

Evaluating Required Administrative Competencies for Managers of Special Education Programs in Riyadh Educational Region

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Abstract: The study aimed at Evaluating Required Administrative Competencies for Managers of Special Education Programs in Riyadh Educational Region. The study sample included (56) principals and director of schools, institutes, government centers and civil care centers for students with special needs in the categories of: learning disabilities, autism, mental, auditory and visual disabilities. In order to achieve the study objectives, the researcher prepared a questionnaire to evaluate the administrative competencies (planning, organization, guidance, communication and evaluation) for the managers and directors of those programs, and the researcher extracted semantics of validity and reliability of the questionnaire. The results of the study indicated that the directors of special education programs in Riyadh are strongly agree on the practices of administrative competencies. Also, the evaluation field came in the first place within the areas of administrative competencies, followed by communication field in the second place, organization field in the third place, and planning field in the fourth place, while the guidance field cam in the fifth place. The results of the study indicated that there are no statistically significant differences among managers, based on gender variable (male/female), program type variable (governmental or non-governmental), and type of disability variable, as well as based on other study variables: educational qualification, years of experience, number of training courses.

Keywords: *Special education, Management, management competences Riyadh.*