Evaluation of the Digital Empowerment Project in Education from the Middle School Teachers and Principals in the Kingdom of Bahrain

Thesis Submitted in Partial Fulfillment of the Requirements for the Master Degree in Educational Measurement and Evaluation

Submitted by
Habbaba Isa Al-Banki
20040453

Supervised by
Dr. Numan M. Saleh Al-Mosawi
Associate Professor of Educational Measurement and Evaluation
University of Bahrain

Kingdom of Bahrain
April 2018
Evaluation of the Digital Empowerment Project in Education from the Middle School Teachers and Principals in the Kingdom of Bahrain

Abstract

The current study aimed at evaluating the Digital Empowerment Project in Education from the perspective of teachers and principals of the intermediate Schools in light of the international standards of the educational technology and digital empowerment.

The researcher reviewed the previous educational literature, and adopted the standards of educational technology that pertains to the International Association for Education (ISTE), the Basic Goals of Ministry of Education in Bahrain and the National Educational Technology Standards for Students. Based on these standards, the author built an evaluation tool in the form of a questionnaire containing 50 statements that meet the criteria of validity and reliability, and covering three main areas in the Project: the technical guidance project, the educational portal and the safe use of technology project.

The questionnaire was applied to a random sample of (50) intermediate Schools teachers who applied the first stage of the project of digital empowerment in the Kingdom of Bahrain. The researcher used the appropriate statistical techniques to examine the data and to calculate the internal consistency reliability coefficients of the measure.

Results of the study demonstrated good psychometric properties of the instrument, which were ascertained by the high values of internal consistency reliability coefficients of the measure, indicating its validity to measure the desired objectives of the study.

Based on the results of the study, the researcher recommends the establishment of points of review and assessment, to benefit from the previous experiences and to adjust the path of digital empowerment in the schools. Digital learning is based on fast-changing technology and requires continuous follow-up and dynamism in thinking and action.

Keywords: Program Evaluation, Digital Empowerment Project in Education, Intermediate Schools, Teachers, Principals.