



The Degree of Empowerment of School Leaders in The Integration Programs for Students with Hearing Impairment in The Light of Change Management in The City of Riyadh

Saud G. Albeshir

Department of Educational Administration, College of Education, King Saud University, KSA

Email: salbsheer@ksu.edu.sa

Faisal F. Sloom

Ministry of Education, KSA

ABSTRACT

The current study aimed to identify the degree to which school leaders in the integration of hearing impairment programs can manage change from the viewpoint of special education teachers. The study sample consisted of 170 teachers of primary hearing impairment integration programs in the city of Riyadh in the modern Kingdom of Saudi Arabia. The researchers developed a questionnaire to measure the degree to which school leaders in programs for integrating the hearing impairment can manage change from the viewpoint of special education teachers. The study found that the degree of empowerment of school leaders in the programs integrating hard-of-hearing students in the planning field was "average." The results of the study also indicated that the degree of empowerment of school leaders in the programs for integrating students with hearing impairment in the field of assessment was "medium," while the degree of empowerment of school leaders in programs for integrating students with hearing impairment in the process of developing a future vision for the school was "high." Furthermore, the study found that the degree of obstacles to implementing change management among school leaders in the integration programs for students with hearing impairment was "high."

Keywords: Administration in special education, Leadership in special education, change management.

**Introduction:**

The school leadership plays a significant role in the educational process, as the school leader is primary responsibility for managing and developing the school's operations, solving its problems, and supervising all its educational and social affairs. School leaders are also accountable for providing all services to help students and improve students' academic outcomes. The significance of effective school leaders increases if schools have some students with disabilities.

The Education Policy Document in the KSA, in Chapter VIII, specifies the right of students with disabilities to education. One of the practices followed in public schools is the inclusion of people with disabilities, including deaf and hard of hearing, within public education schools. Education leaders in the KSA believe that integrating the disabled will have a positive educational, social and psychological impact on this group of students and enable them to adapt to society. Several studies (Al-Khashrami, 2004, Saadi, 1995) discovered the effectiveness of inclusion in regular schools in improving the social and language skills and self-concept of students with disabilities who have been included.

The study Problem:

Managing change needs an empowered leader who can influence, as the nature of human beings is resistant to change, especially if this change is related to people with disabilities and their integration with their ordinary peers. There are negative attitudes towards them by administrators, general education teachers, and even their peers from public education, which is incompatible with the objectives of integration. Yahya stated (2006) that one of the objectives of inclusion is to modify the attitudes of community members towards people with special needs, especially those working in schools from the administrative and educational staff, as well as ordinary students and their parents, by discovering the capabilities and abilities of students with special needs that did not have the appropriate conditions for their emergence. Essa & Al-Shahrani (2017) also mentioned that the schools integrating the deaf and hard of hearing, on which the study was conducted, needed to provide and use advanced audio technology for auditory rehabilitation. Al-Mashaan also conducted a study on integration schools and found the low application of support services for special education, the multidisciplinary team, and the appropriate school environment (2017). In light of the above, the researchers notice the need to study how school leaders can manage change in integration programs for students with hearing impairment.

Study questions:

The current study attempts to answer the following questions:

1. What is the degree to which school leaders can manage change from the viewpoint of special education teachers in the integration programs for hearing impairment?
2. What are the obstacles to implementing change management for school leaders in programs for integrating hearing impairment?

Objectives of the study:

The current study seeks to:



- 1- Recognizing the degree to which school leaders in the programs integrating the hearing impairment can manage change from the viewpoint of special education teachers.
- 2- Identifying the obstacles to implementing change management among school leaders in the integration programs for students with hearing impairment.

Study Methodology:

After defining the study's problem and questions, the researchers found the descriptive approach to be the appropriate approach to apply in this research. The descriptive survey approach helps identify the phenomenon, determine the current situation and its strengths and weaknesses to know the validity of this situation or the extent of the need for partial or fundamental changes in it.

Study Population:

Each educational research has its own community that deals with it, and the study community is called “everyone to whom the results of the study can be generalized” (Helas, 2006, p. 66). In light of this concept, the current study community includes all teachers of primary hearing impairment integration programs in Riyadh who are on the job during the second semester of the academic year 2019/2020, whose number is according to the latest statistics issued by the Ministry of Education Statistics Center.

The study sample:

The study sample consisted of (170) teachers of primary hearing impairment integration programs in Riyadh, and the sample size is suitable for the research community according to Morgan's table (Krejcie & Morgan, 1970, 607-610). The study sample was 170 teachers, all of them males. Most of the participants had a bachelor's degree, and their number was 148, then the master's degree was 19 participants. The majority of the participants specialized in teaching people with disabilities, about 94%. Also, most participants had teaching experience ranging from 11 to 15 years, at a rate of 89%.

Study tools:

To collect the data of this study, answer its questions, and achieve its goals, the researchers developed a questionnaire to identify the degree of empowerment of school leaders in the programs of integrating students with hearing impairment in the light of change management in the city of Riyadh.

Procedures

The researchers followed the following procedures in preparing the questionnaire:

Determine the objective of the questionnaire:

The purpose of the questionnaire was to measure the degree of empowerment of school leaders in inclusion programs for students with hearing disabilities in the light of change management in the city of Riyadh. The researchers developed a questionnaire to identify the degree of empowerment of school leaders in integrating students with hearing impairment programs in light of change management in the city of Riyadh. This questionnaire contains two parts, where the first part includes the initial data of the participant, and the second part includes the two axes of the questionnaire, which are, respectively:



1. The degree of enabling school leaders in programs to integrate hearing impairment to manage change in the areas of planning and including (6 items), follow-up and implementation (4 items), evaluation and including (5 items), and the process of developing a future vision for the school (5 items)). This axis included (20) items.

2. Obstacles to implementing change management among school leaders in the integration programs for students with hearing impairment. This axis included (7) items. The total number of items in the questionnaire was 27.

To measure the degree of empowerment of school leaders in the integration programs for students with hearing impairment in the light of change management in the city of Riyadh.

The researchers selected a five-point Likert scale with verbal choices (very high degree, high degree, medium degree, small degree, minimal degree), which was an ordinal scale corresponding to quantitative ratings (very high degree = 5, high degree = 4, medium degree = 3, To a small degree = 2, To a minimal degree = 1). The participants marked in front of one of the options in front of each item, and by aggregating these bikes, the total score for each participant was determined.

Literature review

Part One

School Leadership

Leadership is one of the essential elements of success and change in organizations, as it directs all resources towards achieving goals, and no organization will succeed in achieving its goals despite the availability of all capabilities it has without having the leadership capable of managing these human resources efficiently and effectively (Al Harahsheh, 2006)

The importance of school leadership

The importance of leadership in the functions exercised by the leader highlights several tasks that the leader may perform, which are according to (Holden, Bardwell, 2001, pp. 45-47).

- Planning for short and long-term goals: It includes the goals that the organization sets for itself and seeks to achieve in the short and long term.
- Policy development: It includes plans, programs and strategies for the policy to be implemented.
- Ideology: Here, you look at the leader as an ideologist, as he often acts as a source for the ideas, beliefs, and values of the members.
- Experience: Here, you see the leader as an expert and a source of the group's technical, administrative, and cognitive expertise.
- Management and implementation: it is the movement of social interaction, coordination of group policy and goals, and monitoring of policy implementation and achievement of plans.
- Arbitration and mediation: Here, the leader is an arbitrator and mediator in the conflicts or quarrels that may arise within the group.



- Reward and punishment: where the leader is the source of reward and punishment, and this enables him to maintain control and linkage.
- A role model: The leader is a role model for the group members.

Change management

Organizations of all kinds are open systems that interact with the external environment and are affected by it and affect it. Sociologists believe that the only thing that does not change is the change itself and that change is a continuous state that occurs by voluntary and involuntary action, intentionally and unintentionally, spontaneously or by prior planning by virtue of circumstances, and this change is observed in the level of technology used and through the change of production methods also, And the relationship of employees with the boss and subordinates, methods of communication, methods of control, values and work groups.

The administration diagnoses the current conditions, including problems and opportunities, and knows the strategic methods to solve them, which leads to the process of change, with the presence of a developed manager with good authority related to coordinating and implementing development programs, scheduling and planning them, and following up on the implementation of these developments through employees in administrative units and benefiting from development and change experts From outside or inside the organization, as realizing the importance of change is the most important factor in the life of organizations of all kinds and their work in terms of predictability. Change is not made for the sake of change, but because there are developments and changes in the circumstances of the organization that require the introduction of changes in some or all of the system, and it has become necessary to identify the resources and organization that leads the change so that the organization can interact with the circumstances and the changes surrounding it may be due to certain problems. It may be the structure of the organization, the behavior of employees, the administrative or technological process used, outdated and severely stereotypical procedures in the performance of a business, or the result of opportunities for management to be acquired or problems that require management to solve.

The concept of change management

“It is an administrative term intended to make a change in the way of work or the management of the institution through a clearly defined plan, and the aim of it is to keep pace with the recent changes and developments in the work environment for the purpose of improving productivity and work efficiency in the institution and facility.” (Arafa, 2011, p. 17)

Part two

Previous studies

This section of the study presents the previous studies that were carried out on the same topic of study, and the studies are arranged chronologically. In 2002 Moorhead conducted a study aimed to identify the perception of school principals in the state of South Carolina in the United States about their knowledge in special education and



their roles, the reality of their training, and what they need from training. The study sample consisted of (305) principals of primary schools, and the study found the following: The principals reported that they have high knowledge of the characteristics and needs of special education students. However, they affirmed their need for continuous training in the various fields of special education.

Al-Brahim's study (2003) aimed to identify the social, technical, and administrative problems facing school principals who lead schools that include classes for integrating the hearing impaired in the Ministry of Education in Saudi Arabia. The study sample comprised 124 participants working as principals, deputy principals, and supervisors of deaf classes in schools where the classes for inclusion of the hearing impaired are attached. The results of the study found that the most critical problems facing school principals who serve in schools that contain classes for integrating the hearing-impaired from an administrative point of view are: the lack of readiness of school buildings and facilities for the implementation of inclusion. There was an overlap between the duties of the school principal, the deputy principal, and the deaf classroom supervisor. The researchers also found problems related to the technical aspect, such as the inappropriateness of some curricula to the abilities and potentials of deaf students. From the social point of view, the study found that hearing and deaf students were not prepared for the integration before implementing it inside the school.

Lashley & Boscardin's study (2003) reviewed how to prepare administrators in special education, license them to practice the profession, and offer them certificates to work in K-12 public education schools and their role in maintaining an efficient workforce in special education. The study found, through theoretical analysis, that the major problem facing special education administrators is the appointment of qualified workers in special education, their retention, and professional development, and that the level of administrative support that workers receive affects their retention. The study concluded that this challenge would develop cooperation between administrators and teachers in public and private education to ensure the availability of high-quality educational programs for all students.

Al-Qahtani's study aimed to identify the role of school principals who serve in schools that include classes for the integration of the hearing impaired in the Ministry of Education (boys) in achieving the goals of special education (educational and rehabilitation) (2005). A total of 185 school principals and supervisors for special education participated in the study. Among the most prominent results of the study, the school principal attempted to achieve the educational goals of special education, focusing his attention on the following aspects, in descending order: the spiritual and religious aspect, the social aspect, the cognitive aspect, the health and environmental aspect, and finally the mental aspect. School principals also worked to achieve qualifying goals, focusing their attention on the social and psychological aspects.

Heckert's study (2009) sought to specify the behaviors of teaching leadership associated with improving the education of students with learning difficulties among five primary school principals classified as exceptional education leaders. The



researchers applied a descriptive methodology that relied on a multi-case study method. The results showed that most of the school principals showed at least an average understanding of effective teaching strategies for students with learning difficulties and an ability to apply to teach leadership practices when needed. These practices include: developing a vision and mission that all students are capable of achieving, supporting teachers' teaching and professional development, and monitoring student achievement.

The study of Shaqoura (2012) aimed to identify the degree of the practice of secondary school principals in the Gaza Strip methods of managing change and its relationship to creativity from the teachers' point of view. The researchers applied the descriptive analytical approach in this study, and the study population consisted of all secondary school teachers (2012-2011), and their number was (5818) male and female teachers, including (2688) male and (2671) female teachers, and the study sample amounted to (522). A teacher and a teacher were chosen at random. The results showed that the secondary school principals' degree in the practice of change management methods was good, with a percentage of (79.1%). The presentation style came as a behavioral model to be emulated, "they are the highest ranks of change management methods with a percentage of (73.7%). Followed by the method of building a common culture supportive of change by (77%), then came the field of "the process of developing a shared vision and mission for the school with relative weight (73.3%), and finally came the method of defining the school's goals and priorities with a weight of (73 %).

Al-Otaibi's study (2015) sought to determine the degree to which educational leaders practice leading change in the following dimensions: developing a shared vision, building a common culture, motivating employees, modeling behavior, structuring change, and knowing the most prominent obstacles to leadership change from the point of view of the study members and to identify whether there were statistically significant differences between the responses of the study members in two areas: the degree of leadership practice of change leadership, and the degree of obstacles to leadership change according to the following variables: type of management, job position, years of experience, training courses. To achieve the study's objectives, the descriptive approach was used, and the study population included all the leaders and employees of the two education departments in the Eastern Province of Saudi Arabia. The study tool was applied to 60 male and female leaders and a stratified random sample of 264 male and female employees. The study reached the following results: The degree of educational leaders' practice of change management came to a medium degree, and the study revealed the existence of obstacles that prevent educational leaders from leading change, and the degree of existence of obstacles was moderate. In light of the study's findings, the researchers made several recommendations, the most important of which were: To develop a mechanism for nominating and selecting educational leaders to enable change leadership.

Hajar and Alaolma's study (2017) aimed to reveal the extent of the contribution of change management to improving the quality of education in primary schools in the city of Algeria and to know the most critical factors affecting the success of change



management and the essential elements of the application of quality education. The participants who participated in the descriptive study were 113 teachers. The researchers used a questionnaire as a data collection tool consisting of 29 items. The study reached the following results: the importance of involving teachers and parents in the educational reform process to achieve its success and the desired educational quality. They were updating resistance to change due to a lack of understanding of its causes and objectives. The attitudes of the study sample members regarding change management were neutral due to the ambiguity in the educational reform process. The attitudes of the study sample members regarding the quality of education came to a neutral degree, and this is due, on the one hand, due to the lack of quality standards in primary schools. There is a statistically significant relationship between change management and education quality.

The current study agreed with previous studies and research on the subject of the study, as it dealt with the issue of managing change and studying the application of school leaders to it. The current study also agreed with previous studies and research in the sample, which are school leaders. At the same time, the current study differed from previous studies and research in that the current study was applied in the Kingdom of Saudi Arabia in Riyadh. The current study also differed from previous studies and research in that the current study was applied in programs to integrate students with hearing disabilities. The current study benefited from previous studies in developing a general conception of the study and accurately identifying the problem and objectives of the current study. The current study also benefited from previous studies to identify appropriate statistical treatment methods in addition to linking the results of the current study with the results of previous studies.

The validity of the questionnaire:

1- The sincerity of the arbitrators

After verifying the linguistic aspects of the questionnaire, the researchers presented the questionnaire to several university professors and specialists in integration programs for students with hearing impairment to ensure the clarity and appropriateness of the questionnaire's items and that it measures what was developed for it, with the possibility of submitting any suggestions or modifications to the questionnaire's items. The results were that the questionnaire is clear and there is no ambiguity in its items, as well as the appropriateness of each item and its relevance to the axis to which it belongs. Thus, the questionnaire is valid to measure what it was developed for.

2- Internal consistency validity:

To ensure the validity of the questionnaire, the internal consistency coefficients were calculated by calculating the correlation coefficients between the degree of each item and the total degree of the axis to which the item belongs. The researchers also calculated the correlation coefficient between the scores of the two axes of the questionnaire and between them and the total score of the questionnaire. Using the statistical program (SPSS), the results indicated that:



The correlation coefficients between the degree of each item in the axis of the degree of empowerment of school leaders in the programs of integrating the hearing impairment and the total score for this axis are statistically significant. Furthermore, that all the correlation coefficients between the degree of each item in the second axis related to obstacles to implementing change management among school leaders in programs for integrating students with hearing impairment and the total score for this axis are statistically significant. The results also showed that the correlation coefficients between the scores of the two axes of the questionnaire to each other and between them and the total score of the questionnaire are statistically significant;

Correlation coefficients of the test levels with each other and the test as a whole.

Sub-axes	The first axis	The second axis	The questionnaire as a whole
The first axis	–	0.802 **	0.776 **
The second axis	0.802 **	–	0.763 **
The questionnaire as a whole	0.776 **	0.763 **	–

Calculating the reliability of the questionnaire

The questionnaire's stability coefficient was calculated by finding the Cronbach's alpha coefficient for each of the questionnaire's axes, as well as the questionnaire as a whole. The following table (3-2) shows Cronbach's alpha coefficient for the resolution axes and the resolution as a whole.

Table (1-2) Cronbach's alpha coefficient for the resolution axes and the resolution as a whole

axes	number of paragraphs	Cronbach's alpha coefficient
The degree of empowerment of school leaders in programs to integrate the hearing impairment	20	0.813
Obstacles to implementing change management among school leaders in inclusion programs for students with hearing impairment	7	0,701
The questionnaire as a whole	27	0,821

The following table (3-3) shows the weighted average of the questionnaire responses.

Table (1-3) is the weighted average of the questionnaire responses

response	weighted average
very little	1 to 1,80
to a small degree	From 1.81 to 2.60



Medium	From 2,61 to 3.40
high	From 3.41 to 4.20
very high	From 4.21 to 5

Study procedures.

- 1- The researchers prepared the questionnaire in its final form after ensuring its validity and reliability.
- 2- The study link was distributed to the target sample, who are teachers of integration programs for students with hearing disabilities in Riyadh, via e-mail by the Education Department in the Riyadh region.
- 3- The data of the study tool for teachers were unloaded and processed using the statistical software package (SPSS) for the social sciences.

Statistical processing methods:

To achieve the objectives of the study and analyze the collected data, the Statistical Package for Social Sciences (SPSS) program was used to calculate the following statistical measures:

- 1- Frequencies and percentages to identify the responses of the study sample towards the main axes paragraphs included in the study tool.
- 2- Weighted arithmetic mean.
- 3- Standard Deviation.

Results

The Answer of the first question:

The first question of the study questions states: "What is the degree to which school leaders are empowered in programs to integrate hearing impairment to manage change from the viewpoint of special education teachers? To identify the degree to which school leaders in the integration programs of the hearing impairment can manage change from the point of view of special education teachers?"

The frequencies, percentages, arithmetic averages, standard deviations, and ranks of the responses of the study sample members were calculated on the items of the first axis of the questionnaire, which included (20 items) distributed over four areas: the domain of planning (6 items), the domain of follow-up and implementation (4 items), and the evaluation domain. (5 paragraphs), and the scope of the process of developing a future vision for the school (5 paragraphs),

The general assessment of the special education teachers (the study sample) for the degree of empowerment of school leaders in the programs of integrating the hearing impairment is as follows: The degree of empowerment of school leaders in the integration programs for students with hearing impairment is "very low " when the



weighted average value falls in the standard (from 1 to 1.80). While the degree of empowerment of school leaders in the integration programs for students with hearing impairment is "low" when the weighted average value falls in the standard (from 1.81 to 2.60), When the weighted average value falls in the criterion (from 2.61 to 3.40), the degree of empowerment of school leaders in programs for integrating hearing impairment is "medium." While the degree of empowerment of school leaders in the programs for integrating the hearing impairment is "high" when the weighted average value falls in the standard (from 3.41 to 4.20), When the value of the weighted average falls in the standard (from 4.21 to 5), the degree of empowerment of school leaders in the programs for integrating students with hearing impairment is "very high".

The results of the responses of special education teachers on the first axis were as follows:

First, in the field of planning

The results of the responses of special education teachers about the degree of empowerment of school leaders in the programs of integrating students with hearing disabilities in the field of planning, as shown in the following table (2-1):

Table No. (2-1) The degree of empowerment of school leaders in the programs of integrating the hearing impairment in the planning field

M	ferries	degree of empowerment					Repeti	average	standard deviation	ranking	Degree
		Very few	few	medium	High	Too high	tion				
1	Teachers participate in the preparation of the annual plan to address the process of change	7	35	93	29	6	K	2,95	0,827	5	mediu m
		3 %	17 %	55 %	21 %	4%	%				
2	He has a vision of the goals he wants to achieve	4	26	110	26	4	K	3,00	0.705	4	edium m
		2 %	15th %	66 %	15th %	2%	%				
3	Objectivity and flexibility are taken into account in the school plan	0	29	94	42	5	K	3,14	0,721	2	umedi m
		0 %	17 %	55 %	25 %	3%	%				
4	It takes into account the financial capabilities of the school plan	0	6	24	103	37	K	4.01	0,709	1	ighH
		0 %	3%	14 %	61 %	22%	%				
5	It works on developing plans to raise the level of teachers to keep pace with future changes	8	34	92	30	6	K	2,95	0,841	6	umedi m
		4 %	20 %	54 %	18 %	4%	%				
6	He is keen on	4	26	108	27	5	K	3,02	0.72	4	umedi



planning to integrate modern technological changes in teaching	2 %	15th %	64 %	16 %	3 %	%		5		m
3,18	overall average									mediu m

It is clear from Table (2-1) that the general estimate of special education teachers (the study sample) for the degree of empowerment of school leaders in programs to integrate hearing impairment in the planning field was with an average of (3.18), which is an average that falls in the third category of the five-scale categories (from 2.61 to 3.40), which is the category that indicates that the degree of empowerment of school leaders in the programs of integrating hearing impairment in the planning field was "medium". Through the results shown in Table (4-2), it is clear that there is convergence in the responses of the study sample members of the teachers in the degree of empowerment of school leaders in programs to integrate hearing impairment in the field of planning, as their average scores ranged between (2.95-4.01), which are averages located in the third and fourth categories of the five-scale categories, which refer to (medium degree - high degree) on the study tool, which shows the convergence in the degree of empowerment of school leaders in programs for integrating hearing impairment in the field of planning. It is clear from the results that:

1 - Statement No. (4), which is "taking into account the financial capabilities of the school plan." ranked first in terms of the responses of the study sample members to it, with an average of (4.01). This result explains that school leaders in the integration programs for hearing impairment take into account their financial capabilities when planning

2 - Statement No. (5) " works to develop plans that raise the level of teachers to keep pace with future changes. " It ranked sixth in terms of the degree of empowerment of school leaders in programs for integrating the hearing impairment, with an average of (2.95). This result explains that the degree to which school leaders could develop plans to raise the level of teachers to keep pace with future changes in the programs for integrating hearing impairment was moderate and needed further development and modernity.

Second: The field of implementation and follow-up:

The results of the responses of special education teachers about the degree of empowerment of school leaders in the programs of integrating students with hearing disabilities in the field of follow-up and implementation, as shown in Table (2-2):



Table (2-2) The degree of empowerment of school leaders in the programs for integrating students with hearing impairment in the field of follow-up and implementation

M	ferries	degree of empowerment					Repetiti on	average	standard deviation	ranking	Degree
		Very few	few	medium	High	Too high					
1	Clarifies the educational action plan during the implementation process	0	29	93	43	5	K	3,14	0,724	2	medium
		0%	17%	55%	25%	3%	%				
2	It continuously improves the performance of teachers to keep pace with change	0	6	25	103	36	K	3,99	0,709	1	High
		0%	3%	15th%	61%	21%	%				
3	Forms working committees to implement and follow up on the change process	7	32	85	38	8	K	3,05	0,876	4	medium
		4%	19%	50%	22%	5%	%				
4	Promotes the principle of cooperation between teachers	4	24	103	34	5	K	3,07	0,742	3	medium
		2%	14%	61%	20%	3%	%				
		3,31	overall average								medium

It is clear from Table (2-2) that the general estimate of special education teachers (the study sample) for the degree of empowerment of school leaders in the programs of integrating students with hearing disabilities in the field of implementation and follow-up was an average of (3,31). It is an average that falls in the third category of the five-scale categories (from 2.61 to 3.40), which is the category that indicates the degree of empowerment of school leaders in the programs for integrating students with hearing impairment in the field of implementation and follow-up was "medium". Through the results shown in Table (4-3), it is clear that there is a convergence in the responses of the study sample members of the teachers in the degree of empowerment of school leaders in the programs of integrating students with hearing disabilities in the field of implementation and follow-up, where their average scores ranged between (3.05-3,99). They are averages located in the third and fourth categories of the five-scale categories, which refer to (medium degree - high degree) on the study tool, which shows the convergence in the degree of empowerment of school leaders in the programs of integrating students with hearing disabilities in the field of planning; It is clear from the results that:

1 - Statement No. (2), which is "working to constantly develop the performance of teachers to keep pace with change," ranked first in terms of the responses of the study sample members to it, with an average of (3.99). This outcome explains that school leaders in the integration programs for students with hearing impairment are constantly working to develop teachers' performance but to a moderate degree.



2 - Phrase No. (3) " He forms work committees to implement and follow up the change process. " The fourth rank in terms of the degree to which school leaders are empowered in programs to integrate students with hearing disabilities, with an average of (3.05) This result explains that the degree of enabling school leaders in the integration programs for students with hearing impairment to form work committees to implement and follow up the change process was moderately high.

Third: The field of the Assessment,:

The results of the responses of special education teachers about the degree of empowerment of school leaders in the programs of integrating students with hearing impairment in the field of assessment, as shown in Table (2-3):

Table (2-3) The degree of empowerment of school leaders in the programs for integrating students with hearing impairment in the field of assessment

M	ferries	degree of empowerment					average	standard deviation	ranking	Degree
		Very few	few	medium	High	Too high				
1	Teachers' performance is .evaluated fairly	0	28	90	37	15th	3,23	0,829	3	mediu m
		0%	17%	53%	21%	9%				
2	He uses a fair system of .motivation in his school	0	4	27	100	39	4,02	0,696	1	High
		0%	2%	16%	59%	23%				
3	levels of Defines the achievement required of .each teacher in the school	6	25	88	37	14	3,16	0,902	4	mediu m
		3%	15th %	52%	22%	8%				
4	Expresses appreciation to teachers in light of his assessment of their achievements	4	23	93	42	8	3,16	0,802	5	mediu m
		2%	13%	55%	25%	5%				
5	It evaluates the drawn plans through the extent to which their objectives have been .achieved	0	25	82	51	12	3,29	0,804	2	mediu m
		0%	15th %	48%	30%	7%				
3,37		overall average								mediu m

It is clear from Table (2-3) that the general assessment of special education teachers (the study sample) is a degree of Empowering school leaders in the programs for integrating students with hearing disabilities in the field of assessment was an average of (3.37). It is an average that falls in the third category of the five-scale categories (from 2.61 to 3.40), which is the category that indicates the degree of empowerment of school leaders in the programs for integrating students with hearing disabilities in the field of assessment was "medium." Through the results shown in Table (2-3), it is clear that there is a convergence in the responses of the study sample members of the teachers in the degree of empowerment of school leaders in the programs for integrating students with hearing disabilities in the field of assessment, where their



average scores ranged between (3.05-3, 99). They are averages that fall into the third and fourth categories of the five-scale categories, which refer to (medium degree - high degree) on the study tool, which shows the convergence in the degree of empowerment of school leaders in the programs of integrating students with hearing impairment in the field of assessment; It is clear from the results that:

1 - Statement No. (2), which is " He uses a fair system of motivation in his school," ranked first in terms of the responses of the study sample members to it, with an average of (4.02). This result explains that school leaders in the integration programs for students with hearing impairment use a fair system of motivation in their schools to a high and somewhat satisfactory degree.

2 - The phrase No. (3), which " expresses appreciation for teachers in light of their evaluation of their achievements," ranked fifth in terms of the degree of empowerment of school leaders in the programs for integrating students with hearing disabilities, with an average of 3.16. This result explains that the degree to which school leaders in the integration programs for students with hearing disabilities are able to express appreciation for teachers in light of their evaluation of their achievements was moderate.

Fourth: The scope of the process of developing a future vision for the school:

The results of the responses of special education teachers about the degree of empowerment of school leaders in the programs of integrating students with hearing disabilities in the process of developing a future vision for the school , as shown in Table (2-4) :

M	ferries	degree of empowerment					Rep etiti on	average	standard deviation	ranking	Degree
		few Very	few	medium	High	Too high					
1	Teachers participate in building a shared vision for the school	6	30	74	44	1	K 6	3,20	0,95 8	5	med ium
		4 %	18 %	43 %	26 %	9 %					
2	Takes into account previous school plans when developing future programs	3	20	89	35	2	K 3	3,32	0,91 4	3	med ium
		2 %	12 %	52 %	20 %	1 4 %					
3	Develops annual and quarterly plans that cover all aspects of the school's activities	0	19	81	57	1	K 3	3,38	0,78 4	2	med ium
		0 %	11 %	47 %	34 %	8 %					



4	Provides reinforcement to the setting participants in the vision that they are striving to achieve	0	1	31	100	38	K	4,03	0,657	1	High
		0%	1%	18%	59%	22%	%				
5	Objectivity is taken into account when formulating a common vision for the school	4	22	82	51	11	K	3,25	0,850	4	medium
		2%	13%	48%	30%	7%	%				
3,44		overall average									High

It is clear from Table (2-4) that the general estimate of special education teachers (the study sample) for the degree of empowerment of school leaders in the programs of integrating students with hearing disabilities in the process of developing a future vision for the school was an average of 3.44. It is an average that falls in the fourth category of the five-scale categories (from 3.41 to 4.20), which is the category that indicates that the degree of empowerment of school leaders in the programs for integrating students with hearing disabilities in the process of developing a future vision for the school was "high". Through the results shown in Table (4-5), it is clear that there is a convergence in the responses of the study sample members of the teachers in the degree of empowerment of school leaders in the programs of integrating students with hearing impairment in the process of developing a future vision for the school. Their average scores ranged between (3.20 - 4.03), which are averages located in the third and fourth categories of the five-scale categories, which refer to (medium degree - high degree) on the study tool, which illustrates the convergence in the degree of empowerment of school leaders in programs to integrate students hearing impairment in the field of the process of developing a future vision for the school ; It is clear from the results that:

1 - Statement No. (4), which is "it provides reinforcement to the participants in setting the vision, which they seek to achieve. " It ranked first in terms of the responses of the study sample members to it with an average of (4.02). This result explains that school leaders in the integration programs for students with hearing impairment enhance the participants in setting the vision that they seek to achieve , which was a high and somewhat satisfactory degree.

2 - The phrase No. (1), which is " teachers participate in building a common vision for the school ," ranked fifth in terms of the degree of empowerment of school leaders in the programs for integrating students with hearing disabilities, with an average of (3.20). This result explains that the degree to which school leaders in the integration programs for students with hearing impairments enable teachers to participate in building a common vision for the school was moderately high.



The Answer to the second question:

The second question of the study questions states: - " What are the obstacles to implementing change management among school leaders in programs for integrating hearing impairment ? "identify the obstacles to the application of change management among school leaders in the programs of integrating the hearing impairment, the frequencies, percentages, arithmetic averages, standard deviations, and ranks were calculated for the responses of the study sample members on the expressions of the second axis, which revolves around the extent of the obstacles to the application of change management among school leaders in the programs of integrating the hearing disability, which included (7) Phrases as illustrated in the following Table (4-6):

Table No. (3-1) Obstacles to implementing change management among school leaders in programs for integrating hearing impairment:

M	ferries	empowerment degree of					Repeti tion The ratio	rank ing	stand ard deviation	average	Degree
		Very few	few	medium	High	Too high					
1	Lack of strong cooperation .between leaders and teachers	3	21	82	45	19	K	6	0.89 6	3,33	mediu m
		2 %	12 %	48 %	27 %	11 %	%				
2	Lack of a clear vision for change	0	18	77	58	17	K	5	0.81 3	3,44	High
		0 %	11 %	45 %	34 %	10 %	%				
3	School leadership bureaucracy and system	0	6	23	96	45	K	2	0,73 5	4,06	High
		0 %	3 %	13 %	57 %	27 %	%				
4	The faltering of quick successes leads workers to lose faith and join the ranks of .passive resistance to change	5	26	68	62	9	K	7	0.88 6	3,26	mediu m
		3 %	15 th %	40 %	37 %	5%	%				
5	up and -Weak follow reinforcement of the new situation after the change	2	15 th	79	52	22	K	4	0,87 1	3.45	High
		1 %	9 %	47 %	31 %	12 %	%				
6	Lack of financial support for change programs	0	21	73	52	24	K	3	0.88 5	3.46	High
		0 %	12 %	43 %	31 %	14 %	%				
7	There are no metrics to measure change	0	1	30	91	48	K	1	0,69 0	4.09	High
		0 %	1 %	18 %	53 %	28 %	%				
		3,58		overall average							High

It is clear from Table (3-1) that the general estimate of special education teachers (the study sample) for the degree of obstacles to implementing change management among school leaders in the programs for integrating students with hearing impairment was an average of (3.58), which is an average that falls into the fourth



category of the five-scale categories. (from 3.41 to 4.20), which is the category that indicates that the degree of obstacles to implementing change management among school leaders in the programs for integrating students with hearing impairment was "high". Through the results shown in Table (3-1), it is clear that there is a convergence in the responses of the study sample members of the teachers in the degree of obstacles to implementing change management among school leaders in the programs for integrating students with hearing disabilities, and their average scores ranged between (3.26-4.09), which are averages located in the third and fourth categories of the five-scale categories, which refer to (medium degree - high degree) on the study tool, which shows the convergence in the degree of obstacles to implementing change management among leaders school in programs to integrate students with hearing impairments; It is clear from the results that:

1 - Statement No. (7) " there are no measures to measure change. " It ranked first in terms of the responses of the study sample members to it, with an average of (4.09). This result explains that the lack of measures to measure change is one of the biggest obstacles to implementing change management among school leaders in programs for integrating students with hearing disabilities.

2 - Statement No. (4), which is " stumble to achieve quick successes, which leads workers to lose faith and join the ranks of negative resistance to change. " It ranked seventh in terms of the responses of the study sample members to it, with an average of (3.26). This result explains that the failure to achieve quick successes leads the workers to lose hope and become among the ranks of the negative resistance, and thus they are among the obstacles to implementing change management among school leaders in the programs of integrating students with hearing disabilities, but to a moderate degree.

Discussion

The results of the current study agree with the study of Shaqoura (2012), which concluded that the degree of practice of change management methods by the secondary school principal was good. The results of the study also agree with the study of Al-Thubaiti's study (2012), which found that the practices of school principals in encouraging teachers to benefit from the experiences of neighboring schools, and the involvement of parents in the change process appeared to a moderate degree. The results of the current study also agree with the study of Al-Otaibi (2015), which concluded that the degree of educational leaders' practice of change management came to a medium degree, and revealed the presence of obstacles that prevent educational leaders from leading change, where the degree of existence of obstacles was moderate. The finding of this research furthermore agrees with the study of Hajar and Alaolma's (2017), which concluded the importance of involving teachers and parents in the educational reform process, in order to achieve its success and achieve the desired educational quality. And that there is a statistically significant relationship between change management and education quality.



Study Recommendations.

In light of the study's results, the researchers offer some recommendations. The first suggestion is to train school leaders in programs integrating hearing impairment on planning and management skills are essential. Encouraging school leaders in programs to integrate students with hearing impairment to formwork committees to implement and follow up on the change process is essential. The researchers also suggest Urging school leaders in programs to integrate students with hearing disabilities towards the participation of teachers in building a shared vision for the school. Finally, the existence of standards and tools to measure the change in the integration programs for students with hearing impairment is vital to positively impact integration programs for students with hearing impairment.

Future research

In light of the results of the study, the researchers suggest researching some of the following topics:

- Conduct empirical studies to determine the impact of change management on male and female teachers.
- A proposed program for the development of change management for school leaders.
- The effectiveness of a proposed training program to develop change management for school leaders.
- Change management requirements in public education schools in the light of contemporary global experiences.

References

1. Al-Brahim, N.(2003). Social, technical, and administrative problems are facing school principals to which classes are attached to the integration of the hearing impaired in the Ministry of Education. Unpublished master's thesis, King Saud University
2. Al-Khashrami, S.(2004). Inclusion of students with special needs in regular schools. Survey Study of Integration Programs in the Kingdom of Saudi Arabia, Journal of King Saud University for Educational Sciences and Islamic Studies. Issue (2/16), pp. 367-323.
3. Al-Otaibi, . (2015). Managing Change in the Education Departments for Boys and Girls in the Eastern Province: Reality and the Most Significant Obstacles. Saudi Arabia.
4. Arafa, S.(2011) Modern trends in change management. Cairo: Dar Al-Raya for Publishing and Distribution.
5. Hajar& Alaoulma. (2017). The role of change management in implementing the quality of education in primary schools in the state of Ain Defla. Algeria: University of Djilali Bounaama Publishing.
6. Harahsheh, M.(2006), the relationship between the leadership styles practiced by school principals and the level of commitment of teachers in the schools of the Directorate of Education in Al Tafliya Governorate, Journal of Psychological



Educational Sciences, C (7), No. (1), College of Education, University of Bahrain, Kingdom of Bahrain, pp. 12-46.

7. Heckert, J. M. (2009). *A multiple case study on elementary principals' instructional leadership for students with learning disabilities*. The University of Texas at Austin.

8. Helles, A.(2006). *The researcher's guide to organizing and clarifying scientific research in the behavioral sciences*. Gaza: Afaq Library.

9. Issa, Abdo, and Al-Shahrani (2017). Evaluation of the use of assistive technologies to enable the inclusion of deaf and hard of hearing from the point of view of specialists and teachers in the Kingdom of Saudi Arabia. *Journal of Special Education and Rehabilitation: Foundation for Special Education and Rehabilitation* Volume 6, p. 21: pp. 1 - 52

10. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.

11. Lashley, C., & Boscardin, M. L. (2003). *Special Education Administration at a Crossroads: Availability, Licensure, and Preparation of Special Education Administrators*.

12. Saadi, I. (2015). Evaluation of the reality of special education classes attached to general education schools in Jeddah from the point of view of teachers. *Journal of Scientific Research in Education: Ain Shams University - Girls' College of Arts, Sciences and Education*, p. 16, vol. 3, pp. 601 - 630

13. Shaqqoura, M. (2012). *The degree of secondary school principals' practice of change management methods and their relationship to creativity from the teachers' point of view, an unpublished master's thesis, Al-Azhar University, Gaza*.

14. Yahya, K. (2006). *Educational programs for individuals with special needs*. Amman: Dar Al Masirah for Publishing and Distribution.