REQUIREMENTS FOR ORGANIZATIONAL CHANGE IN THE SCHOOLS IMPLEMENTING SPECIAL EDUCATION PROGRAMS IN THE EASTERN PROVINCE, SAUDI ARABIA

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Abstract

The study aimed to identify the degree of availability of the requirements for organizational change in its Axes: (human requirements, material requirements, administrative requirements) in schools implementing special education programs in the eastern region from the teachers' point of view, as well as revealing statistically significant differences between the mean responses of special education teachers about the requirements of the organizational change in schools implementing special education programs in the eastern region due to the difference in the following variables: (the type of program applied in the school, and the teacher's years of experience). To achieve the objectives of the study, the researcher used the descriptive survey method and designed a questionnaire to measure the degree of availability of organizational change requirements. The questionnaire was applied to a sample of 135 special education teachers from the study population which is 678 teachers. The results of the study indicated that the degree of availability of organizational change requirements in schools implementing special education programs in the eastern region is low, the human requirements ranked first and then material requirements, and administrative requirements came in the last rank, the results of the study revealed statistically significant differences between the mean responses of special education teachers about the degree of availability of organizational change requirements in schools implementing special education programs in the eastern region due to the difference in the type of program applied in the teacher's school, the differences were in favor of special education teachers in the hearing impairment

programs, and the results indicated that there were no statistically significant differences between the mean responses of special education teachers about the degree of availability of organizational change requirements in schools implementing special education programs in the Eastern Province in each of its axes, due to the difference in the number of Years of Experience.

Keywords: Organizational Change; Special Education Programs and Organizational change requirements.

Introduction

Many recent studies in educational administration, in general, emphasized the importance of change in educational fields, as Mansour (2010) mentions that change in educational organizations, in general, has become a prerequisite to keep pace with developments taking place at the world level, as the organization that suffers from failure in bringing about change cannot lead and manage that change properly, it will inevitably fail (Al-Anzi, 2013, p. 9). The world is currently experiencing a set of rapid changes and wide developments in various fields, which has created a situation that must be adapted to these continuous and accelerating changes, this situation constitutes one of the most prominent challenges facing humanity in the current century.

In light of these transformations, the role of the educational administration and leadership and the necessity of their tasks and responsibilities in achieving these successive transformations through perseverance, dealing with developments, and adapting to changes to ensure their continuity and benefit from their positive impact on the educational institution in its various activities, as Al-Zaki (2016, p. 13) points out that any institution, regardless of its activity, the nature of its work and its size, must work to achieve development and change that it deems necessary with the aim of its survival, success, and continuity, the school is one of the most important institutions that must make a leadership change at the forefront of its priorities.

In the same context, the Kingdom of Saudi Arabia is experiencing a state of development and change that aims to keep pace with these broad global developments in various fields through achieving the goals of its vision (2030), in the field of education and its policies, as it seeks to raise efficiency and performance and improve and develop the administrative environment in the ministry and education departments, adopting a decentralized administrative orientation and giving powers to departments and schools to serve the educational system in general. (Education and Saudi Vision 2030, 2019). Among these fields is the field of special education, which means a set of programs, plans, and strategies designed specifically to meet the educational needs of students with disabilities, which include teaching methods, tools, special equipment, and a group of support services (Mirza, Mirza, and Jama'i, 2012, p. 38). Some of these programs are applied in public education schools in the Kingdom of Saudi Arabia

in its various central, northern, southern, western, and eastern educational regions, and are concerned with educating people with disabilities, including the blind, the visually impaired, the deaf, the hearing and speech-impaired, those who can learn from the mentally handicapped, and students with learning difficulties (Al-Mousa, 1999), this has placed a burden on the administrative body of these programs in public schools for general education from the school leader, the deputy principal, and the program supervisor (Mirza et al., 2012). They must develop professional and administrative skills at work to achieve the desired efficiency and effectiveness and to raise the personal, professional, and administrative aspects of workers in the field of special education to advance their role in the educational process as a whole (Wafai and Khalil, 2013).

Study Problem and Questions

The vision of the Kingdom of Saudi Arabia 2030 stated that among its priorities should be the care of special groups of people with disabilities and poverty, the empowering them to obtain appropriate education and work opportunities, the transformation of persons with disabilities from recipients of assistance to producers, in contrast to the current reality, the Ministry of Education confirmed this through its endeavor to include education for people with special needs, and to provide appropriate support for all its categories (Education and Saudi Vision 2030, 2019). This means making a set of changes that require preparation and providing the requirements to achieve those desired goals concerning educating the people with disabilities in the vision of the Kingdom of Saudi Arabia 2030.

From this point of view, the researcher found, through his experience in the field of special education, that the reality of public education schools applied to special education programs shows that some of the basic requirements needed to implement organizational change have not been met, which may be an indication of the lack of readiness of the educational field for organizational change, which may impede the movement of change and achieving the desired vision goals in this field. Therefore, this study aimed to investigate the degree of availability of the requirements for implementing organizational change in schools implementing special education programs in the Eastern Province from the point of view of teachers in those schools, accordingly, the study problem can be formulated in answering the following questions:

1.   What is the degree of availability of the requirements for implementing organizational change in schools implementing special education programs in the eastern region from the teachers' point of view in those schools?

2.   Are there statistically significant differences at the significance level $\alpha \leq 0.05$ between the responses of special education teachers in the eastern region about the degree of availability of

organizational change requirements in schools implementing special education programs in the eastern region due to the following variables: (type of program applied in the school, years of Experience)?

Study Objectives

The study aimed to:

- Identifying the degree of availability of organizational change requirements in schools implementing special education programs in the Eastern Province.
- Identifying the statistically significant differences at the significance level ($\alpha \leq 0.05$) between the responses of special education teachers in the eastern region about the degree of availability of organizational change requirements in schools implementing special education programs in the eastern region due to the following variables: (type of program applied in the school, years of experience).

Study Delimits

Objective limits: The topic of the study was limited to determining the degree of availability of organizational change requirements in schools implementing special education programs in the Eastern Province, according to the following axes: (human requirements, material requirements, administrative requirements).

Time limits: The study was applied in the second semester of the academic year 20/2021.

Spatial boundaries: The study was applied in the government schools for boys that are applied to special education programs and are affiliated with the General Administration of Education in the Eastern Province, which numbered (131) schools.

Human Limits: The study included a group of special education teachers appointed in government male schools implementing special education programs and affiliated with the General Administration of Education in the Eastern Province.

Study Terms

Organizational change: "It is the transition from an existing situation to a better situation, by making more efforts to improve the organization's ability to solve the problems it faces, and renew its operations" (Al-Azizi, 2016, p. 457). It can be defined procedurally in line with the objectives of the study: moving from the school's existing status of special education programs to another better situation, by making more efforts to improve the school's ability to solve the problems and renewing its operations in a way that enhances its capabilities to achieve the school's goals.

Organizational change requirements: "The keys to organizational change, which represent essential factors for its success" (Nabil, 2011, p. 48). It can be defined procedurally as the keys to organizational change in the school implementing special education programs, which are essential factors for its success.

Theoretical Framework

- **The Concept of Organizational Change**

Al-Mikhlafi (2016) defines organizational change as "a planned and deliberate effort to intervene in the way organizations work in order to bring about qualitative changes in the behavioral and organizational fields, its goal is to improve performance in the work environment, develop the capabilities of workers and improve organizational structures through the creation of qualified departments capable of dealing with developments, and ensuring Evolution and Excellence". While (Muhammad, 2014, p. 18) sees it as "a continuous, imperative activity, optimism, based on a planned, unplanned or potential response that keeps pace with or affects current or potential internal and external environmental changes" (p. 18). Masaadah (2013) indicates that organizational change expresses "a directed, intended and purposeful change that seeks to achieve environmental adaptation (internal and external) to ensure the transition to an organizational state that is more capable of solving problems" (p. 341).

Organizational change is also referred to as "the processes or operations carried out by the organization so that it can move from the current situation to a desirable future situation to increase the effectiveness of the organization" (Mokhtar, 2014, pg. 49).

- **The Importance of Organizational Change**

The importance of organizational change lies in the motives, needs, and reasons that call us to it. Both Tommy and Khareef (2011) stress the importance of organizational change that it has become a necessary and inevitable matter for every institution as it expresses the reality of human civilized development. (Dodeen, 2018; Al-Mursi 2006; Tommy and Khareef 2011; new and Abdel-Majid, 2009) mentions that there are many justifications, motives and reasons through which the importance of organizational change becomes clear, including facing political, economic or social problems that affect the organization, proving oneself and demonstrating the capabilities of managers and workers in the organization, breaking the routine and trying to activate the role of the organization, taking advantage of the creative energies and capabilities that can be discovered in the organization, take advantage of technological development and scientific progress in the field in which the organization operates, improve and develop performance to face intense competition and maintain a competitive position in the market, continuous search for efficiency, effectiveness and good use of available resources, renewal of vitality within organizations and the prevailing of optimism, developing the ability to innovate, increasing the level of performance, and discovering weaknesses that led to reducing performance and

addressing it, knowing and confirming strengths, maintaining vitality, developing the ability to innovate, and developing the desire for development.

- **Types of Organizational Change**

Organizational change can be categorized (Al-Mikhlafi, 2016), Arafa (2012), and Dodeen (2014) according to the extent of coverage: full development and partial development; According to its speed, gradual development, sudden (revolutionary) development, formal development and content development: it is concerned with goals, results, problems, treatment, human skills. While Sakarna (2013) claims that organizational change is divided into two main types: planned change and unplanned or random change.

- **Characteristics of Organizational Change**

Al-Raqb (2008), Dodeen (2014), Al-Hariri (2011) and Fleeh and Abdel-Majid (2009), agree that the characteristics of a successful organizational change process are: targeting, consensual realism, effectiveness, participation, legitimacy, reform, ability to develop, creativity, ability to quickly adapt to events, social influence, desirability, intentionality, relativism, compatibility, complexity, and experimentation.

- **Organizational Change Requirements**

The process of change requires the formation of a new system doing leadership roles and tasks, leaders are responsible for the change, and they are its essence and through them is achieved (Al-Hussaini and Al-Mahdi, 2010). The change leaders must provide a set of technical, administrative, and cognitive skills, as well as provide human, legal, material, and time requirements and use them efficiently and effectively to shift from the current reality to the desired reality (Al-Askari, 2010). (Stevo, 2011) believes that the success of change depends on the individuals working in the organization realizing the need for change, then convincing them that the change process is followed by organizational development that benefits the individuals participating in the change process. Al-Hussaini and Al-Mahdi (2010) and Al-Mikhlafi (2016) see that the requirements for change include: vision, supporters of change, communication, achieving short-term successes, training, and human requirements, while Al-Ghamdi (2015) indicates that the most important requirements for the success of organizational change in the organization Educational include specialized knowledge in management and education, adopting the idea of change and taking responsibility, skill in using information, as well as the skill of leaders in dealing with subordinates in general, coordinating their efforts and motivating them. While Nedaa and Al-Shohnah (2013), Al-Thubaiti (2016), Al-Sharif (2012), and Al-Yahyawi (2011) see that there are other requirements such as material and non-material requirements such as tools, methods, and techniques required by the process of organizational change in the school, preparing the building for the needs of the teaching and learning process, increasing the school's operational budget allocations, providing means of communication, and providing school technical equipment in addition to the administrative requirements, which are planning, defining the vision and goals and ways to reach

them, organizing and defining the authorities, responsibilities, and tasks of individuals and departments, supporting senior leaders, strategic planning, control and evaluation, monitoring and follow-up of operations and corrected.

Several studies have reached important results, such as Al-Thubaiti study (2016), Al-Sharif study (2016), Al-Ghamdi study (2015), Mansour study (2014), Al-Hussaini and Al-Mahdi study (2010), Al- Subaie study (2009), and Küçüksüleymanoglu study ((2017), Balikçi (2017), Hoşgörür (2016) and Whitson (2014), all of which emphasized the importance of providing organizational change requirements in educational institutions to ensure its success, the most important of the requirement for change is effective leadership.

Methodology

The researcher used the descriptive survey method, which is the method that aims to "study the phenomenon as it exists in reality and describes it accurately and expresses it quantitatively (Al-Khalili, 2012).

- **Study Population**

The study population consists of all male special education teachers in the schools implementing special education programs affiliated with the public administration of Education in the Eastern Province, which numbered 131 schools, and the number of teachers is 678 special education teachers.

- **Study Sample**

The simple random sampling method was used in selecting the sample, the sample size was 135 teachers, with a percentage of 20% of the total population of special education teachers. Table (1) shows the characteristics of the study sample members according to the study variables:

Table (1): *Distribution of special education teachers in schools implementing the special education programs in the eastern region according to study variables*

Variables	Variable categories	number	Percentage
Type of program implemented in the teacher's school	visual impairment program	6	4,4%
	intellectual education program	49	36,3%
	Hope Program for the Deaf	25	18,5%
	Hearing impairment program	31	23,0%
	Autism Program	24	17,8%
	Total	135	100%
Years of experience	less than 5 years	37	27,4%
	From 5 to less than 10 years	37	27,4%
	10 years and over	61	45,2%

	Total	135	100%

- **Study Tools**

To achieve the objectives of the study, the researcher designed a questionnaire as a tool for data collection by referring to the literature related to the topic of organizational change and reviewing the measurement tools in previous studies of the topic, such as the Al-Thubaiti study (2016), Al-Sharif (2016), Al-Ghamdi study (2015), and Mansour's study (2014), Al- Subaie (2009), Hoşgörür study (2016), and Whitson study (2014). The tool included three main axes: The first axis: Administrative requirements for organizational change, and it included (8) items, which are numbered (1-8). The second axis: the human requirements for organizational change, and it included (10) items, which are numbered (9-18). The third axis: the material requirements for organizational change, and it included (7) items, which are numbered (19-25).

Psychometric Properties

1. **The Validity of The Study Tool:** The validity of the questionnaire was confirmed by following the following methods:

- **The face validity of the tool:**

The researcher presented the study tool in its initial form to specialized arbitrators of faculty members, numbering (11) faculty members. Amending or deleting it, and in light of the results of the arbitration, the researcher kept the items that received an agreement percentage of 75% or more of the arbitrators and made some amendments, including:

- **The internal consistency validity:**

The internal consistency of the questionnaire was confirmed by its application after the completion of its arbitration on a pilot sample of (14) special education teachers from outside the final sample, and the calculation of the Pearson Correlation coefficient between the items expressing the requirements of organizational change in schools implementing special education programs, with each sub-axis in the questionnaire, and Table (2) illustrates this.

Table(2): *Pearson's correlation coefficient between the items of the questionnaire with the degree of the sub-axis in which it was mentioned*

Administrative requirements		Human requirements		Material requirements	
Item	**Correlation Coefficient**	**Item**	**Correlation Coefficient**	**Item**	**Correlation Coefficient**
1	,813**	9	,693**	19	,860**
2	,860**	10	,803**	20	,909**
3	,904**	11	,799**	21	,941**

4	,795**	12	,767**	22	,899**
5	,707**	13	,747**	23	,833**
6	,820**	14	,756**	24	,741**
7	,825**	15	,701**	25	,696**
8	,749**	16	,704**	-	-
-	-	17	,648**	-	-
-	-	18	,775**	-	-

**significant at 0.01 level.

Table 2 indicates that the correlation values in the first axis "administrative requirements" ranged between 0.707 and 0.904, and in the second axis "human requirements" ranged between 0.648 and 0.803, and the correlation values in the third axis "material requirements" ranged between 0.696 and 0.941, which are statistically significant values at the significance level (0.01). The previous results indicate that each sub-axis of the questionnaire has an appropriate degree of internal consistency.

The Pearson Correlation coefficient was also calculated between each of the sub-axis of the questionnaire, and its total degree and Table (3) illustrates this.

Table (3): *Pearson correlation coefficient between the axes of the questionnaire and its total degree*

Axis	Correlation coefficient
Administrative Requirements	0,899
Human Requirements	0,864
Material Requirements	0,832

**Significant at 0.01 level.

Table 3 indicates that the correlation values between each of the sub-axis of the questionnaire, and their total degree ranged between (0.832-0.899), and they are statistically significant values at the significance level (0.01). The previous results indicate that the questionnaire has an appropriate degree of internal consistency.

2. Reliability of Study Tool:

The stability of the questionnaire was confirmed by Cronbach's alpha coefficient in light of Likert scale responses. Table (4) illustrates this.

Table (4): *The reliability coefficient of the questionnaire and its sub-axes*

Axis	Reliability
Administrative Requirements	0,921
Human Requirements	0,876

Material Requirements	0,929
Reliability of the questionnaire	0,946

It is clear from table 4 that the questionnaire has a very high degree of reliability, as the value of Cronbach's alpha reliability for the questionnaire as a whole was 0.946, and the reliability values of Cronbach's alpha ranged between (0.876) and (0.929), which indicates a high confidence rate and reliability of the results of the questionnaire and their generalization to the study population.

- **Correction of the questionnaire and the criterion of judgment**

The number of items of the questionnaire was 25 items, and the answer to the items is by choosing the respondent among one of five options in front of each item, which measures the degree of availability of the requirements for the application of the organizational change in schools implementing the special education programs in the eastern region, and these alternatives are as follows: (Very large) takes five degrees, (large) takes four degrees, (Medium) takes three degrees, (low) takes two degrees, (Very low) takes one degree. To determine the ranges of the arithmetic means of the responses, the following limits were adopted: From 4.21 to 5, they indicate a very large degree of availability.; From 3.41 to 4.20 indicates a high degree of availability, 2.61 to 3.40 indicates medium availability; From 1.81 to 2.60 indicates low availability; 1 to 1, 80 indicates very low availability.

- **Statistical Analysis**

 The data was entered into the computer using the Statistical Package for Social Sciences (SPSS) program, and the following statistical methods were used to answer the study questions: Pearson's correlation coefficient to measure the internal consistency validity of the performance; Cronbach's alpha coefficient to measure the reliability of the tool; Arithmetic means, to calculate the degree of availability of the requirements for the application of an organizational change in schools implementing special education programs in the Eastern Region, due to the difference in the type of program applied in the teacher's school, and the number of years of experience; the Scheffe post hoc test.

Results and Discussion

The results of the first question: What is the degree of availability of the requirements for implementing organizational change in schools implementing special education programs in the eastern region from the teachers' point of view?

To answer the first question of the research, the arithmetic means, and standard deviation was calculated for each of the sub-axis, which expresses the degree of availability of the requirements for the application of the organizational change in schools applied to special education programs in the eastern region, and for the questionnaire as a whole as indicated in Table (5).

Table (5): *The degree of availability of the requirements for implementing organizational change in schools implementing special education programs in the Eastern Province*

Axis	Arithmetic mean	SD	Degree of availability	Rank
Human requirements for implementing organizational change	2.64	0.83	Medium	1
Material requirements for implementing organizational change	2.39	1.06	low	2
Administrative requirements for implementing organizational change	2.24	0.93	Low	3
The overall mean of the requirements for implementing organizational change	2.44	0.81	Low	-

It is clear from table 5 that the degree of availability of the requirements for implementing organizational change in schools implementing special education programs in the eastern region from the point of view of special education teachers was to a low degree, as the mean of their responses to the total items of the questionnaire as a whole was 2,44, which is located in the category of "low", and the standard deviation was 0.81.

The human requirements ranked first in the requirements available for implementing organizational change in schools implementing special education programs in the Eastern Region, with a mean of (2.64), followed by the material requirements, with a mean of (2,39), and finally the administrative requirements, with a mean of (2.24).

The researcher believes that these results have emerged as a result of several factors, the most important of which is the lack of qualification of leaders and members of the administrative body in the school to manage special education programs, as the majority of leaders in schools implementing special education programs in the eastern region are not specialized in the field of special education, they are assigned the tasks of managing programs of special education randomly without looking at their scientific qualifications that are specialized in special education or providing any qualification to manage these programs, as the details of these programs differ in terms of their objectives and requirements of the target group of people with disabilities, this requires scientific knowledge and the presence of qualified and experienced leaders in the field of special education and its management.

Among the factors are also the absence of a culture of successful change among leaders, and leaders' adherence to regulations in the wrong way, which may hinder this process, as well as the limited powers granted to school leaders to make the organizational change, and the fear of some school leaders about the consequences of change and their unwillingness to bear those newly created results, which

may sometimes fail, also, the fear of resistance to change that may appear on some school staff, and that organizational change requires the availability of a significant budget to meet its material, technical, organizational and human requirements, which may be difficult to achieve given the limited budgets allocated to schools.

Also, special education programs require the availability of an integrated and specialized administrative and leadership body capable of setting the appropriate vision, appropriate objectives for the program, and strategic plan and bringing about the desired change at the administrative and educational level. These differences between schools implementing special education programs and regular schools in schools clearly show that bringing about organizational change in special education programs may be significantly different in application, which requires the availability of special capabilities compared to regular schools.

The results of the second question: Are there statistically significant differences at the significance level (a ≤ 0.05) between the mean responses of special education teachers about the degree of availability of organizational change requirements in schools implementing special education programs in the eastern region, due to the following variables: (type of program applied in the teacher's school, and the number of years of experience)?

To answer this question, the following tests were used:

First: The differences according to the variable of the type of program applied in the teacher's school:

One-way analysis of variance (One way ANOVA) was used to reveal the significance of the differences between the mean responses of special education teachers about the degree of availability of organizational change requirements in schools implementing special education programs in the eastern region as shown in table 6, due to the variable of the type of program applied in the teacher's school, because this variable has classified the sample into more than two categories.

Table (6): *The results of the ANOVA test to reveal the significance of the differences between the mean responses of special education teachers about the degree of availability of organizational change requirements in schools implementing special education programs in the eastern region, due to the type of program applied in the teacher's school.*

Axis	Source of variance	Sum of squares	Degree of freedom	Average of squares	F value	Significance probative value
Administrative requirements	Between Groups	8,044	4	2,011	2,408	,053 not significant
	Within Groups	108,543	130	,835		

	Total	116,586	134			
human requirements	Between Groups	4,388	4	1,097	1,625	,172 not significant
	Within Groups	87,779	130	,675		
	Total	92,168	134			
material requirements	Between Groups	19,762	4	4,941	4,861	,001 significant
	Within Groups	132,133	130	1,016		
	Total	151,895	134			
The questionnaire as a whole	Between Groups	7,149	4	1,787	2,858	,026 significant
	Within Groups	81,299	130	,625		
	Total	88,448	134			

The results of table 6 shows that there are statistically significant differences at the significance level (a ≤ 0.05) between the mean responses of special education teachers about the degree of availability of organizational change requirements in schools implementing special education programs in the eastern region in general, and the material requirements in particular, due to the difference in the type of program applied in the teachers' schools, where the values of the probative significance associated with the P- value were less than the level of significance (a ≤ 0.05). While the differences were not statistically significant in the axes of administrative requirements and human requirements.

To find out the significance of the differences between the means of teachers' responses about the degree of availability of material requirements for organizational change in schools implementing special education programs in the eastern region, according to the type of program applied in the teacher's school, Scheffe's test was used for post hoc comparisons, and the results are shown in Table (7).

Table (7): *Scheffe test results for post hoc comparisons in the sample responses about the degree of availability of the material requirements for organizational change in schools implementing special education programs in the eastern region according to the type of program applied in the teacher's school*

Implemented Program	Implemented Program	Visual Impairment	Intellectual Education	Hope For The Deaf	Hearing Impairment	Autism
	Mean	1,97	1,96	2,43	2,87	2,71

visual impairment	Mean difference	-	0,01	,46	,90	,74
	Significance	-	1,00	0,913	0,415	0,64
intellectual education	Mean difference	-	-	,47	,91*	,75
	Significance	-	-	0,468	0,005	0,07
Hope for the deaf	Mean difference	-	-	-	,44	,28
	Significance	-	-	-	0,617	0,918
Hearing impairment	Mean difference	-	-	-	-	0,17
	Significance	-	-	-	-	0.986
Autism	Mean difference	-	-	-	-	-
	Significance	-	-	-	-	-

*Significant at 0.05

It is clear from table 7 that the differences were in favor of special education teachers in the hearing impaired program, where the mean of their responses on the material requirements axis was 2,87, which is greater than the rest of the means of the responses of special education teachers in other programs, and that there is a statistically significant difference between the mean of their responses, and the mean responses of special education teachers in the intellectual education program, which was 1.96, the previous result indicates that special education teachers in the hearing impairment program see that material requirements for organizational change are available in the schools implementing special education programs in the eastern region more than what intellectual education teachers see.

To find out the significance of the differences between the means of teachers' responses about the degree of availability of organizational change requirements as a whole in the schools implementing special education programs in the eastern region, according to the type of program applied in the teacher's school, Scheffe's test was used for post hoc comparisons, and the results are shown in table 8.

Table (8): *The results of the Scheffe test for post hoc comparisons in the sample responses about the degree of availability of organizational change requirements in schools implementing special education programs in the Eastern Province according to the number of years of experience*

Implemented program	Implemented program	visual impairment	intellectual education	Hope for the deaf	Hearing impairment	Autism

	Mean	2,31	2,19	2,44	2,78	2,55
visual impairment	Mean difference	-	0,12	,13	,47	,24
	Significance	-	0,998	0,998	0,766	0,975
intellectual education	Mean difference	-	-	,25	,59*	,36
	Significance	-	-	0,805	0,035	0,489
Hope for the deaf	Mean difference	-	-	-	,34	,11
	Significance	-	-	-	0,619	0,991
Hearing impairment	Mean difference	-	-	-	-	0,23
	Significance	-	-	-	-	0,89
Autism	Mean difference	-	-	-	-	-
	Significance	-	-	-	-	-

*Significant at 0.05

It was clear from table 8 that the differences were in favor of special education teachers in the hearing impairment program, where the mean of their responses to the questionnaire as a whole was (2,78), which is greater than the rest of the means of the responses of special education teachers in other programs, and that there is a statistically significant difference between their mean of responses, and the mean responses of special education teachers in the intellectual education program, which was 2,19, and the previous result indicates that special education teachers in the hearing impaired program see that organizational change requirements are available in schools implementing special education programs in the eastern region, and that is more than what special education teachers see in general, and intellectual education in particular.

These results may be attributed to the fact that hearing-impaired students are among the closest groups of people with disabilities relative to ordinary students in terms of severity and difficulty, and they are one of the groups with disabilities that benefit the most from the inclusion strategy due to the convergence of levels and characteristics to ordinary students, and the fact that the programs offered to them may require capabilities Less compared to others with other disabilities, although this does not negate the urgent need to provide more material, human and administrative capabilities in all special education programs to implement organizational change.

Second: the differences according to the variable number of years of experience:

The one-way analysis of variance test (ANOVA) was used to reveal the significance of the differences between the mean responses of special education teachers about the degree of availability of organizational change requirements in schools implementing special education programs in the eastern region, due to the variable number of years of experience, because this variable has classified the sample into more than two categories, and table 9 illustrates this:

Table (9): *The results of the ANOVA test to reveal the significance of the differences between the mean responses of the study sample about the degree of availability of organizational change requirements in schools implementing special education programs in the eastern region due to the variable of experience*

Axis	Source of variance	Sum of squares	Degree of freedom	Average of squares	F value	Significance probative value
Administrative requirements	Between Groups	4,851	2	2,425	2,865	,061 not significant
	Within Groups	111,736	132	,846		
	Total	116,586	134			
Human requirements	Between Groups	4,003	2	2,001	2,996	,053 not significant
	Within Groups	88,165	132	,668		
	Total	92,168	134			
Material requirements	Between Groups	3,902	2	1,951	1,740	,179 not significant
	Within Groups	147,993	132	1,121		
	Total	151,895	134			
The questionnaire as a whole	Between Groups	1,493	2	,747	1,133	,325 not significant
	Within Groups	86,955	132	,659		
	Total	88,448	134			

The results of table 9 shows that there are no statistically significant differences at the significance level (a ≤ 0.05) between the mean responses of special education teachers about the degree

of availability of organizational change requirements in schools implementing special education programs in the Eastern Province in each of its aspects, due to the difference in the number of years of experience. Where the significance (probative value) was greater than the level of significance (a ≤ 0.05).

Recommendations

The researcher recommends decision-makers in the concerned educational institution to emphasize the availability of the requirements for the desired change as follows:

First, the administrative requirements:

• Focusing on the interest of the administrative body in schools implementing special education programs by involving special education teachers in planning organizational change, implementing its steps, and evaluating its outcomes.

• Forming clear organizational structures for the programs through which the authorities, responsibilities, and communication channels of the school's staff become clear.

• Rehabilitation of the administrative staff in schools implementing special education programs in the eastern region to manage special education programs.

• The interest of the administrative body in schools implementing special education programs to benefit from the results of the evaluation in developing work and performance.

Second, the human requirements:

• Benefiting from special education teachers in schools implementing special education programs in the eastern region to know the requirements and needs of the programs and ways to develop them based on their experiences.

• Rehabilitation and training of school staff implementing special education programs in the Eastern Province on the details of work in them.

• Working to develop the cooperative relationship between the school and parents in the local community to bring about organizational change.

Third, the material requirements:

• Equipping the appropriate school buildings in which the special education program can be applied according to its type or the target group.

• Providing moral incentives for the administrative body constitutes an incentive for achievement in the process of organizational change.

• Providing learning resources and developed and equipped laboratories for the benefit of the school's special education program and the schools implementing those programs.

• Provide an appropriate budget for organizational change in schools implementing special education programs.

- Providing appropriate material incentives for teachers at the school's special education program to enhance their attitudes and participation in bringing about organizational change.

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