2016) study. He sees achievement as the scores that students will obtain on the test. Other researchers focused on the quantity of knowledge like, Al-Abed, Juma, & Nafi (2016) who said that achievement is the amount of academic content a student learns in a determined amount of time. Additionally, Sahputri (2018) affirmed that achievement as a result of gaining or reaching something by effort.

Students' achievement is influenced by multiple interconnected factors: society, family, school and teachers. This means that students' progress is influenced by individuals, processes, and institutions across various levels. Hampden-Thompson & Galindo (2016) examined the influence of school-family relationships and their associations with students' academic achievement. They concluded to that there is a positive relationship between young individuals' academic success and the combination of strong school-family relationships and high levels of parental satisfaction with the school environment.

To assure that, Bin Tahir, Rinantanti, & Suriaman (2019) reviewed many studies investigate the influence of culture on students' academic performance. Furthermore,

some studies reveal that students' English learning achievement is affected by three factors: internal, external and individual differences factors. In the same context, Lengkanawati (2005) cited in (Bin Tahir, Rinantanti, & Suriaman, 2019) indicated the influence and the relationship between teachers' performance and students' achievement.

Based on the combination of students' characters and teachers' preparation leads to school achievement, Effendi, Amri & Yeni (2019) found that some factors can be added. These factors are the school environment, teachers' training programs, and teachers' expectations. Moreover, Effendi, Amri, & Yeni (2019) examined the relationship between students' perception of their teachers' performance and their academic achievement. Students' achievement encompassed the cognitive domain, affective domain, and psychomotor domain. They concluded a positive relationship between students' perception of their teachers' teaching performance and their academic achievement.

The relationship between teachers' efficiency and students' high achievement has been discussed in some studies. Akram (2019) argued the idea of good teaching competency leads to good learning outcomes. The researcher applied his study to English and mathematics teachers. He assisted with students' scores to find the relationship between students' achievement and teachers' competency. The study indicated a statistically significant positive relationship between teachers' effectiveness and students' achievement. Furthermore, there were no statistically significant differences in perceptions of teachers' effectiveness due to respondents' gender.

In the same context, Sancar, Atal & Deryakulu, (2021) assured the idea of teachers' professional development (PD) leads to student outcomes' improving. The researchers reviewed a sum of articles in the field of teacher education in order to offer a pragmatic form for optimizing PD. The study findings concluded to effective PD can be achieved when the following factors combines together: context, assessment, duration, research scale, collaboration, dissemination, comprehensiveness and support and control.

A global interest has been generated to study the relation between teacher professional development and student's outcomes. In their study, Miller, et al. (2019) examined the

effecting factors on student's outcomes from both sides: school life quality and aspirations, as well as teacher-level factors including teaching quality, teaching and collective efficacy, morale and engagement. The researchers summed up a four-arm cluster randomized controlled trial in order to assess the efficiency of a structured collaborative approach to professional development called Quality Teaching Rounds (QTR).

To highlight the correlation between students' academic achievement and teacher efficacy and motivation, several studies have been accomplished. For instance, Bal-Taştan, et al. (2018) pointed to the crucial role of teacher self-efficacy and its impact on students' learning outcomes in science education field. The results indicated that nationality differences had a notable impact on students' academic accomplishment whereas gender has no highlighting influence. Moreover, the study revealed significant effects of teacher self-efficacy and motivation on academic achievement in the realm of science education.

Numerous studies, including those conducted by (Sancar, Atal, & Deryakulu, 2021; Akçor & Savaşçı, 2020; Miller, et al., 2019; Bal-Taştan, et al., 2018), have provided evidence supporting the significant role of teachers' efficacy in improving students' achievement. This aligns with the main theme of the present study. However, it is important to acknowledge that students' achievement cannot be attained without the guidance and instruction provided by teachers towards the intended learning outcomes. Hence, this study aims to explore how qualification programs can adequately prepare teachers to effectively lead students and enhance their academic performance.

1.3.3 Related studies on factors influencing students' satisfaction

Students' satisfaction has been the fundamental theme in the research field which results from the assessment of the educational experiences. Owan & Asuquo (2021) claimed that there is an effect of socio-demographic factors on students' achievement. These factors are age, gender, parents' outcome level, education level, and school location. The research team assisted with a questionnaire to figure out the influence. It ends with there is no notable impact of these factors on students' satisfaction.

Unlikely, Jabbar, Hashmi, & Ashraf (2019) stated that students' satisfaction is greatly influenced by their cultural impact and perception. The researchers highlight that each student's cultural background indicates his extent of satisfaction. Additionally, the paper suggests that satisfaction is also based on student's preconceived understanding of a situation prior to experiencing it. To clarify, the lack of experience on how to evaluate and analyze the criteria of satisfaction from an academic point of view can complicate the issue of student's satisfaction.

In the analysis of factors that can impact students' satisfaction, Awidi & Paynter (2019) highlighted the association between student satisfaction with the learning experience and their motivation, confidence, and engagement. Furthermore, previous studies cited in Murillo-Zamorano, López Sánchez, & Godoy-Caballero (2019) have explored the connection between satisfaction and various elements directly influencing the classroom experience, such as the quality and attitude of the teaching staff, the course implementation and characteristics, the teaching methods employed, the learning environment, and the effectiveness of the education received by the students.

Regarding to students' attitude towards learning process, Mihanović, Batinić, & Pavičić (2016) included in their study various academic aspects of student life that affect satisfaction levels. These aspects include satisfaction with the faculty, satisfaction with teaching methodologies, and satisfaction with the classroom environment. The impact of teaching methods was observed through two variables: the first is adequate equipment of the faculty with technology for teaching and the second is teacher-students interaction. Therefore, the teaching methods employed consistently contribute to students' satisfaction.

Similarly, Siming, Niamatullah & Gao (2015) discussed the factors that influence students' satisfaction in order to enhance quality and improve performance. They found that there is a noteworthy association between teachers' preparedness and students' satisfaction. The extent to which teachers prepare themselves before delivering lectures highly impacts the satisfaction levels of students during the lectures. They also involved that the satisfaction level of students can be greatly influenced by the approach teachers

adopt towards their profession. When teachers demonstrate thoughtfulness in imparting knowledge during lectures, it leads to higher levels of student satisfaction.

More specifically, Geier (2020) confirmed in his study that students' satisfaction is influenced by several factors such as teaching abilities. To achieve Teachers' professional growth, teachers should employ behaviors that involve both the caring and professional aspects. It is also included that a teacher's presence and a deep understanding of the subject matter enhance students' satisfaction. Furthermore, a teacher's well-choice of teaching pedagogy helps in increasing students' satisfaction levels.

Satisfaction has the potential to act as a driving force for students, motivating them to exert greater effort, achieve success, and persist until graduation. As cited in Al-Sheeb, Hamouda, & Abdella (2018) there is a statistical correlation between student performance and satisfaction ratings across various institutional aspects. Furthermore, students who demonstrate high levels of satisfaction are more likely to continue their studies and successfully obtain their degrees, highlighting the significance of regularly evaluating student satisfaction. Similarly, Dhaqane & Afrah (2016) revealed that satisfaction fosters both academic achievement and student retention.

Regarding suitable teaching strategies, Rahman, Hussein & Aluwi (2015) tackled the relationship between students' satisfaction and the quality of teaching services provided and available learning resources. Students' positive feelings towards the educational environment can be increased by using various teaching strategies that absorb students' learning styles. Crucially, students' high learning rate and performance in a subject are derived from using teaching and learning resource alternatives.

Based on the belief of practice leads to perfection, emerge the attitude of students' involvement and engagement to have a meaningful class. Razinkina, et al. (2018) ensured the issue of how much students participate and share in the educational process and how much they become satisfied and learn better. As well, students' involvement can promote the quality of education.

In a study seeks deeply in students' satisfaction levels, Pedro , Mendes, & Lourenço (2018) explained the three levels of satisfaction that a student reaches. In other words, students are likely to feel satisfied when the tuition and treatment they receive meet their expectations, highly satisfied when it exceeds their expectations, and completely satisfied when it surpasses their expectations significantly. Likewise, students' positive emotions are influenced by their academic and social experiences within educational institutions. Students' satisfaction is related to their perception of appeal, pride, and positive emotions associated with the institution they attend.

In conclusion, students' satisfaction is influenced by a combination of internal and external factors. One crucial factor is the use of appropriate teaching methodologies and teachers' preparedness, as evidenced in studies conducted by (Geier, 2020; Awidi & Paynter, 2019; Murillo-Zamorano, López Sánchez, & Godoy-Caballero, 2019; Siming, Niamatullah, & Gao, 2015). In this regard, teachers can enhance their readiness and effectively implement suitable teaching strategies through practical training offered in qualification programs. This study explores the correlation between qualification programs for newly-appointed EFL teachers and students' satisfaction.

1.3.4 Related studies on factors influencing school quality

The quality of education encompasses various dimensions and cannot be reduced to a single metric. It encompasses the components of input, process, and output within the educational system. (Ng (2015) asserts, as cited in Sen & Maya (2022)), that high-quality education emphasizes holistic development, which includes growth in both academic and non-academic domains. An effective education equips students with knowledge and skills vital for the future, such as 21st century skills, social-emotional competencies, critical thinking, and creativity. Furthermore, quality education cultivates positive attitudes towards learning, nurturing a lifelong thirst for knowledge.

A number of studies sought out the relation between students' high achievement and school quality. Alobaidan & Alghazo (2019) focused in their study on examining how the well-prepared school environment leads to enhance school quality outcomes. In this context, quality refers to the sustainable improvement of processes and theories aimed at

prompting educational outcomes. More clearly, educational quality asserts that all involved stakeholders are responsible for this quality. The research team shed the light on the influence of a prepared and suitable school environment on fostering productive learning outcomes. Particularly, when that combined with a supportive home environment that provides motivation for learning.

School quality is strongly correlated with the professionalism of the educational staff. Romlah & Latief (2021) assured that becoming a professional member of the educational staff requires dedicated efforts towards improvement. These efforts depends on both the principal, who serves as an educational leader and teachers. Indispensably, the ability of teachers to involve students and spark their interest in learning is the scratch towards a meaningful learning process. Additionally, motivating students to actively participate and enhance their abilities within the classroom create fruitful learning outcomes. The researchers conclude to enhancing school's staff educational competence guides to high school quality.

Additionally, Novozhenina & López Pinzón (2018) examined the impact of professional development programs on the performance of English as a Foreign Language (EFL) teachers. To identify teachers' professional needs and areas requiring improvement, the researchers utilized class observations, surveys, and documentary analysis. The study concluded that although the program resulted in some minor improvements in teachers' performance and reflection, there remained room for further training and enhancement.

In a study about school quality indicators and teachers' job performance, Festus, Valentine & Inah (2019) concluded with some insights. They claim that the combination of the following factors: school facilities, supervision and leadership can account for a significant ratio of 90.6% of the total variation in teachers' job performance. Additionally, a notable correlation was noticed between the mentioned factors and the job performance of secondary school teachers. Among these factors, the quality of leadership achieved the highest influential predictor of teachers' job performance, followed by the quality of school supervision.

In a similar vein, Skapinaki & Salamoura (2020) investigated the notion that teachers' effectiveness plays a fundamental role in generating school quality. The researchers studied how teachers' job satisfaction and self-efficacy lead to school quality enhancement. The findings revealed that teachers' satisfaction was influenced by several factors, divided into two groups. The first concentrates on the teacher and his relationship with principal and society such as, educational management, social recognition and professional development, and relationships with parents. While the second group focuses on teacher-students relationship such as, the management of classroom dynamics, student-teacher relationships, and students' engagement.

In contrast, school quality has an effect on several points, one of them is school burnout. Gündoğan & Özgen (2020) conducted a study to explore the correlation between school quality, school burnout, and school quality of life. The data collected was subjected to correlation and structural equation model analyses. The findings showed a negative correlation between school quality of life and school burnout, suggesting that a higher level of school quality of life is associated with lower levels of school burnout. In simpler terms, when students perceive a higher quality of school life, it can be inferred that they experience reduced levels of burnout.

In summary, the present study focuses on the impact of qualification programs for newly-appointed EFL teachers on school quality. The research aims to highlight the connection between improving teachers' performance and enhancing overall school quality, recognizing the pivotal role of teachers as the foundation of the educational process. This perspective is consistent with the findings discussed in studies conducted by (Romlah & Latief, 2021; Skapinaki & Salamoura, 2020; Festus, Valentine, & Inah, 2019; Novozhenina & López Pinzón, 2018). Qualification programs are instrumental in unlocking teachers' creativity and nurturing their expertise to better cater to students' needs.

1.4 Statement of the Problem

The researcher, as a new EFL teacher at a private school, has faced some obstacles in dealing with students. These challenges appeared from the difference between the theoretical learning of teaching English at universities and the real implementation of the

learnt methods and strategies. Furthermore, some primary stage teachers confirmed that their gap between theoretical learning and real practicing was bridged by joining the qualification programs. They added, these programs enabled them to deal better with students.

In this regard, this study indicates the quality of qualification programs for newly-appointed EFL teachers and their relationship to students' achievement, school quality and students' satisfaction in Jenin city schools.

1.5 Purpose of the Study

This study tries to figure out the influence of qualification programs for newly-appointed EFL teachers on students' achievement. Additionally, it explores the effect of qualification programs for new EFL teachers on school quality. It also seeks the impact of qualification programs for new EFL teachers on students' satisfaction.

1.6 Questions of the Study

The researcher tries to answer the following questions:

1. What is the effect of qualification programs on the teaching and learning?
2. Are there any statistical significant differences at ($\alpha \leq 0.05$) of what newly-appointed EFL teachers learn from qualification programs due to teachers' gender?
3. Are there any statistical significant differences at ($\alpha \leq 0.05$) of what newly-appointed EFL teachers learn from qualification programs due to teachers' academic level?
4. Are there any statistical significant differences at ($\alpha \leq 0.05$) between qualification programs for newly-appointed EFL teachers and students' achievement?
5. Are there any statistical significant differences at ($\alpha \leq 0.05$) between qualification programs for newly-appointed EFL teachers and students' satisfaction?
6. What is the effect of qualification programs on school quality?
7. Are there any statistical significant differences at ($\alpha \leq 0.05$) of the influences of qualification programs for newly-appointed EFL teachers on school quality due to teachers' gender?

8. Are there any statistical significant differences at ($\alpha \leq 0.05$) of the influences of qualification programs for newly-appointed EFL teachers on school quality due to teachers' academic level?

1.7 Hypotheses of the Study

The questions of this study underlie the following hypotheses:

1. There are statistical significant differences at ($\alpha \leq 0.05$) of what newly-appointed EFL teachers learn from qualification programs due to teachers' gender for the favor of females.
2. There are no statistical significant differences at ($\alpha \leq 0.05$) of what newly-appointed EFL teachers learn from qualification programs due to teachers' academic level.
3. There are statistical significant differences at ($\alpha \leq 0.05$) between qualification programs for newly-appointed EFL teachers and students' achievement for the favor of qualified teachers.
4. There are statistical significant differences at ($\alpha \leq 0.05$) between qualification programs for newly-appointed EFL teachers and students' satisfaction for the favor of qualified teachers.
5. There are no statistical significant differences at ($\alpha \leq 0.05$) of the influences of qualification programs for newly-appointed EFL teachers on school quality due to teachers' gender.
6. There are no statistical significant differences at ($\alpha \leq 0.05$) of the influences of qualification programs for newly-appointed EFL teachers on school quality due to teachers' academic level.

1.8 Significance of the Study

Theoretical importance

The necessity of conducting this study was generated from the importance and merits of qualification programs in improving the educational process. To the best of the researcher's knowledge, there is a shortage of research on this area in the Palestinian

context. So, this study provides comprehensive and obvious proof of the quality of qualification programs for new EFL teachers in enhancing students' achievement, school quality and students' satisfaction.

Practical importance

This study may hopefully encourage educational institutions to qualify their new EFL teachers appropriately to promote the quality of educational process. Furthermore, this study will hopefully be an introduction to other studies.

1.9 Definition of Terms

1.9.1 Qualification Programs

are organized and systematic learning experiences that lead to changes in teachers' instructional practices and consequently impact students' academic performance (Darling-Hammond, Hyler, & Gardner, 2017). It is also known as in-service teacher training, which comprises various activities provided by educational institutions to enhance the knowledge and skills of their teachers (Farrell & Richards, 2005).

1.9.2 Newly-appointed EFL teachers

English as a foreign language instructors who are in the initial stages of their teaching journey (Akçor & Savaşçı, 2020). This term also encompasses educators who have finished their teacher education program, including practical training, and have recently started teaching in an educational establishment (Amin & Rahimi, 2018).

1.9.3 Students' achievement

Refers to the quantity of academic material that a student acquires within a specific timeframe. It can also be defined as the outcome or score attained through students' diligent efforts, reflecting their success or accomplishment in a test or assessment (Sahputri, 2018; Juma, 2016).

1.9.4 Students' satisfaction

Is the emotional state that arises when individuals compare their perceived reality with their initial expectations. It can also be described as the sense of pleasure felt by people when comparing their perception of a product's performance or outcome with their initial expectations (Husain, et al., 2022).

1.9.5 School quality

It is the comprehensive welfare of students, which is determined by their evaluations of the educational institution they are enrolled in. Another perspective defines it as the shared happiness of students within the academic environment, encompassing their satisfaction and overall sense of well-being derived from the existing circumstances (Gündoğan & Özgen, 2020).

1.10 Operational Definitions

1.10.1 Qualification Programs

Activities and training programs are specifically designed for newly appointed English as a Foreign Language (EFL) teachers in schools located in Jenin city during the academic year 2022/2023. They are conducted by the Ministry of Education with the objective of enhancing the knowledge and skills of these teachers.

1.10.2 Newly-appointed EFL teachers

These are English as a Foreign Language (EFL) instructors who are in the early phases of their teaching careers and have recently started teaching at public schools in Jenin city during the scholastic year 2022/2023.

1.10.3 Students' achievement

The amount of academic content that a student under the guidance of a competent newly appointed English as a Foreign Language (EFL) teacher acquires during the scholastic year 2022/2023 in schools located in Jenin city.

1.10.4 Students' satisfaction

The feeling of pleasure experienced by students when they compare their initial expectations with the perceived reality of their qualified, newly appointed English as a Foreign Language (EFL) teachers' performance in public schools located in Jenin city during the scholastic year 2022/2023.

1.10.5 School quality

The evaluation of the schools where qualified newly appointed English as a Foreign Language (EFL) teachers are teaching in Jenin city during the scholastic year 2022/2023.

1.11 Summary

This chapter encompasses a theoretical framework that highlights the significance of qualification programs for newly appointed English as a Foreign Language (EFL) teachers. The researcher also conducted a comprehensive literature review, exploring various studies that establish a connection between qualification programs for newly-appointed teachers and factors such as students' academic achievement, satisfaction, and school quality. Additionally, this chapter addresses the statement of the problem, research questions, hypotheses, purpose, objectives, significance, and definitions.

Chapter Two

Methods

2.1 Introduction

This study inspects the relationship between one independent variable: qualification programs and three dependent variables: students' achievement, school quality and students' satisfaction. This chapter explains the overall methodology of the study and then describes and analyzes the instruments used which are questionnaire, classroom observation and content analysis. This chapter contains study design, population and sample, the tools, validity, reliability, variables, procedures and statistical process.

2.2 Study design

This study follows the experimental method where mixed-approach is used due its suitability with study questions and objectives. Both quantitative and qualitative approach instrumentations are applied due to their suitability for the research questions and objectives.

2.3 Study Population and Sample of the Study

The study population consists of all Jenin city schools' students (14915) and all Jenin city schools' principals (46). The study samples which were randomly selected and consisted of (50) qualified newly-appointed teacher and (50) of a non-qualified newly-appointed teacher. In addition to (10) male principals and (20) female principals.

Table (1): Shows the distribution of the study schools principals' sample regarding to gender.

Table (1)

Schools' Principals Sample Distribution Regarding to gender

Variable	Level	Frequency	Percentage
Gender	Male	10	33.3%
	Female	20	66.7%
Total		30	100%

Table (2): Shows the distribution of newly appointed EFL teachers' regarding to academic level.

Table (2)

The distribution of the newly-appointed EFL teachers regarding to academic level

Variable	Level	Frequency	Percentage
Academic level	Diploma	0	0%
	BA	21	70%
	MA	8	26.7%
	PhD	1	3.3%
Total		30	100%

Table (3): Shows the distribution of students' sample.

Table (3)

Students' Sample Distribution

Variable	Level	Frequency	Percentage
Gender	Students of a qualified newly-appointed teacher	70	50%
	Students of a non-qualified newly-appointed teacher	71	50%
Total		141	100%

2.4 Instruments of the Study

To accomplish this study, the researcher reviewed the related studies and developed three tools: a questionnaire, content analysis and a classroom observation. The questionnaire contains items to investigate the quality of qualification programs for newly-appointed EFL teachers. To explore the relation between qualification programs and students' achievement, the researcher analyzed and compared the exams' results for two groups of students: one is taught by a qualified teacher and the other by a non-qualified. Otherwise, the effect of qualification programs on school quality is attained by handing out a questionnaire to schools principals. However, the qualitative approach instrumentation,

classroom observation, is dealt to assure the influence of qualification programs on students' satisfaction. Depending on rubrics, the researcher observed the reaction and behavior of a group of students belongs for a qualified teacher and a group for a non-qualified teacher, see appendix (A) for the questionnaire, appendix (B) for students' result and appendix (C) for rubrics.

2.5 Validity and Reliability of Study Instruments

Validity of the questionnaire and the rubrics

To make sure that the content of the questionnaire and the followed rubrics for the classroom observation are valid, they were reviewed by two TEFL specialists; an instructor at English Department at An-Najah National University and an instructor at English Department at Al-Quds Open University. Additionally, the validation committee contains an English supervisor at Jenin Directorate, a school principal at Jenin Directorate and an English teacher at Jenin Directorate. Committee's comments and modification were taken into consideration, see appendix (D).

Reliability of the questionnaire

The researcher calculated Cronbach Alpha equation in order to find out questionnaire's reliability degree. Table (4) shows that the reliability of the two domains of the questioner ranges between .919 and .927. As well as, the reliability degree of the questioner as a whole is .931. Based on Cronbach scale, the results of reliability coefficients mean that the questionnaire is suitable for the purposes of this study.

Table (4) shows that all the reliability coefficients are high and makes the questionnaire appropriate for the study purposes.

Table (4)*Cronbach Alpha Formula of Instrument reliability*

Domains	Number of Items	Reliability Coefficient
The impact of qualification teaching programs on professional teaching competencies.	19	0.919
The influence of qualification teaching programs on school quality.	13	0.927
Total	32	0.931

Reliability of the rubrics and classroom observation

The researcher ensured the reliability of the rubrics by employing them multiple times. Classroom observations were carried out for both groups on two separate occasions, each spanning a duration of 2 weeks. There was a two-week interval between each observation, and the findings consistently remained stable and consistent throughout this entire period.

2.6 Procedures of the Study

As mentioned before, this study aims to inspect the relationship between an independent variable; the qualification programs for newly-appointed EFL teachers, and three dependent variables: students' achievement, students' satisfaction and school quality. To this end, the researcher used three tools: content analysis of students' results, class room observation and a questionnaire.

The researcher followed these procedures to conduct this study:

1. Review a large amount of related studies, which helped her to formulate the theoretical background of the study's research field and indicate the problem of the study.
2. Select of the working plan and decided the appropriate instrumentations.
3. Consult with a statistician to confirm the suitability of the tools of the study.
4. Design the questionnaire and built up the rubrics for the classroom observation.
5. Contact with some TEFL experts and a school principal to check tools' validity.

6. Ask the Faculty for permission to handle it to the Ministry of Education in order to ease accessibility to schools.
7. Ask Jenin Education Directorate about the sample of the study.
8. Visit schools of the newly-appointed EFL teachers in order to get their students' first semester results.
9. Distribute the questionnaire to Jenin City school's principals by using Google Form.
10. Observe a class for a non-qualified EFL teacher and write down their reactions
11. Observe a class for a qualified EFL teacher and write down their reactions.
12. Analyze the collected data.

2.7 Statistical Analysis

The following statistical procedures were used for analyzing responses of the schools' principals and students' achievement results.

- Frequencies, means, standard deviations and percentages.
- Cronbach Alpha Formula to check the reliability of the study tools.
- T-Test of two independent samples.
- T-Test of Paired samples.
- One Way ANOVA test.

2.8 Variables of the Study

The variables of this study are divided into two domains:

The independent variables:

1. The qualification programs for newly-appointed teachers.
2. Newly-appointed EFL teachers' gender.
3. Newly-appointed EFL teachers' academic level.

The dependent variables:

1. Students' achievement.
2. School quality.
3. Students' satisfaction.

2.9 Ethical Issues

Written consent was obtained from An-Najah National University to carry out the study. As well as, another written approval was gained from the Ministry of Education to ease the application of the study in Jenin City schools. (See Appendix E & Appendix F).

2.10 Summary

This chapter presents the methodology the researcher followed to conduct the study. Furthermore, it tackles the targeted population, the instruments of the study, validity and reliability indicators, the procedures of the study, the variables of the study and the ethical approval.

Chapter Three

Results

3.1 Introduction

In this chapter, the researcher presents the results of the three used instruments of this study. The results are of principals' questionnaire, the analysis of students' achievement results and classroom observation.

3.2 The study Results

In order to achieve the purposes of this study, the researcher used means, standard deviations and ranks for each item. Moreover, the researcher calculated 5-points Likert scale intervals depending the range and divided them into 3 levels in order to ease reading Means values. The table (5) below shows the levels.

Table (5)

Certified levels of Means

Weight Average	Result	Likert Scale
1- 2.59	Very Low	Strongly Disagree – Disagree
2.6- 3.39	Moderate	Neutral
3.4- 5	Very High	Agree – Strongly Agree

The following shows the results of the instruments depending on the study questions:

3.2.1 The results of the first study question

What is the effect of qualification programs on the teaching and learning?

To answer this question, the researcher utilized means, standard deviations, percentages, ranks, and estimation levels. The researcher used the SPSS program to analyze the responses to the main domain of the questionnaire, which was distributed to school principals. Table (6) shows the results.

Table (6) shows that the total degree of schools' principals' responses on the impact of qualification teaching programs on professional teaching competencies is (4.1300), indicating a high level of positive attitudes. According to the table, the item "Capture

students' attention during the class" received the highest mean (4.4667). Conversely, the lowest mean was given to "Apply student-centered instruction" with (3.8000).

3.2.2 The results of the second study question

Are there any statistical significant differences at ($\alpha \leq 0.05$) between what newly-appointed EFL teachers learn from qualification programs due to teachers' gender?

To investigate this question, the researcher conducted an Independent-Samples T Test. After fulfilling the criteria and requirements of the test, the results were as follows:

Table (7)

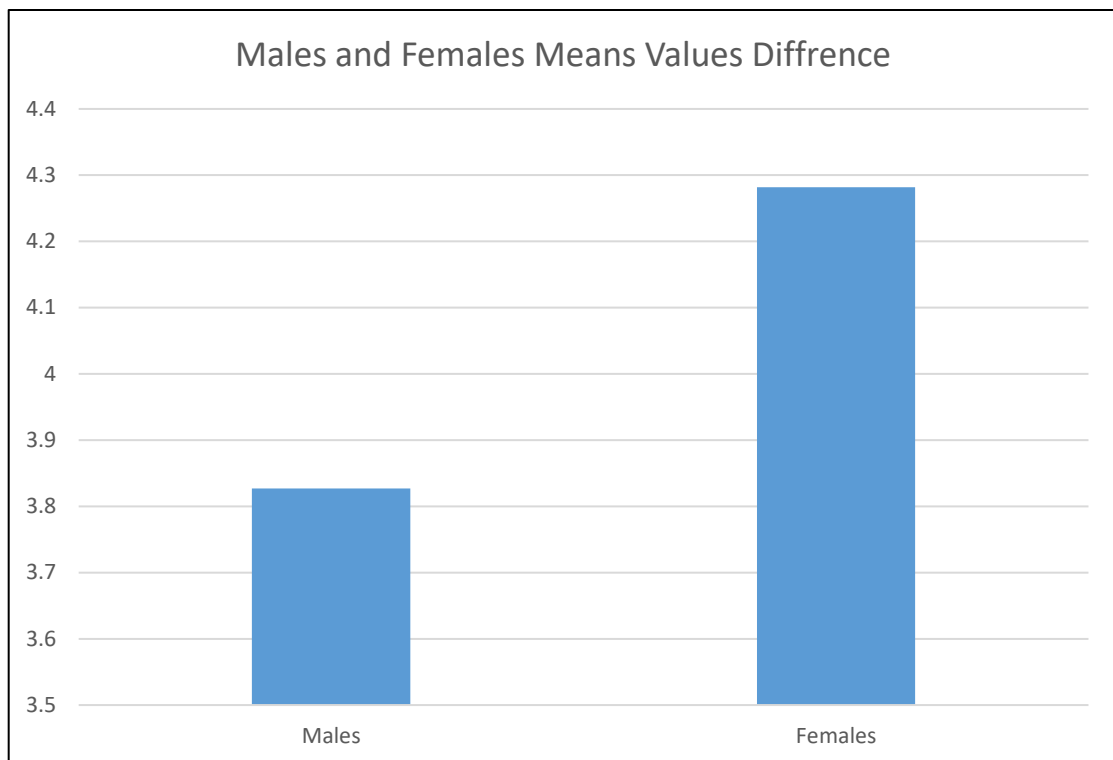
Independent-Samples T Test results of what newly-appointed EFL teachers learn from qualification programs due to teachers' gender

	N	M	SD	T-Test Value	Significance Value (sig)	Statistically Significance
Males	10	3.8269	0.43588	-3.070	0.005	Yes
Females	20	4.2816	0.35421			

Table 7 displays the mean value for females as 4.2816, with a standard deviation of 0.35421, which is higher than the mean value for males of 3.8269, with a standard deviation of 0.43588. Additionally, the T-Test Value is -3.070, with a significance value of 0.005, which is less than the significance level of 0.05. Based on these findings, there are statistical significant differences at ($\alpha \leq 0.05$) between what newly-appointed EFL teachers learn from qualification programs due to teachers' gender for the favor of females. The following figure illustrates these differences:

Figure (1)

The difference of what newly-appointed EFL teachers learn from qualification programs due to teachers' gender for females



3.2.3 The results of the third study question

Are there any statistical significant differences at ($\alpha \leq 0.05$) between what newly-appointed EFL teachers learn from qualification programs due to teachers' academic level?

To investigate this question, the researcher conducted One-Way ANOVA Test. Following the completion of the test's criteria and requirements, the outcomes were as stated below:

Table (8)

Means and standard deviations for what newly-appointed EFL teachers learn from qualification programs due to teachers' academic level

Academic Level	N	M	SD
Diploma	0	0	0
BA	21	4.1181	0.46450
MA	8	4.1776	0.39978
PHD	1	4.0000	0
Total	30	4.1300	0.43438

Table (9)

One Way ANOVA Test for what newly-appointed EFL teachers learn from qualification programs due to teachers' academic level.

ANOVA					
	Sum of Squares	d.f	Mean Square	F	Sig.
Between Groups	0.038	2	0.019		
Within Groups	5.434	27	0.201	0.095	0.910
Total	5.472	29	0.22		

Table (9) shows that significance value is (0.910), which is higher than the significance level (0.05). That indicates there are no statistical significant differences at ($\alpha \leq 0.05$) between what newly-appointed EFL teachers learn from qualification programs due to teachers' academic level.

3.2.4 The results of the fourth study question

Are there any statistical significant differences at ($\alpha \leq 0.05$) between qualification programs for newly-appointed EFL teachers and students' achievement?

In order to inspect this question, the researcher did the Paired-Samples T Test for two groups of students' results; Students of qualified teachers and Students of non-qualified teachers. After fulfilling the criteria and requirements of the test, the results were as follows:

Table (10)

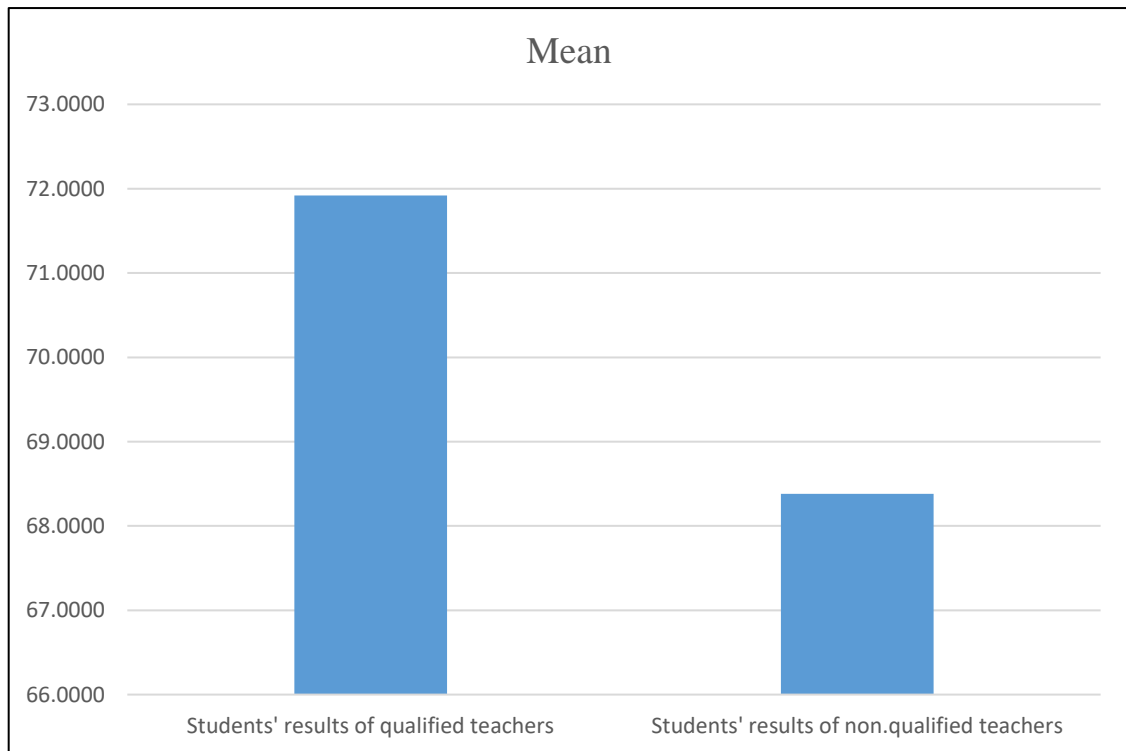
Paired-Samples T Test for two groups of students' results

	N	M	SD	T-Test Value	Significance Value (sig)	Correlation
Students of qualified teachers	50	71.9200	18.65896	2.409	0.020	0.831
Students of non-qualified teachers	50	68.3800	15.60075			

Table (10) displays the mean value for students' results of qualified teachers as (71.9200), with a standard deviation of (18.65896), which is higher than the mean value for students' results of non-qualified teachers of (68.3800), with a standard deviation of (15.60075). Additionally, the T-Test value is (2.409), with a significance value of (0.020), which is less than the significance level of (0.05). Based on these findings, there are statistical significant differences at ($\alpha \leq 0.05$) between qualification programs for newly-appointed EFL teachers and students' achievement for qualified teachers. The following figure illustrates these differences:

Figure (2)

The influence between qualification programs for newly-appointed EFL teachers and students' achievement for qualified teachers



3.2.4 The results of the fifth study question

Are there any statistical significant differences at ($\alpha \leq 0.05$) between qualification programs for newly-appointed EFL teachers and students' satisfaction?

To address this question, the researcher conducted two classroom observations: one involving students taught by a non-qualified teacher and the other involving students taught by a qualified teacher. The researcher observed the students during two distinct stages, each lasting two weeks, with a two-week interval between the observations. The researcher utilized specific rubrics to assess the teaching practices of both the non-qualified teacher (refer to Appendix G) and the qualified teacher (refer to Appendix H). The outcomes of the classroom observations were as follows:

3.2.4.1 Classroom observations for students of a non-qualified teacher

The researcher observed (21) students with a newly-appointed EFL teacher. The teacher is a recent graduate with a very good GPA. However, this teacher has not received any training or completed a teaching qualification program.

During the first week, the teacher appeared somewhat nervous and stressed. This was evident from her shaky hand while writing on the board. Furthermore, her handwriting on the board was not neat or clear, making it difficult for students sitting at the back to read. As a result, students started to voice their complaints. The teacher proceeded with the new lesson by listing down the Arabic meanings of the new vocabulary on the board and asking the students to write them in their notebooks. She did not utilize visual aids such as posters, flashcards, or videos. Another complaint arose when a student asked, "Do I have to memorize all these new vocabulary words?"

In the second week, the teacher began the class directly with a book exercise without any warm-up activity. The tasks were mainly conducted by the teacher herself, with limited student participation. Only five out of twenty-one students raised their hands. The teacher's personality played a significant role in this. In other words, the teacher struggled to maintain control of the class, resulting in students making noise and talking during the lesson. One student expressed frustration, saying, "Why is the English class boring and noisy?"

The result of the second stage

Moving on to the first week, the teacher continued the teaching process using only one visual aid: the board. Students began to feel lost, which was evident from their frowning faces, yawns, and reduced interaction. Suddenly, one student stood up and honestly said, "I don't understand anything."

During the second week, the students had an evaluation worksheet that covered the four language skills: listening, reading, writing, and speaking. However, the speaking skill was assessed through writing in the worksheet. Additionally, the worksheet included four objectives. When the students received the sheets, they realized that it was lengthy and required extra time. They became upset and frustrated. The teacher started reading the questions, beginning with the listening section. Most students followed along well until they reached the fourth question, at which point time ran out.

As a result, the teacher instructed the students to complete the remaining questions at home and only provided corrections for the questions already answered. No feedback was given, leaving the students unaware of their areas of weakness. Low-achieving students did not receive any special attention, and they struggled to cope with the questions, appearing lost and staring at the paper.

3.2.4.2 Classroom observations for students of a qualified teacher

The researcher observed the interactions of 20 students who were being taught by a qualified teacher.

The result of the first stage

Firstly, it was evident from their joyful expressions upon her arrival that the students adored this teacher. In the initial week, she commenced her class by inquiring about their vacations and activities during that time. Additionally, she asked them about the date and day, noting them on the board. Subsequently, she wrote down new vocabulary items along with their corresponding Arabic meanings. As she wrote, students eagerly raised their hands to participate, and she attentively listened and appreciated their responses.

The following day, she instructed the students to thoroughly prepare for the reading lesson. She assigned them the task of presenting the lesson themselves, effectively turning the students into teachers. Initially, they were surprised and a little nervous, but as they began their presentations, their joy and enthusiasm became evident. Moreover, their motivation to contribute during the class was exceptionally high. Suddenly, one student exclaimed, "I love this type of class! We become the teachers".

During the second week, the teacher aimed to introduce the Simple Past tense, connecting it to the students' holiday experiences. This encouraged the students, particularly those with lower academic performance, to express their opinions in Arabic. However, this led to a noisy and somewhat chaotic environment among the students. They started speaking simultaneously, and the teacher struggled to regain control.

The result of the second stage

Through the first week, the teacher approached a listening activity without using a speakerphone. She read out sentences herself and asked the students to write them on the board. Moving to the writing class, the board was not divided into the customary four lines, leading untidy handwriting. The writing class was boring for the students, suddenly one student exclaimed, "Should I copy all of that into my notebook?" The class was teacher-centered, where the teacher wrote on the board and corrected the mistakes herself.

Moving on to the second week, the students had an exam. The teacher decided to teach them how to deal with test papers. She prepared an experimental test without informing the students. While they were having the test, she provided instructions and tips to help them respond appropriately. The students were aware of what they were being evaluated on. After submitting their papers, the teacher informed them that it was an experimental test and provided them with feedback. Then, she administered a different test with new questions, resulting in improved performance by the students.

3.2.6 The results of the sixth study question

What is the effect of qualification programs on school quality?

To answer this question, the researcher used means, standard deviations, percentages, ranks, and estimation levels. The researcher was assisted with the SPSS program to analyze the responses to the main domain of the questionnaire, which was distributed to school principals. Table (11) in appendix (I) shows the results.

Table (11) shows that the total degree of schools' principals' responses on the influence of qualification teaching programs on school quality is (4.1564), indicating a high level of positive attitudes. According to the table, the item "Act as students' models" received the highest mean (4.4000). Conversely, the lowest mean was given to "Enrich school's competitive ability." with (3.9333).

3.2.7 The results of the seventh study question

Are there any statistical significant differences at ($\alpha \leq 0.05$) the influences of qualification programs for newly-appointed EFL teachers on school quality due to gender?

In order to explore this question, the researcher did an Independent-Samples T Test. After confirming the criteria and requirements of the test, the results shown in table (12) in appendix (I).

Table (12) presents the mean value for females as 4.2192, with a standard deviation of 0.46642, which is higher than the mean value for males of 4.0308, with a standard deviation of .39590. Additionally, the T-Test Value is -1.094, with a Probability Value of 0.403, which is more than the significance level of 0.05. Based on these findings, there are no statistical significant differences at ($\alpha \leq 0.05$) between influences of qualification programs for newly-appointed EFL teachers on school quality due to gender.

3.2.8 The results of the eighth study question

Are there any statistical significant differences at ($\alpha \leq 0.05$) between the influences of qualification programs for newly-appointed EFL teachers on school quality due to teachers' academic level?

To answer this question, the researcher conducted One-Way ANOVA Test. Following the completion of the test's criteria and requirements, the outcomes were shown in table (13) in appendix (I).

Table (14) in appendix (I) shows that significance value is (0.355), which is higher than the significance level (0.05). That indicates there are no statistical significant differences at ($\alpha \leq 0.05$) between the influences of qualification programs for newly-appointed EFL teachers on school quality due to teachers' academic level.

3.3 Summary

In this chapter, the researcher presents the study results, which are based on the study questions and hypotheses. The collected data was coded, computerized, and analyzed using the Statistical Package for the Social Sciences program (SPSS).

Chapter Four

Discussions and Conclusions

4.1 Introduction

In this chapter, the researcher includes the discussion of the study results, conclusion, limitation of the study and some recommendations.

4.2 Discussion of the study results

4.2.1 Discussion of the results of the first study question

“What is the effect of qualification programs on the teaching and learning?”

To answer this question, the researcher utilized means, standard deviations, percentages, ranks, and estimation levels. The total degree of schools' principals' responses on the impact of qualification teaching programs on professional teaching competencies is (4.1300), indicating a high level of positive attitudes. The item “Capture students' attention during the class” received the highest mean (4.4667). Conversely, the lowest mean was given to “Apply student-centered instruction” with (3.8000).

Based on the findings, it is evident that qualification programs have a positive influence on teaching and learning. In order to provide further clarity, the researcher categorizes the items into six distinct groups: professional characteristics, responsiveness to students' needs, effective pedagogical implementation, staying updated with advancements, classroom management, and addressing challenges.

The first four items highlight that newly-appointed EFL teachers who participate in qualification programs acquire professional characteristics. The first item, "Recognize properly the aim of teaching and learning a language," received a high mean score of 4.3000. Additionally, the second item, "Set teaching objectives appropriately," achieved a mean score of 4.3667. Similarly, the third item, "Construct intended learning outcomes," reached a mean score of 4.0667. Finally, the fourth item, "Have professional characteristics," received a mean score of 4.0333. These ratings indicate a high level of agreement regarding the perception that qualification programs effectively enhance the

professional attributes of newly-appointed teachers. These findings are consistent with the results reported by (Alja'afreh, 2020; Julia, et al., 2020; Akcan, et al., 2016) who also support the notion that qualification programs improve teachers' competencies and enhance their professional skills.

Furthermore, the ability of teachers to be responsive to students' needs is evident from the high mean scores achieved in items (5, 6, 7, and 8). The item "Use different, interesting teaching pedagogies" received a mean score of (4.3000). "Motivate students regularly" was rated at (4.1333). "Identify students' learning styles" obtained a mean score of (4.0333). Similarly, "Reach students' inner capabilities" received a rating of (3.8966). These findings indicate that trained teachers have the ability to understand and cater to the teaching needs of their students, which in turn leads to high-quality learning experiences. These results align with the research conducted by (Sancar, Atal, & Deryakulu, 2021; Miller, et al., 2019), who emphasize that qualified teachers contribute to positive student outcomes. Thus, the positive impact of qualification programs on teaching and learning can be attributed to the training of teachers to effectively respond to students' needs.

As a result, newly-appointed EFL teachers who have benefited from qualification programs demonstrate the implementation of effective pedagogies once they recognize students' needs. The findings revealed high ratings in terms of the teachers' ability to employ appropriate pedagogies. The item "Provide constructive feedback" received a mean score of (4.0333). Similarly, "Enhance students' critical thinking" was rated at (3.8333), and "Apply student-centered instruction" reached a mean score of 3.8000. These results align with the insights provided by (Glaser, 2018; Akcan, et al., 2016), who highlight that qualification programs enable teachers to utilize effective pedagogies and strategies.

Qualification programs empower newly-appointed EFL teachers in Palestine to stay updated with advancements in the field. This is evident from the high scores achieved in the following items: "Keep pace with new technology" received a mean score of (4.3333), and "Always choose appropriate illustrative tools" obtained a mean score of (4.2333).

These findings align with the recommendation of (Abu Jeriban, 2020), emphasizing the importance of training in the implementation of teaching methods and the integration of new technologies in the teaching process.

Significantly, it is evident that qualified newly-appointed EFL teachers outperform non-qualified teachers in terms of classroom management. This is supported by the findings of items (14, 15, and 16). Among the three items, the highest rating was obtained by "Create a conducive classroom environment" with a mean score of (4.3000). This was followed by "Manage classes appropriately" with a mean score of (4.1667). Moreover, "Reengineer fruitful solutions for classroom obstacles" achieved a mean score of 4.0333. Undoubtedly, a flexible and calm classroom environment leads to better teaching and learning outcomes. These findings go with the suggestions of (Yost, 2006), who assured the importance of providing newly-appointed teachers with training programs to help them overcome challenges related to classroom management.

Finally, the results of items (17, 18, and 19) indicate that qualified newly-appointed teachers can deal with classroom challenges. The highest point among all the questionnaire items was received by "Capture students' attention during the class" with a mean score of (4.4667). Also, "Deal with low English proficiency students" received a mean score of (4.10000), and "Simplify the content" obtained a mean score of (4.0333). These findings suggest that qualification programs provide valuable solutions to the challenges encountered by newly-appointed educators within the educational environment, as mentioned by (Amin & Rahimi, 2018). These challenges are inherent throughout their teaching journey.

Based on these findings, it is evident that qualification programs for newly-appointed EFL teachers significantly improve their instructional skills and enhance their professional characteristics. These improvements have a positive impact on the teaching and learning process. These results are consistent with the findings of (Alja'afreh, 2020; Julia, et al., 2020; Francis, Olson, Weinberg, & Stearns-Pfeiffer, 2018), which also highlight the effectiveness of qualification programs in enhancing teaching abilities and professional development.

4.2.2 Discussion of the results of the second study question

“Are there any statistical significant differences at ($\alpha \leq 0.05$) between what newly-appointed EFL teachers learn from qualification programs due to teachers’ gender?”

In order to investigate this question, the researcher conducted an Independent-Samples T-Test. The results show there are statistical significant differences at ($\alpha \leq 0.05$) between what newly-appointed EFL teachers learn from qualification programs due to teachers’ gender for females. The significance value was (0.005) which is less than the significance level of (0.05).

4.2.3 Discussion of the results of the third study question

“Are there any statistical significant differences at ($\alpha \leq 0.05$) between what newly-appointed EFL teachers learn from qualification programs due to teachers’ academic level?”

In order to investigate this question, the researcher conducted One-Way ANOVA Test. The findings show that there are no statistical significant differences at ($\alpha \leq 0.05$) between what newly-appointed EFL teachers learn from qualification programs due to teachers’ academic level. The significance value was (0.910), which is higher than the significance level (0.05). That indicates the quality of qualification programs regardless to participants’ qualification background.

4.2.4 Discussion of the results of the fourth study question

“Are there any statistical significant differences at ($\alpha \leq 0.05$) between qualification programs for newly-appointed EFL teachers and students’ achievement?”

To examine this question, the researcher conducted a Paired-Samples T Test comparing the results of two groups: students taught by qualified teachers and students taught by non-qualified teachers. The results revealed statistically significant differences ($\alpha \leq 0.05$) between qualification programs for newly-appointed EFL teachers and students’ academic achievement in favor of qualified teachers. The T-Test value was (2.409), with

a significance value of 0.020, which is below the predetermined significance level of (0.05).

These findings align with the research conducted by (Sancar, Atal, & Deryakulu, 2021; Miller, et al., 2019), which emphasize the correlation between teacher professional development and improved student outcomes. Furthermore, they are consistent with the results reported by (Akçor & Savaşçı, 2020; Bin Tahir, Rinantanti, & Suriaman, 2019; Effendi, Amri, & Yeni, 2019), highlighting the positive relationship between students' competency and teachers' performance, which can be enhanced through qualification programs.

4.2.5 Discussion of the results of the fifth study question

“Are there any statistical significant differences at ($\alpha \leq 0.05$) between qualification programs for newly-appointed EFL teachers and students' satisfaction?”

To answer this question, the researcher had two classroom observations; one for students of a non-qualified teacher and the other for students of a qualified teacher. Depending on some rubrics the results show there are statistical significant differences at ($\alpha \leq 0.05$) between qualification programs for newly-appointed EFL teachers and students' satisfaction for the qualified teachers.

Based on the followed rubrics, it appears that students of the newly-appointed and non-qualified teachers expressed dissatisfaction with their teacher's performance. It was observed that the teacher lacked professional characteristics and teaching skills. The teacher seemed unprepared for the class and relied primarily on the board and textbook without utilizing illustrative tools. The classes appeared to be teacher-centered, lacking student engagement and clear roles. Additionally, the teacher faced a problem in capturing students' attention or encouraging them. There was little efforts on enhancing critical thinking or problem-solving skills. The students were unsatisfied, so that leads to low level of evaluation and feelings of confusion and incomprehension. While the test itself was well-written, it did not suit the content taught in class.

On the contrary, the students of the newly-appointed and qualified teacher showed a high level of satisfaction with their teacher's performance and learning environment. Students' satisfaction appeared in their responds and interaction with the teacher. This teacher succeeded in capturing students' attention by introducing new lessons by linking them with students' previous experiences. This strategy enhanced their critical thinking skills and motivated them to participate in the class. The teacher also fostered meaningful learning by making students feel valued and engaged. Moreover, the teacher promoted students' problem-solving skills through activities that asked them to present new lessons. Overcoming their shyness with the teacher's guidance, they demonstrated a smooth and confident performance. Consequently, the students developed positive attitudes towards learning, which became noticeable. The qualified teacher also demonstrated proficiency in testing methods, as evidenced by her dedication to teaching students how to effectively approach tests. This attention to test preparation directly impacted the students' achievements.

Based on these findings, it is evident that students' positive emotions within educational institutions are significantly influenced by the effectiveness and competence of teachers. There exists a positive correlation between teachers' effectiveness and students' satisfaction. These findings are consistent with the conclusions drawn by (Geier, 2020; Awidi & Paynter, 2019; Rahman, Hussein, & Aluwi, 2015; Siming, Niamatullah, & Gao, 2015), which emphasize that high-quality teaching leads to greater satisfaction among students. Furthermore, these results align with the insights provided by (Razinkina, et al., 2018; Mihanović, Batinić, & Pavičić, 2016), who suggest that students experience higher levels of satisfaction when they are actively involved and engaged in the teaching process.

4.2.6 Discussion of the results of the sixth study question

“What is the effect of qualification programs on school quality?”

To answer this question, the researcher used means, standard deviations, percentages, ranks, and estimation levels. The results show that the total degree of schools' principals' responses on the influence of qualification teaching programs on school quality is

(4.1564), indicating a high level of positive attitudes. The item “Act as students’ models” received the highest mean (4.4000). Conversely, the lowest mean was given to “Enrich school’s competitive ability.” with (3.9333).

The results are in the following sequence:

Firstly, the findings of the study indicate that qualification programs for newly-appointed EFL teachers have a positive impact on school quality. This is evident from the high mean scores obtained in the items that support this notion. The attitudes of participants demonstrate agreement that qualification programs motivate school staff to have a high sense of responsibility and loyalty towards the teaching institution. This is reflected in the high scores of three specific items: "Be punctual" (mean score of 4.3333), "Have a high level of sincerity" (mean score of 4.2333), and "Upgrade the level of responsibility and belonging to the work" (mean score of 4.2667). These results align with the conclusions drawn by (Romlah & Latief, 2021), who found a strong correlation between school quality and the professionalism of the educational staff.

Secondly, the respondents strongly agree that qualification programs for newly-appointed EFL teachers create a supportive and ideal working environment. This is evident from the high scores obtained in the following items: "Act as students' role models" (mean score of 4.4000), "Work in a flexible environment" (mean score of 4.2667), "Work with accuracy" (mean score of 4.2000), “Improve their sense of leadership” (mean score of 4.0333) and “Make more integration among stakeholders at work” (mean score of 4.1000). These findings point that qualification programs improve work environment and contribute to general school quality. These results go with the findings of (Alobaidan & Alghazo, 2019), who assured that a well-prepared school environment produces developed school quality outcomes.

Thirdly, qualification programs for newly-appointed EFL teachers can enhance the school's competitive ability. This is revealed in the high mean scores achieved in the following items: "Enrich the school's competitive ability" and "Achieve high scores in national and international competitions" (the same mean score for both items was

(3.9333). These results mark that qualified teachers play a crucial role in improving the school's potentials and empowering its overall performance.

Fourthly, the results highlight the essential role of qualification programs in developing school quality by reinforcing the collaboration among school staff and stakeholders. The high score achieved in the item "Collaborate with the local community for better services" (mean score of 4.1333) supports the idea of enhanced services lead to enhanced teachers' performance. These findings go with the results of Festus et al. (2019), which found a notable relation between the quality of school facilities and the job performance of secondary school teachers.

Fifthly, the results also show that qualification programs encourage school staff to foster strong connections between the school and home environment. The item "Communicate with parents to overcome students' challenges" achieved a mean score of 4.2667, revealing a high level of understanding the positive impact of creating a comfortable learning environment for students. That leads to improved outcomes, which in turn positively affect school quality indicators. These results align with what was reported by (Alobaidan & Alghazo, 2019), which emphasize the importance of a prepared and appropriate school environment in fostering productive learning outcomes. Particularly, when combined with a supportive home environment, this collaboration provides the necessary motivation for learning.

Lastly, the item "Do more qualification trainings with the Ministry of Education" obtained a mean score of (3.9333). This score indicates the perceived benefits of qualification programs that have been implemented in the school, which in turn motivate the staff to actively engage in further professional development opportunities.

Based on these findings, it is evident that qualification programs for newly-appointed EFL teachers have a positive impact on school quality, particularly in the areas of enhancing responsibility, creating a supportive and ideal working environment, and improving the school's competitive ability. These findings align with the conclusions drawn by (Romlah & Latief, 2021; Skapinaki & Salamoura, 2020; Festus, Valentine, & Inah, 2019; Novozhenina & López Pinzón, 2018), which emphasize the correlation

between enhancing the educational competence of school staff and achieving high-quality educational outcomes.

4.2.7 Discussion of the results of the seventh study question

“Are there any statistical significant differences at ($\alpha \leq 0.05$) the influences of qualification programs for newly-appointed EFL teachers on school quality due to gender?”

In order to explore this question, the researcher did an Independent-Samples T-Test. Based on these findings, there are no statistical significant differences at ($\alpha \leq 0.05$) between influences of qualification programs for newly-appointed EFL teachers on school quality due to gender. The T-Test Value is (-1.094), with a Probability Value of 0.403, which is more than the significance level of 0.05. That indicates the quality of qualification programs regardless to participants' qualification background.

4.2.8 Discussion of the results of the eighth study question

“Are there any statistical significant differences at ($\alpha \leq 0.05$) between the influences of qualification programs for newly-appointed EFL teachers on school quality due to teachers' academic level?”

In order to answer this question, the researcher conducted One-Way ANOVA Test. That indicates there are no statistical significant differences at ($\alpha \leq 0.05$) between the influences of qualification programs for newly-appointed EFL teachers on school quality due to teachers' academic level. The significance value is (0.355), which is higher than the significance level (0.05).

4.3 Conclusion

The objective of this study was to examine the quality of qualification programs for newly-appointed EFL teachers and their impact on students' achievement, satisfaction, and school quality. Based on the findings of the tables (6, 7 & 8), the researcher concluded the high quality of these qualification programs for newly-appointed EFL teachers. This

quality is not affected by teachers' academic level, but it is affected by gender in the favor of females.

Additionally, the results from the table (10) highlight the positive influence of these programs on students' achievement. Furthermore, the insights gained from classroom observations support the positive correlation between qualification programs for newly-appointed EFL teachers and students' satisfaction.

Finally, it is evident that school quality is positively affected by the implementation of qualification programs for newly-appointed EFL teachers. However, this influence is not affected teachers' academic level or gender.

4.4 Limitations

This study considers the following limitations:

- Human limitation: newly-appointed EFL teachers in addition to schools' principals and students in Jenin city schools.
- Locative limitation: Jenin city schools- Jenin Governorate-Palestine.
- Time limitation: first and second semesters of the scholastic year 2022/2023.
- Topical limitation: this study deals with qualification programs for newly-appointed EFL teachers and their relationship with students' achievement, satisfaction and school quality.

4.5 Recommendations

Based on the results, the researcher recommends the following:

Recommendations for EFL teachers

1. Enroll in trainings and professional development courses.
2. Apply what they learn in qualification programs on their teaching practices.

Recommendations for schools' principals

1. Seek for professional developments for non-qualified newly-appointed EFL teachers.
2. Prioritize the qualified teachers in employment.

Recommendations for the Ministry of Education

1. Provide qualification programs for newly-appointed EFL teachers at private schools as public schools.
2. Provide professional trainings for teachers in the pre-service stage.
3. Give more attention on qualifying EFL teachers at how to teach writing and listening skills.

Recommendations for further studies

1. Conduct other studies to investigate the quality of qualification programs for newly-appointed EFL teachers that include other variables.
2. Specify more efforts to study the correlation between qualification programs and teachers' personality growth.
3. Study the effect of qualification programs on teachers after 5 years of teaching.

List of Abbreviations

Abbreviation	Meaning
EFL	English as a foreign Language
ELT	English Language Teaching
PD	Professional Development
QTR	Quality Teaching Rounds
TESOL	Teaching English as a Second Language

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Appendices

Appendix (A)

Questionnaire

Dear principals,

This questionnaire is for collecting information for the study entitled “The Quality of Qualification Programs for Newly-Appointed EFL Teachers and their Relationship to Students’ achievement, School Quality and Students’ Satisfaction in Jenin City Schools.”

The questionnaire is composed of three parts: the first part is about personal information, while the second part is about the items of the questionnaire that investigate the impact of qualification teaching programs on professional teaching competencies. The third part tackles the items that seeks the influence of qualification teaching programs on school quality.

Please fill it out according to your experience. Your answer is appreciatively accepted for helping the researcher to accomplish this study. It will be strictly used for scientific purposes.

Thanks for your cooperation

The researcher

Part 1: personal information

Please tick the correct answer which will be used for research purpose only:

Gender: Male { } Female { }

Academic level of newly-appointed EFL teachers:

Diploma { } BA { } Master { } PHD { }

The Quality of Qualification Programs for Newly-Appointed EFL Teachers and School Quality:

Part 2: The impact of qualification teaching programs on professional teaching competencies

Qualified teachers:					
Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Recognize properly the aim of teaching and learning a language.					
2. Set teaching objectives appropriately.					
3. Construct intended learning outcomes.					
4. Have professional characteristics.					
5. Identify students' learning styles.					
6. Use different, interesting teaching pedagogies.					
7. Reach students' inner capabilities.					
8. Motivate students regularly.					
9. Apply student-centered instruction.					
10. Enhance students' critical thinking.					
11. Provide constructive feedback.					
12. Keep pace with new technology.					
13. Always choose appropriate illustrative tools.					
14. Reengineer fruitful solutions of classroom obstacles.					
15. Manage classes appropriately.					
16. Create conducive classroom environment.					
17. Deal with low English proficiency students.					
18. Simplify the content.					
19. Capture students' attention during the class.					

Part 3: The influence of qualification teaching programs on school quality

Qualification programs motivate school staff to:					
Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Be punctual.					
2. Have a high level of sincerity.					
3. Upgrade the level of responsibility and belonging to the work.					
4. Improve their sense of leadership.					
5. Act as students' models.					
6. Work in flexible environment.					
7. Work accurately.					
8. Enrich school's competitive ability					
9. Achieve high scores in national and international competitions.					
10. Make more integration among stakeholders at work.					
11. Collaborate with local community for better services.					
12. Communicate with parents to overcome students' challenges.					
13. Do more qualification trainings with the Ministry of Education					

Appendix (B)

The results for two groups of students: one is taught by a qualified teacher and the other by a non-qualified

Students' results of a qualified teacher	Students' results of a non-qualified teacher
50.00	53.00
67.00	56.00
56.00	54.00
81.00	74.00
67.00	53.00
92.00	88.00
91.00	75.00
75.00	74.00
42.00	44.00
71.00	67.00
37.00	39.00
85.00	97.00
73.00	54.00
68.00	66.00
78.00	76.00
29.00	34.00
87.00	74.00
93.00	80.00
89.00	72.00
68.00	59.00
77.00	67.00
46.00	47.00
80.00	71.00
90.00	84.00
74.00	62.00
43.00	58.00
99.00	98.00
68.00	57.00
81.00	74.00
88.00	71.00
41.00	46.00
53.00	58.00
99.00	91.00
56.00	56.00
88.00	72.00
60.00	58.00
74.00	64.00
96.00	84.00
92.00	86.00
89.00	61.00
81.00	62.00
37.00	55.00
91.00	91.00
94.00	97.00
66.00	82.00
87.00	93.00
66.00	83.00
63.00	69.00
73.00	74.00
45.00	59.00

Appendix (C)

Rubrics to Attain Students' Satisfaction

To what extent does the teacher follow these rubrics during the class?

1 is the lowest point of application, whereas 5 is the highest.

Instruction					
Item	1	2	3	4	5
1. The teacher is well-prepared.					
2. The class is systemized					
3. The teacher implements the appropriate illustrative tools.					
4. The teacher is good at questioning.					
5. The class is student-centered.					
6. The teacher supports students' problem-solving skills.					
7. Student- teacher interaction is clear.					

Assessment					
Item	1	2	3	4	5
1. The teacher is good at testing.					
2. The students know how they are tested.					
3. The test is a reflection to what has been taught.					
4. The teacher gives appropriate feedback.					

Appendix (D)

The validation committee

Name	Rank
1. Dr. Ayman Nazzal	Instructor, English Department, An-Najah National University
2. Dr. Monther Zyood	Instructor, English Department, Al-Quds Open University
3. Mr. Jamal Turkman	English supervisor, Jenin Directorate
4. Inshirah Abdalhady	School principal, Jenin Directorate
5. Hiba Odeh	English teacher, Jenin Directorate

Appendix (E)

Permission from An-Najah National University to conduct the study

An-Najah
National University
Faculty of Graduate Studies

جامعة
النجاح الوطنية
كلية الدراسات العليا

التاريخ : 2023/04/4

حضرة السيد مدير عام الادارة العامة للبحث والتطوير المحترم
الادارة العامة للبحث والتطوير
وزارة التربية والتعليم العالي

الموضوع: تسهيل مهمة الطالبة/ عبير ايهاب هاشم ابو فرحة (12053135)
تخصص ماجستير اساليب تدريس لغة انجليزية

تحية طيبة وبعد ،،،

الطالبة/ عبير ابو فرحة، رقم تسجيل 12053135، تخصص ماجستير اساليب تدريس لغة انجليزية في كلية الدراسات العليا، وهي بصدد اعداد الأطروحة الخاصة بها والتي عنوانها:

(جودة برامج تأهيل معلمي اللغة الانجليزية الجدد وعلاقتها بكل من تحصيل الطلاب، جودة المدرسة ورضا الطلاب في مدارس مدينة جنين)

يرجى من حضرتكم تسهيل مهمتها في جمع بيانات ومعلومات خاصة بتحديد مجتمع الدراسة والعينة في مدينة جنين وأيضا توزيع اداة دراستها (الاستبانة ومشاهدات صافية وتحليل نتائج الطلاب) على المعلمين والمديرين في جميع المدارس في مدينة جنين ، فيرجى منحها تسهيلات لمهمتها ، وذلك لاستكمال مشروع البحث.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام ،،،

رئيسة قسم الدراسات العليا للعلوم الانسانية

فلسطين، نابلس، ص.ب 70707 هاتف/ 2345115، 2345114، 2345113 (09) 2345113 * فاكس: (09) 2342907 (972)
3200 Nablus, P. O. Box (7) *Tel. 972 9 2345113, 2345114, 2345115
* Faacsimile 972 92342907 *www.najah.edu - email fgs@najah.edu

Appendix (F)

Permission from the Ministry of Education to conduct the study

State of Palestine
Ministry of Education
Directorate of Education - Jenin

دولة فلسطين
وزارة التربية والتعليم
مديرية التربية والتعليم / جنين

الرقم : م/ج 301/31 / 584
التاريخ : 2023/4/18 م
الموافق: 27 رمضان 1444 هـ

حضرة مديرة مدرسة المحترم/ة
تحية طيبة وبعد !!!

الموضوع : تسهيل مهمة

ارجو تسهيل مهمة الباحثة (عبير ايهاب هاشم ابو فرحة) استكمالاً للحصول على شهادة الماجستير من جامعة النجاح الوطنية، في تنفيذ مشروع خاص بمساق (جودة برامج تاهيل معلمي اللغة الانجليزية الجدد وعلاقتها بكل من تحصيل الطلاب، جودة المدرسة ورضا الطلاب في مدارس جنين) من خلال جمع بيانات ومعلومات خاصة مرتبطة بالدراسة، بما لا يؤثر على سير العملية التعليمية والادارية .

مع الاحترام

أ. سلام الطاهر
مدير عام التربية والتعليم

دولة فلسطين
وزارة التربية والتعليم
مديرية التربية والتعليم - جنين

م.أ.ع.أ.
[Signature]

Appendix (G)

The results of the followed rubrics to attain students' satisfaction for a non-qualified newly-appointed EFL teacher

To what extent does the teacher follow these rubrics during the class?

1 is the lowest point of application, whereas 5 is the highest.

Instruction					
Item	1	2	3	4	5
1. The teacher is well-prepared.		✓			
2. The class is systemized			✓		
3. The teacher implements the appropriate illustrative tools.		✓			
4. The teacher is good at questioning.			✓		
5. The class is student-centered.	✓				
6. The teacher supports students' problem-solving skills.	✓				
7. Student- teacher interaction is clear.			✓		

Assessment					
Item	1	2	3	4	5
1. The teacher is good at testing.			✓		
2. The students know how they are tested.			✓		
3. The test is a reflection to what has been taught.		✓			
4. The teacher gives appropriate feedback.	✓				

Appendix (H)

The results of the followed rubrics to attain students' satisfaction for a qualified newly-appointed EFL teacher

To what extent does the teacher follow these rubrics during the class?

1 is the lowest point of application, whereas 5 is the highest.

Instruction					
Item	1	2	3	4	5
1. The teacher is well-prepared.				✓	
2. The class is systemized				✓	
3. The teacher implements the appropriate illustrative tools.			✓		
4. The teacher is good at questioning.			✓		
5. The class is student-centered.			✓		
6. The teacher supports students' problem-solving skills.			✓		
7. Student- teacher interaction is clear.					✓

Assessment					
Item	1	2	3	4	5
1. The teacher is good at testing.					✓
2. The students know how they are tested.				✓	
3. The test is a reflection to what has been taught.				✓	
4. The teacher gives appropriate feedback.					✓

Appendix (I)

Tables

Table (11)

The results of schools' principals' responses on the impact of qualification teaching programs on school quality

Part 3: The influence of qualification teaching programs on school quality

Qualification programs motivate school staff to:									
Item		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Deviation	Rank
1. Be punctual.	N	12	17	0	1	0	4.3333	0.66089	2
	%	40%	56.7%	0%	3.3%	0%			
2. Have a high level of sincerity.	N	10	17	3	0	0	4.2333	0.62606	6
	%	33.3%	56.7%	10%	0%	0%			
3. Upgrade the level of responsibility and belonging to the work.	N	9	20	1	0	0	4.2667	0.52083	3
	%	30%	66.7%	3.3%	0%	0%			
4. Improve their sense of leadership.	N	8	15	7	0	0	4.0333	0.71840	10
	%	26.7%	50%	23.3%	0%	0%			
5. Act as students' models	N	12	18	0	0	0	4.4000	0.49827	1
	%	40%	60%	0%	0%	0%			
6. Work in flexible environment.	N	10	19	0	1	0	4.2667	0.63968	5
	%	33.3%	63.3%	0%	3.3%	0%			
7. Work accurately.	N	8	20	2	0	0	4.2000	0.55086	7
	%	26.7%	66.7%	6.7%	0%	0%			
8. Enrich school's competitive ability.	N	4	21	4	1	0	3.9333	0.63968	13
	%	13.3%	70%	13.3%	3.3%	0%			
9. Achieve high scores in national and international competitions.	N	6	18	4	2	0	3.9333	0.78492	12
	%	20%	60%	13.3%	6.7%	0%			
10. Make more integration among stakeholders at work.	N	9	15	6	0	0	4.1000	0.71197	9
	%	30%	50%	20%	0%	0%			
11. Collaborate with local community for better services.	N	8	19	2	1	0	4.1333	0.68145	8
	%	26.7%	63.3%	6.7%	3.3%	0%			
12. Communicate with parents to overcome students' challenges.	N	11	17	1	1	0	4.2667	0.69149	4
	%	36.7%	56.7%	3.3%	3.3%	0%			
13. Do more qualification trainings with the Ministry of Education	N	4	22	2	2	0	3.9333	0.69149	11
	%	13.3%	73.3%	6.7%	6.7%	0%			
Weighted Mean							4.1564		
Std. Deviation							0.44648		

Table (12)

Independent-Samples T Test of the influences of qualification programs for newly-appointed EFL teachers on school quality due to gender results

Gender	N	M	SD	T-Test Value	Significance Value (sig)	Statistically Significance
Males	10	4.0308	0.39590	-1.094	0.403	Yes
Females	20	4.2192	0.46642			

Table (13)

Means and standard deviations for the influences of qualification programs for newly-appointed EFL teachers on school quality due to teachers' academic level

Academic Level	N	M	SD
Diploma	0	0	0
BA	21	4.2344	0.34183
MA	8	3.9712	0.65651
PHD	1	4.0000	0
Total	30	4.1564	0.44648

Table (14)

One Way ANOVA Test for the influences of qualification programs for newly-appointed EFL teachers on school quality due to teachers' academic level

ANOVA					
	Sum of Squares	d.f	Mean Square	F	Sig.
Between Groups	0.427	2	0.213	1.076	0.355
Within Groups	5.354	27	0.198		
Total	5.781	29			



جامعة النجاح الوطنية
كلية الدراسات العليا

جودة برامج التأهيل لمعلمي اللغة الانجليزية الجدد وعلاقتها بكلٍ من:
تحصيل الطلاب، وجودة المدرسة ورضا الطلاب في مدارس مدينة جنين

إعداد
عبير ايهاب هاشم ابوفرحة

إشراف
أحمد عوض امين محمود ربيع

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية، من
كلية الدراسات العليا، في جامعة النجاح الوطنية، نابلس - فلسطين.

2024

جودة برامج التأهيل لمعلمي اللغة الانجليزية الجدد وعلاقتها بكلٍ من: تحصيل الطلاب، وجودة المدرسة ورضا الطلاب في مدارس مدينة جنين

اعداد

عبير ايهاب هاشم ابوفرحة

إشراف

أحمد عوض امين محمود رباح

الملخص

تهدف هذه الدراسة إلى دراسة جودة برامج التأهيل للمعلمين المعينين حديثاً في تعلم اللغة الإنجليزية كلغة أجنبية وعلاقتها بتحصيل الطلاب ورضاهم وجودة المدرسة في مدارس مدينة جنين. تعتمد هذه الدراسة على المنهج التجريبي مع استخدام منهج مختلط. استخدمت الباحثة استبانة يتألف من جزأين: الأول للإشارة إلى جودة برامج التأهيل للمعلمين المعينين حديثاً في تعلم اللغة الإنجليزية كلغة أجنبية، بينما الجزء الثاني لمعرفة تأثير هذه البرامج على جودة المدرسة. وقامت الباحثة بتقييم تأثير هذه البرامج على تحصيل الطلاب من خلال تحليل نتائج مجموعتين من الطلاب: إحداهما تتبع معلم مؤهل والأخرى تتبع معلم غير مؤهل. بينما تم ملاحظة رضا الطلاب من خلال مراقبة مجموعتين من الطلاب: إحداهما تتبع معلم مؤهل والأخرى تتبع معلم غير مؤهل.

توصلت الباحثة للنتائج التالية: هناك تأثير إيجابي لبرامج التأهيل للمعلمين المعينين حديثاً في تعلم اللغة الإنجليزية كلغة أجنبية على عملية التعليم والتعلم. لا تتأثر هذه الجودة بالمستوى الأكاديمي للمعلمين، ولكنها تتأثر بجنس المعلمين حيث تحقق الإناث فائدة أعلى. علاوة على ذلك، هناك اختلافات ذات دلالة إحصائية بمستوى ($\alpha \leq 0.05$) بين برامج التأهيل للمعلمين المعينين حديثاً في تعلم اللغة الإنجليزية كلغة أجنبية وتحصيل الطلاب ورضاهم لصالح المعلمين المؤهلين. بالإضافة إلى ذلك، هناك تأثير إيجابي لبرامج التأهيل للمعلمين المعينين حديثاً في تعلم اللغة الإنجليزية كلغة أجنبية على جودة المدرسة. لا تتأثر هذا الجودة بالمستوى الأكاديمي للمعلمين أو جنسهم. وبناءً على ذلك توصي الباحثة معلمي اللغة الانجليزية الجدد

بالالتحاق ببرامج ودورات التأهيل. كما وتوصي الباحثة وزارة التربية والتعليم بتوفير برامج تأهيل لمعلمي اللغة الانجليزية الجدد في المدارس الخاصة وعدم اقتصار هذه الدورات على معلمي القطاع الحكومي.

الكلمات المفتاحية: برامج التأهيل، معلمو اللغة الانجليزية الجدد، تحصيل الطلاب، رضا الطلاب، جودة المدرسة.