The Necessary Administrative Competencies That Supervisors Have for Autism Programs from the Teachers' Point of View

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Abstract
This study aims to identify the necessary administrative competencies that supervisors have for autism programs from the teachers' point of view, and to identify the requirements of implementing necessary administrative competencies for supervisors. Therefore, the researcher used the descriptive analytical method, and a questionnaire as a tool, which was distributed to the study sample (teachers' of autism in the kingdom of Saudi Arabia. The study has come to important findings as following: That the supervisors' level of necessary administrative competencies is low, represented by the study sample responses to: Educational knowledge in the educational psychology areas, and the ability to manage crises. The study also, discovered that the teachers have approved on the requirements of implementing necessary administrative competencies for autism programs supervisors.
Keywords: administrative competencies, autism programs, education

1. Introduction
The developed countries used several administrative methods in order to make the reform and development process reach out to the required levels considering that the Education is the tool of development which requires from us to invest all the available information and capabilities, in order to focus a light on the reform issues aimed at renewing, developing and enhancing the educational systems and the educational institutions, and the importance of the educational planning for this reform (Hassouna, 2003: 3).

Airfig emphasizes (2001: 2) that "Achieving the desired educational goals requires the effective administration that seeks to develop the society, works for its renaissance and contributes in its progress and luxury, in pursuit of excellence and response to the challenges in the light of Globalization on the level of communities and nations

As the Autism becomes one of the most important and modern targets of Education, and requires to be managed in a scientific manner and efficiently by the teachers of autism, which makes it necessary that there should be the one who guide the teacher and his co-workers and help them develop their level and abilities, so the existence of the supervisor and the educational supervision becomes an urgent necessity to support the educational work.

El-Behairy has emphasized (2004: 161-162) that (Education Planners and specialists should make short-term and long-term plans to develop the services qualitatively and quantitatively that are provided to the autism children, so that these plans cover all researchers and aspects of the child, the planning is necessary to activate the role of the educational supervisors and the centers managers, the planning is important to organize and manage the programs and services of family consulting and community outreach by the specialists to get the correct information and consulting from certified sources, the appropriate educational plans and programs should be developed in order to activate the role of the service centers of autism children.

Accordingly, the current research focuses on identifying the necessary administrative competencies that educational supervisors have for autism programs in Saudi Arabia, to be able to do their jobs and perform their duties efficiently and proficiently.

2. Research Problem
Autism is a renewable science, and the its research is relatively new, therefore the need for further scientific researches has emerged, the study of El-Mousa pointed out (2008) that a 20% of primary school students need particular educational services whether by efficient teachers or by effective leaders, Al-Othaimeen also said (1413) that lots of studies declared the lack of effectiveness of the educational supervisors and the school manager.

Therefore, the field of special education "Autism" needs educational supervisors who seek to develop it and promote it to excellence and creativity as we desire, as it is considered one the most important outputs of teachers training qualifying, hence this study has come to be one of the scientific researches which are concerned with identifying the necessary administrative competencies that the educational supervisors have for the autism programs in Saudi Arabia.

In the light of the above, we can formulate the problem of the study in the following key question:
What is the level of necessary administrative competencies that the educational supervisors have for autism programs from the viewpoint of the supervisors?

2.1 Research targets

Based on the above question, we can identify the targets of the current studies as follows:

- Identifying the level of necessary administrative competencies that the educational supervisors have autism programs from the viewpoint of the supervisors.
- Identifying the requirements to apply the necessary administrative competencies that educational supervisors have for autism programs from the viewpoint of the supervisors.
- Identifying the statically significant differences on the level of necessary administrative competencies that the educational supervisors have for autism programs from the viewpoint of the supervisors according to study variables (years of experience, academic qualification, training courses)

2.2 The importance of the research

The research derives its importance from the modernity of the topic in the educational and scientific field, moreover the importance of developing the administrative leaders to contribute in the educational work especially the new category which is special education "Autism", so that this importance appears in the following:

- The results of this study may help us to identify the necessary administrative competencies that the supervisors have for autism programs in Riyadh from the viewpoint of the supervisors.
- We suppose, through the results of this study, to identify the level of necessary administrative competencies that the supervisors have for autism programs from the viewpoint of the supervisors.
- This study is supposed to introduce suggestions to develop the necessary administrative competencies that the supervisors have for the autism programs from the viewpoint of the supervisors, according to the variables of the study (years of experience – academic qualification – training courses).
- We suppose that we can know if there are statically significant differences in the level of the necessary administrative competencies that the supervisors have for autism programs from the viewpoint of the supervisors, according to the study variables (years of experience – academic qualification – training courses).
- In the light of the increasing interest and the accumulated scientific beliefs, this study represents an essential foundation for developing a set of necessary administrative competencies that the supervisors have for autism programs from the view point of the supervisors, so that we reach the highest levels of development by using strategic administration entrance.
- The autism centers and whose who manage it are interested in the current study, as they seek to develop and reform the Education, and this can't be achieved under the existing administrative system.
- The current study coincides with the changes in the Saudi community, which require a review of the traditional form of planning and the central form of administration.
- Associating the research with the local environment in order to develop it and contribute in its service.

3. Research Terminology

Administrative competencies: the competency term is considered one of the modern concepts which is used in the field of Education, the definitions of any of the modern terms differ from each other, especially in the early stages of its appearance, in the following we will present many definitions of **competencies concept**: Niz defined it (1427) as "the ability to do particular behavior and tasks, and it includes a set of knowledge, skills and attitudes, which is directly associated with a particular field, and lead to achieve the desired targets with a high degree of proficiency" (page 17).

It is procedurally defined as: a set of skills and abilities which the administrative team should have in managing the centers of autism efficiently and effectively, and which make him able to create a suitable working environment for employees, so that they could optimize the use of resources such as materials and human, to achieve the targets and the desired outputs for the schools under a modern environment.

Educational supervisor: Babteen defined it (1425) as: "the link between the teacher and party which is technically responsible for him, and he is specialized in supervising a particular subject, he works on correction of the teacher and helps him developing his full educational and scientific skills in public schools" (page 106).

It is procedurally defined as: The educationally and scientifically qualified expert who has a high efficiency and extensive experience, to supervise the institutes and the centers of autism programs, and works on enhancing and developing the educational process and achieving its targets.

Autism: The American Society of Autism (ASA) defined it as: "a kind of developmental and evolutionary disorders which appears in the first three years of the child life as a result of neurological disorders that affects the brain functions which appear as problems in several aspects such as social interaction, verbal and non-verbal communications, and playing activities, these children's response to things is more than their response to people, and they are disturbed by any change happens in their environment, and they always repeat physical movements

or phrases in a mechanical repeated manner" (El-Zaree,2010, page 30).

It is procedurally defined as: the neurodevelopmental disorder, which is determined by one of the parameters used in the diagnosis of autism by the cure centers such as the fourth diagnostic standard of autism (DSM-IV) which is developed by the American Psychiatric Association,1994.

Autism program: The researcher defines the autism program in this study as the official centers in Riyadh region which is specialized in presenting educational services for autistics.

4. Theoretical Framework

4.1 First: Administrative competencies

Competency Concept: the competency term is considered one of the modern concepts which is used in the field of Education, the definitions of any of the modern terms differ from each other, especially in the early stages of its appearance, and in the following we will present many definitions of the competency concept:

Harsam & Hostoen define it as "the ability to do something or make predicted results, or it means the ability to do something efficiently, and with a particular level of action". (Merey, 2003, page 25).

Abbas defines it (2005) as an acquired ability allow action and work in a particular context, and its content is consisted of knowledge, skills, abilities and integrated attitudes, the one who acquires competency employ it in order to face some problem and resolve it in a particular position. (page 8).

The researcher thinks that the administrative competencies that the managers of the special educational institutes are measured by the extent of achieving the targets of their institutes, accordingly we can identify some of the abilities, skills and disciplines of administrative leaders that are needed in the special educational institutes, while relevance of the graduates to the suitable needs of work field in accordance to their abilities that fit the needs of the society, is considered as indicator of the external competency for these institutes, and the good preparation for the graduates of these institutes emphasizes the quality competency, and availability of the number that fit these requirements indicates the sufficient quantity.

In the light of the above, the researcher adopts the following procedural definition: The administrative competency is a set of skills and abilities that the administrative team should have in managing the special institutes and centers of autism efficiently and effectively which make him able to create a suitable work environment for the employees which enables them to optimize the use of resources, human and material, to achieve the targets and the desired outputs of schools under a modern environment.

Components of administrative process: the administrative process consists of four components, namely: Planning, organizing, guidance and oversight. The administrative process is integrated, which means that the four components are interrelated, overlapping, affected by each other and difficult to be separated.

Planning: The planning function comes on the top of the other functions, and it includes the activities which are concerned with identifying the targets of the organization and its future results, and it declare the activities, policies and required programs for achieving these targets and results.

Organizing: The organizing function is concerned with applying the targets, plans and strategies to the real world, hence we could distribute the tasks on the individuals and the disciplines on the units, and coordinate between them to assure unite and devote of the individuals and community efforts to achieve desired targets.

Guidance: This function is related to the individuals who works at the organization, it involves guiding them, issuing instructions and orders for them, motivating them and employing their energies and abilities in a way that achieve satisfaction and ensure the highly effective and efficient achievement of targets.

Oversight: It is the last function in the administrative process, which is concerned with measuring the targets and results that were achieved, and identifying the performance levels of the individuals and groups and comparing them with the objective standards, detecting any defect and taking the necessary and correct procedures. The oversight is considered as a method to develop and enhance the performance. (Hareem, 2010: 20-21).

The characteristics and competencies that the educational supervisors have for autism programs:

The job of educational supervision is a humanitarian and participatory job, the one who do this job should have the minimum characteristics that predict the success of the educational supervisor in doing his job. Concerning the administrative competencies, we mention the following:

- Timeliness of official business, as he is a role model for the rest of the teachers.
- Commitment to regulations.
- Interaction and cooperation with the school administration in organizing the administrative works especially those related to his subject.
- The preparation of quarterly and annual reports on the supervisory duty cycle.
- Delivery of administrative decisions to the teachers and the school administration.
- Participation in organizing the seminars, conferences and workshops especially those related to his subject.

Concerning technical and professional competencies, we mention the following:

- The ability to do the supervision work with faith and conviction of its importance in improving the educational process.
- Be aware of the educational targets in general, and the educational supervision targets in particular.
- Be proficient in the field of his discipline and the associated sciences.
- The ability to use the scientific methods in the field of the supervision.
- The ability to apply the educational theories in the educational work.
- The ability to help the teachers in using developed educational methods.
- The ability to discuss the problems of his subject teachers, and suggesting solutions.
- The ability to discuss the educational, behavioral and psychological problems of students with teachers, and suggesting solutions.
- The ability to help the teachers in distributing the curriculum according to a clear time plane.
- The ability to help the teachers in preparing the best educational lessons.
- The ability to organize meetings between the teachers un the schools that he supervises in order to share experience in the field of work and education.
- The ability to guide and encourage the teachers to use the modern educational methods and technology in the field of special needs education.
- The ability to lead the meetings in a democratic way, and draw the best educational alternatives.
- The ability to encourage the teachers to choose and employ the activities in a way that benefits the educational process.
- The ability to identify the necessary training programs for the teachers through the observation and following-up their professional performance, and to urge them to abide by the attendees (Mohamed, 2012: 201:202).

4.2 Second: The educational supervisors
The concept of educational supervision:
The educational supervision is a technical and organized process performed by leaders who have scientific experience and ability which enable them to lead roles and tasks entrusted to them to achieve the quality of education and improve it.
El-feda defined (2011:203) the educational supervisor as: "the character who is officially entrusted to do the supervision role, and presents the technical services to the teacher to help them overcome obstacles and problems that they face during their educational work, in addition to her following-up to the educational process and continuously evaluation".
The educational supervision of special education:
The supervisor of special education is the one who is entrusted by the general administration of special education in the depending on his experience and qualifications to supervise the programs and activities of one of the school subjects of a class with special needs (mental, visual, auditory, autism, …etc.).
Mohamed defined (2012:196) the educational supervisor of special education as: "the person who is specialized in one of the special education fields, and becomes, depending on his experience and qualifications, an educational supervisor for the teachers of the subject of his specialization to help them improve their performance in order to achieve the educational desired targets.
Choosing the educational supervisor for special education programs:
The educational supervisor is chosen according to criteria defined by the ministry of education (the general administration of the educational supervision, 1429), the criteria stated that the assignment of the educational supervisors in all administrations of education should be after a decision of the assistant undersecretary of teachers' matters, the new regulations come out of the ministry concern with development of the educational supervision to keep pace with changes and to enforce the role performed by the educational supervision in improving the educational process.
The criteria of the assignment of educational supervisors:

- The academic qualification.
- The educational service.
- The scientific experience.
- Academic Knowledge and skills.
- Having particular characteristics. (Al-Bilawy,2012:152)

4.3 Third: The autism program
Autism: it is a complicated and overlapping disability which usually appears through the first three years of the child life, the number of children who are infected by autism and coherent behavioral disorders is about 20 children among every (10,000), as a result of neurological disorder that affects the brain functions, in addition, the infection of autism is not related to any cultural or social characteristics, the family income, life form or the

educational levels (El-Ghasawna, 2011: 124).

Up till now, there is no effective cure for autism, but providing the child with educational programs in early years of his life may play a great role improving the functional performance of the individual in the future (Hawlin, 1997).

Identifying diagnosing autism in early stage may help us reach the services, and lead to a better diagnosis for the student (Freeman, 1999), in addition to providing appropriate services.

The concept of autism program: Special educational services are provided to overcome the problems of behavioral disorders and communication problem, and to develop the self-dependence skills of autistic child, the program depends on school activities that require family cooperation which is integrated with services provided by the program.

The philosophy of autism program: The autism programs and centers are keen on providing successful educational program to develop the autistic child, based on training and educational methods which are based on specialized, educational and scientific systems for this children sect, hence the program is based on the applied behavioral analysis and organized education in achieving its targets through the individual educational plans.

The targets of autism programs:
- Reveal of autistics and identifying their places to facilitate providing services to them.
- Preparing the schools to meet the essential needs of autistic children, and performing the required environmental repairs.
- Identifying the educational needs for each child through:
  - Diagnosis, and this aims to accurately diagnose all the cases as possible to identify the kind and the degree of disability and the current performance of the child.
  - Education and rehabilitation, and this is done through training the child and develop several skills, considering the individual differences and special needs of each child such as
    - Verbal and non-verbal communication.
    - Self-dependence skills.
    - Social communication skills.
    - Undesired behavior reform.
- Providing early learning programs to the autistic children.
- Providing stability, and social, psychological and Healthy care which help the autistic children to adapt to the society.
- Preparing the individual plans which fits the abilities of each child.
- Providing the behavior reform programs that fits the autistic children.
- Helping the student concerning his profession in a way that fits his abilities and tendency.
- Finding an appropriate environment for continuous cooperation between home and school.
- Repairing the wrong trends of the families of these children by guiding and training the family on how to deal with their children through attending the class and non-class activities.
- Spreading the awareness of autism, types, fields, reasons and how to reduce the negative effects among the society.
- Identifying the spatial and educational needs for autism programs.
- Training the teachers of the autistic child and the other employee during and after the service (Focusing on training during the service).
- Training the parents of autistic children and their sisters and brothers, and telling them what exactly happens to the child during the program, and encouraging them to train their child in home (El-Hesan, 2014:38).

The tasks of the supervisors of autism programs:
- Preparing the Organizational Chart of the program including school schedules, supervision schedules, trips schedules, visits schedules …etc.
- Participating in a work team to prepare the individual educational program, behavior reform plans, following- up and evaluating the results.
- Following-up the weekly preparation and daily student record periodically.
- Viewing what changes in the field of autism, and providing the teachers with this information.
- Reviewing work evaluation of students and discussing teachers about them.
- Recognizing the problems and obstacles that face the teacher in the school environment, and working on finding the appropriate solutions.
- Supervising the preparation of teachers to educational methods, and following-up the use of them.
- Organizing the periodic meetings in order to develop the curriculums, educational methods and educational strategies.

- Participating in studies, researches, courses, seminars and conferences in his field of competence.
- Participating the committee of students' admission in the program, and making sure to complete their files and the applicable conditions of acceptance.
- Participating in categorizing the students and distributing them in the program according to some variables such as age, disability level and educational environment.
- Making sure of the availability of school books and curriculum before the beginning of the study.
- Participating in evaluating the performance of teachers in the program.
- Following-up the regularity of pupils transfer, and ensuring the completion of necessary procedures.
- Filling the part of special education in annual statistical brochure.
- Participating in the committees of the program.
- Following-up the execution of the instructions come from the general administration of special education.
- Being the link between home and the school.
- Doing any other work entrusted to him/her in the field of competence. (El-hesan, 2014:61-62).

Previous studies

There are many of Arabic and foreign studies which dealt with administrative competencies of special education, 7 studies, Arabic and foreign, have been mentioned in current study, arranged from the oldest to the newest:

The Study of Morshid and Raslan (1409 Hijri) entitled "Competency concept in the governmental administration in Saudi Arabia": this field study aims to identify the common concept of competency in the governmental administration in Saudi Arabia. The two researchers used questionnaire as a tool for study and distributed on a study sample of government employees and an audience of beneficiaries, the researchers have used the descriptive analytic approach.

The study showed the following results: there is a disagreement between the government employees and the audience in defining the competency concept, the first group link between the competency concept and the organizing environment which contributes in facilitating the relationships among the individuals, well organizing and the administration interest in the both work aspect and the workers' feelings, while the audience think that these components are less important, and link between the competency concept and the types of organizing outputs and the services' level that are provided by the governmental administrations.

This study agrees with the current study in its concern with the administrative competencies aspect, and the use of questionnaire tool and descriptive analytic approach, while this study differs from the current study in field of application, this study is applied on the governmental administration of education, but the current study is applied on the special educational institutes, this study is also applied on the male administrator, but the current study is applied on the female administrator.

The study of El-Behery (2004) entitled "planning for the service centers of autistic children in Saudi Arabia": This study aimed to present a suggested model of planning for the service centers of autistic children in Saudi Arabia. The important results were the following: 1- lack of teachers or supervisors who are specialized in autism programs in the involved centers. 2- lack of assistant teachers in autistic class at governmental centers. 3- The teachers in the centers and the autism program executers, especially the governmental, have some shortcomings in understanding the appropriate methods of organized education for autistic children at the class, and which is based on the physical organizing of the class and the requirements of autistic classes properties.

Study recommendations: 1- Specialists and educational planners should put long and short term strategic planning to develop the services that are provided to autistic children quantitatively and qualitatively, so that these plans cover all aspects of children and activate the role of educational supervisors. 2- Building a training center for the workers of special education and the supervisors in this section of education, and getting accredited certifications. 3- Studying the extent of training and administrative competencies that the workers have in autistic centers in Saudi Arabia, with the most prominent properties of supervision and successful modern administration, and the requirements of successful teacher to teach autistics.

The study of El-Shemry (2007) entitled "improving the programs of autistics in Saudi Arabia": The study aimed to improve the programs that are provided to the autistics in Saudi Arabia by the staff that deal with this sect.

The study sample: the sample was randomly chosen, as it consisted of (164) workers in autism programs in Saudi Arabia.

The study tool: the tool consisted of (6), and the results were as the following: 1- the rectification was positive for this program. 2- The experience factor doesn't affect the rectification process, as well as the genre.

The study of El-zaree (2008) entitled "effects of quality control on educational programs for autistic children and the degree of application was autism centers in Saudi Arabia": this study called for building pointers to control the quality in educational programs of autistic children, and identifying to what extent it could be applied on autistic children centers in Saudi Arabia. The results pointed out that there are pointers for two factors of quality control factors which were highly applied, those are the pointers of the factors: "educational

program and individual educational plan" and "applied behavior analysis and behavior reform", while there are pointers for four factors which were moderately applied, and those are: "training and teaching methods", "Approach", "configuration of integration" and "personal rectification", and the other pointers of the factors, 5 factors, have been applied with a low degree, and those are: "educational environment", advanced program rectification and centers", "supporting services", "working staff" and "family participation"

The study of Abdel-Rasheed (1421 Hijri) entitled: "the reality of administrative competencies that the managers of special education institutes for girls have in Saudi Arabia": This study aimed to identify the reality of administrative competencies that the managers of special education institutes for girls have in Saudi Arabia, and to recognize the ability to apply the administrative competencies related to (planning – organizing – communication – evaluation) of the managers, and to identify the effect of the variables (years of experience – academic qualification – training courses) on the reality of administrative competencies (planning- organizing – communication – evaluation) of the managers of special education institutes, the study also aimed to present recommendations for resolving the shortcomings' aspects, if any, for the manager of special education institutes. The descriptive analytic approach has been used, a questionnaire has also been prepared as a tool for field study, the data were processed by using frequencies and percentage calculations to identify the properties of the study sample and calculating the averages to identify the degree of application of the individuals for each dimension, and to prioritize the paragraphs for each dimension. The Kay square (ka2) has been tested to identify the statistical significances for each paragraph, Kruskal Wells test and Danet test have been used to identify the differences in the statistical significance between the averages. The variance analysis test and Shefeh test were used to identify the source of variance. The Levins test for homogenization were used to ensure the homogenization of variance to identify the differences between the degrees of sample application for all questionnaire paragraphs which represents the dimensions of the study. The study has presented the following results: 1- The administrative competencies (planning – organizing – communication – evaluation) was estimated as high for managers. 2-there are differences with statistical significance in the reality of administrative competencies (planning – organizing – communication – evaluation). 3- There are statically significant differences between the averages of responses of the individuals of study community of administrative competencies (planning – organizing – communication – evaluation) due to the variables of the study. 4- there are no statically significant differences between the averages of responses of the individuals of study community of administrative competencies (planning–organizing – communication – evaluation) for the managers due to the specialization of the institute (Al-Aml for Deaf - Al-Noor for Blind – the intellectual Education).

The study of McCary (Tietjens, McCary, 2005) entitled: "Evaluation of activities and programs provided for autistic students at special education schools in Montana state, US): the study aimed to evaluate the activities and programs which are provided to for autistic students at special education schools in Montana state in united states. The quality indicator standard has been applied on autism programs (APQI) which was built by (Crimmins, Durand and Kafman) in order to measure, evaluate and analyze the services, programs and activities which are provided for autistic students in this region**. The study sample:** (78) students of autistics, **Analytic methods:** the technique of single variance analysis to load the data of "evaluation program". **Results:** 1- weaknesses and strengths have appeared in the programs provided for autistic students. 2- Strengths: the consideration of parents to the noble standard of the educational staff and dealing their children with respect, and expecting good results from them unlike the public. 3- weaknesses: the low level of training and technical support, and the advanced oversight, and categorizing the students in graduated levels especially in public programs.

The Study of Hughes (2010) entitled: "Knowledge and training of autism spectrum disorder among the special education administrators": the study aimed to check the general knowledge of special education supervisors concerning autism disorder and their background about the educational programs, to identify their training needs. The study sample consisted of (106) supervisors of special education in Texas state. To achieve the targets of this study, the researcher used survey tool consisted of (54) paragraphs which involved the general properties of autism disorder, the common assumptions of autism reasons, the educational strategies and the knowledge of educational programs of autistics. The results pointed out that most of the supervisors of special education have knowledge about the characteristics of autistics, the autism reasons and the educational strategies, while they had less knowledge of the criteria eligibility. The study also pointed out that there are no statically significant differences in knowledge due to the variables of experience and training.

Comment on the previous studies

The current study is consistent with the previous studies in the concern with the administrative competencies aspect, such as the study of Murshid and Raslan (1409 Hijri) which aimed to identify the common definition of the competency in the governmental administration of Saudi Arabia, and the study of Abdel-Rasheed (1421 Hijri) which aimed to identify the reality of administrative competencies of the managers of special education institutes for girls in Saudi Arabia and to recognize the extent of the applicability of administrative competencies, and the

study of El-Shehry (1429 Hijri) which aimed to identify the professional competencies of the supervisors of schools administration and to recognize the importance level of availability and the rate of exercise through the viewpoint of school manager and the supervisors of the school administration, While some other studies aimed to identify and evaluate the autism programs as El-Shemry study (2007), the study of El-Zaree (2008) pointed out to build indications of quality control in the educational programs for autistic children and to identify the degree of applicability on the autistics centers in Saudi Arabia, as this study is consistent with the current study in the availability of the workers, while the study of El-Behery (2004) aimed to present a suggested model for planning to autistics' service centers in Saudi Arabia.

In terms of study tools, the most of previous studies used questionnaire to collect the data such as the study of El-Shemry (2007), Abdel-Rasheed (1421 Hijri), and El-shehry (1429 Hijri), and it is the same tool used in the current study. The current study is consistent with some of the previous studies in the descriptive approach such as the study of Morshid and Raslan(1409 Hijri), El-Shemry (2007) and Abdel-Rasheed (1421 Hijri).

The samples of previous studies were similar in the applicability on educational supervisors such as the study of El-Shehry (1429 Hijri) and El-Shemry (1421 Hijri), except the study of Abdel-Rasheed (1421 Hijri) which was applied on some of the managers of special education institutes, the study of Morshid and Raslan(1409 Hijri) whose sample was the employees of governmental administration and a group of beneficiaries and the study of El-Zaree (2008) which was applied on the worker administrators of autism centers. It was clear to the researcher from the previous studies such as the study of El-Behery (2004) that there a weakness of the existence of specialized teachers and supervisors in autism programs at involved centers, and the study of El-Shehry (1429 Hijri) declared that the individuals of study community think that the supervisors of school administration moderately practice the professional competencies, the study of Morshid and Raslan (1409 Hijri) pointed out that there are differences between the employees of governmental administration and the public in identify the concept of competency.

The study of Hughes (2010) is consistent with the current study in the target, since this study aimed to check the general knowledge of special education supervisors concerning autism disorder and their knowledge of educational programs in order to identify their training needs. The study of McCary (2005) aimed to evaluate the activities and programs provided to autistic students of special education schools in Montana state in united states of America.

Research assumptions:
- What is level of necessary administrative competencies that the educational supervisors have for autism programs?
- What are the requirements to apply the necessary administrative competencies of that the supervisors have for autism programs?
- Are there statically significant differences in the importance degree of availability of professional competencies that the supervisors have for autism programs according to study variables (years of experience – academic qualification – training courses)?

Research procedures:
Research approach: the use of descriptive approach to fit the nature of the study, as it enables the researcher to describe and analyze the dimensions of the problem of study. The descriptive approach is concerned with question all of the community of the study or a large sample of them in order to describe the phenomenon of the study in terms of its nature and the existence degree (El-Assaf, 1421 Hijri).

Research process: The current research used a simple random sample consisted of (90) teachers of autism in Saudi Arabia, as the researcher distributed hardcopies and a softcopies of the study tool on (100) teachers, (95) of them had responded and (5) had been dismissed due to the non-complement responses, so that the final number of the study sample was (90) teachers, which means (90%) of the total questionnaires that had been distributed, and (30%) of the total community of the study.

Research tool:
Based on the nature of the date and the used approach, the researcher found that the most appropriate tool to achieve the targets of the study is "Questionnaire", The tool of the study was built depending on the previous studies and literature related the topic of the study. The questionnaire consisted of three parts:

First part: this part deals with the original data of the individuals of the study sample, such as: scientific qualification, years of service and the training courses in the field of autism program. **Second part:** this part is consisted of (31) paragraphs distributed on two sections as follows:

First section: this section deals with the level of necessary administrative competencies that the supervisors have for autism programs, and this section is consisted of (21) paragraphs. **Second section:** it deals with the requirements to apply the necessary administrative competencies of autistic programs supervisors, and this section consisted of (10) paragraphs.

Validity of the study tool:
After building the tool of the study that deal with **"The level of administrative competencies that the**

educational supervisors have for autism programs from the viewpoint of the teachers", it was presented to number of judgers in order to take their recommendations, the judgers were asked to say their opinion about the clarity degree of the paragraphs and its fitting to the purpose, and to what extent the paragraphs was fitting the section which it belongs to, and to make suggestions and adjustments which could help in developing the questionnaire. Based on the adjustments and suggestions of judgers, the researcher had made the required reforms that was agreed by the most of the judgers, such as adjusting some phrases and removing some others, until the questionnaire reached out to its final form.

The validity of internal consistency of the study tool: After making sure of the external consistency validity, the researcher has initially applied it in the field. Based on the sample data, the researcher has calculated Pearson correlation coefficient to recognize the internal validity of questionnaire, as the correlation coefficient has been calculated between the degree of each phrase and the total degree of its section, as all the paragraphs are function at the level (0.01), and this indicates the high coefficients of internal consistency, and this also indicates to a high validity indicator and enough to trust in the current study.

Stability of the study tool: the research has measured the tool of the study using stability factor of Crow Nbach, as the total stability factor (Alpha) value reached (0.819), and it is a high value of stability, the stability factors of the study tool have ranged between (0.794 – 0.856), and those are high stability factors which could be trusted in applying the current study.

Statistical methods used in the research: to achieve the targets of the study and to analyze the collected data, several statistical fitting methods have been applied using statistical packages for social sciences (SPSS).

Results:

Concerning the first assumption: **What is level of necessary administrative competencies that the educational supervisors have for autism programs?**

To identify the level of necessary administrative competencies that the educational supervisors have for autism programs, the researcher calculated frequencies, percentages, arithmetic means and standard deviation of the response of the individuals of the study sample, and the researcher has also arranged these paragraphs according to the arithmetic mean of each. This is shown in table (1):

Table (1)

Frequencies, percentages, arithmetic means and standard deviation of the response of the individuals of the study sample, about the level of necessary administrative competencies that the educational supervisors have for autism programs in descending order according to the arithmetic mean of each.

No.	Standard Deviation	Arithmetic Mean	Level of Competency						Paragraphs	م
			Low		Medium		High			
			%	ك	%	ك	%	ك		
1	0.65	2.26	11.1	10	52.2	47	36.7	33	Good conduct and character	8
2	0.57	1.86	24.4	22	65.6	59	10.0	9	Considering the health status of autistic students	9
3	0.59	1.83	26.7	24	63.3	57	10.0	9	Ability to understand the concepts of autism program	1
4	0.59	1.83	26.7	24	63.3	57	10.0	9	Having knowledge of regulations and instructions of educational work.	5
5	0.6	1.8	30.0	27	60.0	54	10.0	9	Work under pressure	11
6	0.71	1.8	36.7	33	46.7	42	16.7	15	Ensuring the provision of necessary conditions for communication	12
7	0.63	1.73	36.7	33	53.3	48	10.0	9	Mastery of subjects and applications	2
8	0.73	1.73	43.3	39	40.0	36	16.7	15	Choosing the good time to contact the teachers	13
9	0.61	1.63	43.3	39	50.0	45	6.7	6	Necessary educational knowledge of educational psychology	3
10	0.55	1.63	40.0	36	56.7	51	3.3	3	Ability to manage crises	17
11	0.55	1.62	41.1	37	55.6	50	3.3	3	Execution of supervisory methods with high efficiency	18
12	0.56	1.6	43.3	39	53.3	48	3.3	3	Time management skills .	16
13	0.72	1.53	60.0	54	26.7	24	13.3	12	Participating on categorizing the pupils and distributing them on programs .	6
14	0.62	1.49	57.8	52	35.6	32	6.7	6	Knowing the mechanism of preparing the individual programs to reform the behavior	7
15	0.56	1.47	56.7	51	40.0	36	3.3	3	Knowing the initial requirements for autism programs	4
16	0.56	1.47	56.7	51	40.0	36	3.3	3	Ability to use the modern technology (E-Services) in designing educational activities .	19
17	0.56	1.46	57.8	52	38.9	35	3.3	3	Ability to prepare periodic plans for different tasks and activities according to the needs of the society in autism center.	14
18	0.56	1.4	63.3	57	33.3	30	3.3	3	Skill in communicating with autistic students	10
19	0.48	1.37	63.3	57	36.7	33	0.0	0	Design of programs of developing the innovative thinking skills for the community in the center.	21
20	0.51	1.27	76.7	69	20.0	18	3.3	3	Ability to build institutional vision for autism centers	20
21	0.4	1.2	80.0	72	20.0	18	0.0	0	Ability to develop a plan for developing autism centers	15
-	0.38	1.62	Total Average							

It is clear from table (1) that: the section of the level of necessary administrative competencies of educational supervisors for autism programs involves (21) paragraphs, (8) paragraphs were (medium), and of numbers (8, 9, 1, 5, 11, 12, 2, 13), as the average ranges between (1.73 – 2.26), this averages are in the second category of the trio-progressive scale categories which range between (1.67 – 2.33), while the other paragraphs were (low), as their averages range between (1.20 – 1.63), and these averages are in the first category of the trio-progressive scale categories which rage between (1 – 1.66). The previous result points out to differences in the response of the individuals of the study sample concerning the level of necessary administrative competencies of educational supervisors for autism programs.

The total average is (1.62), and this indicates that the educational supervisors have the necessary administrative competencies for autism programs with low degree, and this is clear in the consistency of the individuals of the study sample with low degree about (The sufficient knowledge of the field of educational

psychology, the ability to manage crises, implementation of supervision methods with high efficiency, owning the skill of time management, participating in categorizing the pupils and distributing them on the programs and knowing the mechanism of preparing the individual programs for behavioral reform). The result of current study differed from the study of Abdel-Rasheed (1421) which concluded that the degree of administrative competencies of the administrators of special education institutes for girls was high, the result of current study has also differed from the study result of El-Shehery (1427 Hijri) which concluded that the individuals of community thinks that the supervisors of the school administration practice the professional competency with medium degree.

Concerning the second assumption: What are the requirements to apply the necessary administrative competencies that the supervisors have for autism programs?

To recognize the requirements for applying the necessary administrative competencies that the supervisors have for autism programs, the researcher has calculated the frequencies, percentages arithmetic means and standard deviation of the response of the individuals of the study sample, the paragraphs have been also arranged according to the average of each, and this is shown in the table (2)

Table (2)

Frequencies, percentages, arithmetic means and standard deviation of the response of the individuals of the study sample about the requirements to apply the necessary administrative competencies that the supervisors have for autism programs, in descending order according to the arithmetic mean of each

No.	Standard deviation	Arithmetic Mean	Degree of matching						Paragraphs	م
			Low		Medium		High			
			%	ك	%	ك	%	ك		
1	0.8	2.31	21.1	19	26.7	24	52.2	47	Having a knowledge and skills related to autistic students	9
2	0.92	2.18	34.4	31	13.3	12	52.2	47	Provision of reference guide for the supervisors of the autism programs	10
3	0.67	2.12	16.7	15	54.4	49	28.9	26	Support of senior management of the supervision administration system	1
4	0.85	2.11	31.1	28	26.7	24	42.2	38	Development of the educational supervisors skills in accordance with the requirements of the age.	2
5	0.81	2.11	27.8	25	33.3	30	38.9	35	Knowledge of time management basics and prioritizations	7
6	0.8	2.08	27.8	25	36.7	33	35.6	32	Proficiency of mechanisms the change process and how to deal with resistance to change phenomenon	8
7	0.8	2.01	31.1	28	36.7	33	32.2	29	Training on the jobs of the educational administration	6
8	0.78	1.98	31.1	28	40.0	36	28.9	26	Using the best methods for making the decisions.	4
9	0.82	1.91	37.8	34	33.3	30	28.9	26	Following –up the professional development of the educational supervisors	3
10	0.72	1.84	34.4	31	46.7	42	18.9	17	Training on the leadership programs	5
-	0.69	2.07	Total Average							

It is clear from table (2) that this section involves (10) paragraphs, the average of each of them was (medium), as the arithmetic means range between (1.84 – 2.31), and these averages are in the second category of the trio-progressive scale categories which range between (1.67 – 2.33), the last result indicates to the consistency of the responses of the individuals of the study sample about the requirements of the necessary administrative competencies that the supervisors have for autism programs.

The total average is (2.07), and this shows that the teachers highly agree with the requirements of applying the necessary administrative competencies that the educational supervisors have for autism programs, from the most important requirements are (Having knowledge and skills related the autistic children, provision of reference guide to the autism programs supervisors, support of the senior administration to the system of supervision administration, developing the skills of educational supervisors according to the age requirements and knowledge of the basics of time management and prioritizations).

Concerning the third assumption: Are there statically significant differences in the importance degree of availability of professional competencies that the supervisors have for autism programs according to study variables (years of experience – academic qualification – training courses)?

First: The difference due to the years of experience variable: to recognize if there are statically significant difference between the responses of the individuals of the study sample in the necessary administrative competencies that the supervisors have for autism programs due to the variable of experience, The One Way

ANOVA analysis was used, and this is shown table (3)

Table (3)

The results of the analysis of (One Way ANOVA) for the differences between the response averages of the individuals of the study samples in the degree of the necessary administrative competencies that the supervisors have for autism programs due to the years of experience variable

Indication Level	Value of F	The average of the squares	Freedom degrees	Sum of the squares	Groups	Dimensions
0.257	1.380	0.194	2	0.389	Between the groups	The level of necessary administrative competencies that the supervisors have for autism programs
		0.141	87	12.246	Inside the groups	
			89	12.635	Sum	
0.180	1.748	0.814	2	1.628	Between the groups	The requirements to apply the necessary administrative competencies that the supervisors have for autism programs
		0.466	87	40.515	Inside the groups	
			89	42.143	المجموع	

It is clear from table (3) that there are no statically significant differences between the response averages of the individuals of the study sample in (The level of necessary administrative competencies that the supervisors have for autism programs - The requirements to apply the necessary administrative competencies that the supervisors have for autism programs) due to the variable of years of experience, the value indication level reached (0.254 , .180), and it is greater than (0.5), and this is not statically significant, the results indicates to the consistency of the responses of the individuals of the study sample with the variation of their practical experience in The level of necessary administrative competencies that the supervisors have for autism programs, the result of the current study has differed from the study result of Abdel-Rasheed (1421 Hijri) which concluded that there are statically significant differences in the responses of the individuals of the study sample in the reality of the administrative competencies of the administrators of special education institutes for girls in Riyadh with the variation of the year of experience variable.

Second: The differences due to the academic qualification: To know if there are statically significant differences between the response averages of the individuals of the study sample in the level of necessary administrative competencies that the supervisors have for autism programs with the variation of the qualification academic variable, the researcher used the test of (Mann-Whiney) instead of T-test on two independent samples, as shown in table (4)

Table (4)

The results of Mann-Whitney test to identify the differences between the response averages of the individuals of the study sample in the level of necessary administrative competencies that the supervisors have for autism programs with the variation of the qualification academic

Indication Level	Value of (Z)	The sum of the grades	Grades average	Number	Academic qualification	Sectionۛ
0.430	0.789-	3198.00	44.42	72	Bachelor	The level of necessary administrative competencies that the supervisors have for autism programs
		897.00	49.83	18	Master	
0.158	1.413-	3415.50	47.44	72	Bachelor	The requirements to apply the necessary administrative competencies that the supervisors have for autism programs
		679.50	37.75	18	Master	

It is clear from table (4) that there are no statically significant differences between the response averages of the individuals of the study sample in (in the level of necessary administrative competencies that the supervisors have for autism programs - The requirements to apply the necessary administrative competencies that the supervisors have for autism programs) with the variation of the academic qualification, as the value of indication level reached (0.158 , 0.430), and these values are greater than (0.5), which means that they are not statically significant. The researcher explains the previous result that the academic qualification of the great percentage of the individuals of the study sample is "Bachelor", this makes them consistent with the academic qualification, which makes them consistent with their opinions on the level of necessary administrative competencies that the supervisors have for autism programs. The result of the current study has differed from the study result of Abdel-Rasheed (1421 Hijri) which reached out that there are statically significant differences in

the responses of the individuals of the study sample to the reality of the administrative competencies of the administrators of special education institutes for girls in Riyadh due to the academic qualification.

Third: The differences due to the training courses variable: In order to know if there are statically significant differences in the response averages of the individuals of the study sample to the level of necessary administrative competencies that the supervisors have for autism programs due to the training courses variable, the researcher used the One Way ANOVA analysis, and this is shown by table (5)

Table (5)

The results of On Way ANOVA analysis to the differences between the response averages of the individuals of the study sample about to the level of necessary administrative competencies that the supervisors have for autism programs due to the training courses

Indication level	The value of (F)	The average of the squares	Freedom degrees	Sum of the squares	Groups	Dimensions
0.008	4.183	0.536	3	1.609	Between the groups	The level of necessary administrative competencies that the supervisors have for autism programs
		0.128	86	11.026	Inside the groups	
			89	12.635	Sum	
0.003	4.992	2.083	3	6.250	Between the groups	The requirements to apply the necessary administrative competencies that the supervisors have for autism programs
		0.417	86	35.893	Inside the groups	
			89	42.143	Sum	

It is clear from table (5) that there are statically significant differences between the response averages of the individuals of the study sample in (the level of necessary administrative competencies that the supervisors have for autism programs - The requirements to apply the necessary administrative competencies that the supervisors have for autism programs) due to the training courses.

In order to know the trend of the differences, and to any of the categories they tend, the researcher used the Least Significant difference (LSD), as shown in table (6)

Table (6)

(LSD) Test of the differences between the response averages of the individuals of the study sample in the level of necessary administrative competencies that the supervisors have for autism programs with due to the training courses

More than 6 of the training courses	4:6 training courses	1:3 training courses	No training courses	Arithmetic Mean	N	Training Courses	Section
			-	1.53	13	Zero	the level of necessary administrative competencies that the supervisors have for autism programs
		-		1.64	33	1:3	
**0.001	-		*0.022	1.82	21	4:6	
-				1.46	23	More than 6	
			-	1.68	13	No courses	The requirements to apply the necessary administrative competencies that the supervisors have for autism programs
		-		2.32	33	1:3	
*0.034	-	**0.003		1.77	21	4:6	
-				2.19	23	More than 6	

It is clear from table (6), which shows the results of dimensional comparisons of the response averages of the individuals of the study sample about the level of necessary administrative competencies that the supervisors have for autism programs due to the training courses, that the results had shown that the differences are between the teachers whose training course ranged between (4 and 6 training courses) and the teachers whose training courses are (Zero – More than 6), and this is in favor of the teachers whose training courses are (4:6 training courses) with average (1.82). The previous result showed that the teachers whose training courses are (4:6) highly agree that the educational supervisors have necessary administrative competencies for autism programs, the result of the current study is consistent with the study result of Abdel-Rasheed (1421 Hijri) which reached out that there are statically significant differences in the response of the individuals of the study sample about the reality of the administrative competencies of the administrators of special education institutes for girls in Riyadh due to the training courses.

Table (6) also shows the results of the dimensional comparisons of the response averages of the

individuals of the study sample to the requirements for applying the necessary administrative competencies that the supervisors have for autism programs due to the training courses, the results showed that differences were between the teachers whose training courses were (4:6) and the teachers whose training courses were (1:3 , more than 6), and this is in favor of the teachers whose training courses are (1:3) with average of (3.32), the previous result indicates that the teachers whose training courses are (1:3) highly agree with The requirements to apply the necessary administrative competencies that the supervisors have for autism programs.

Recommendations and proposed researches: after the current research, the researcher recommends the following:

- The educational supervisors should take the required training courses in (Crises Management, and Time Management), as the results showed that there is a weak consistency between the individuals of the study results with the ability of the educational supervisors to (time management, and time management)
- The educational supervisors should show on the new changes in the field of autism programs, and the basic requirements for autism centers, as the results showed that there I a low degree of consistency between the individuals of the study results with the knowledge of the basic requirements of autism centers for the educational supervisors.
- The need to use the modern technology (E-Services) to design the educational activities for autistic students, as the results showed that the educational supervisors have low degree of ability to use the modern technology in designing educational activities.

Proposed Studies:

- A study on the characteristics of the supervision and the successful modern administration, and the requirements of a successful teacher to teach autistic children.
- A study on training the educational and supervisory staff, on the requirements of autism centers.

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