

The Efficiency of Remedial Education Program in Enhancing Students' Achievement from Teachers' Perspectives at UNRWA Schools in North West Bank
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Abstract

This study aims at recognizing the efficiency of remedial education program in enhancing students' achievement from the teachers' perspectives at UNRWA schools in north west bank according to gender, specialization and residence variables.

The researcher built a questionnaire, distributed to (88) teachers. The study population was (218) teachers working in remediation (40% of the whole population).

The questionnaire consists of (45) items, divided to (5) domains that measure the effects of remediation on weak students' achievement. Lickert five points scale was adopted. The study was reliable with a (0.94) Alpha Cronbach.

Conclusions:

* There were significant differences at ($\alpha=0,05$) in the remedial education program efficiency on students' achievement due to gender variable leaning towards female teachers.

While there were no significant differences due to specialization and residence variables.

The researcher put some recommendations in the light of the study's outcomes such as; implementing remedial courses in vacations and out of school day time, to reconsider the period allocated for remediation and to provide more training and tools for this vital project.