University: King Saud University
College: Education
Department: Special Education
Branch /Track: Learning Disabilities
Title of Thesis: The practices and roles of the school Principals with regard to learning disabilities programs from views of their teachers and school Principals in Riyadh City.
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ABSTRACT

This study aimed to identify and recognize the practices and roles of the school Principals with regard to learning disabilities programs from views of their teachers and school Principals in Riyadh City. In the light of the study, the questions, terms and limitations also have been identified; where the researcher had used the Survey Descriptive Method to answer these questions. The study tool had been designed after testing of its reliability and compatibility, which comprised of four main items: the administrative practices and roles; the organizational practices and roles; the supervisory practices and roles; and the educational practices and roles.

The study had included all schools' Principals of the learning disabilities programs, who were about (158) Principals, in addition to the teachers of
students with learning disabilities, who were about (217) teachers, who all working at government schools at the Educational Directory in Riyadh City.

Study questionnaires, used following statistical analysis methods; recurrences and percentages, mediums, single variable analysis, t-test (b), Kruskal Wiles test.

**The study findings were as follows:**

1- There were remarkable statistical differences between school Principals and teachers of learning disabilities views, with regard to school Principals role practicing, concerning learning disabilities programs in the administrative side. And it was for the benefit of the school Principals.

2- There were no remarkable statistical differences between school Principals and teachers of learning disabilities views, with regard to school Principals role practicing, concerning learning disabilities programs in the (organizational, supervisory and educational sides).

3- There were no remarkable statistical differences between the study's sample participants' views, concerning school Principals role practicing about learning disabilities programs, in the administrative, organizational, supervisory and educational sides, taking into account years of experiences for these participants.

4- There were no remarkable statistical differences between study's sample participants' views, concerning school Principals role practicing about learning disabilities programs, in the administrative,
organizational, supervisory and educational sides, taking into account educational qualifications for these participants.

5- There were no remarkable statistical differences between study's sample participants' views, concerning school Principals role practicing about learning disabilities programs, in the administrative, organizational, supervisory and educational sides, taking into account years of age for the participants.

6- Also there were no significant statistical differences between study's sample participants' views, concerning school Principals role practicing about learning disabilities programs, in the administrative, organizational, supervisory and educational sides, taking into consideration the trainings received by these participants about learning disabilities.

In the light of this study, the researcher had recommended some suggestions, which could develop and promote these realistic and logical practices and roles of school Principals in the schools having learning disabilities programs; in addition to school administration development. Also, recommendations for further research and studies needed in this field.