







The Effectiveness of Supervision in Solving Problems Facing Teachers of Students with Autism Spectrum Disorder in Jordan

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Abstract

Teachers in all areas of life need supervision, which improves their job performance. This study aimed to recognize the effectiveness of supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan. The study sample consisted of 140 male and female teachers who were specifically selected. A tool for measuring supervision effectiveness has been developed through 49 items distributed across five domains. The validity and reliability of the tool have been verified. The study results show that the effectiveness of supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan is medium. The results also indicate that there are no statistically significant differences attributed to the variables of gender, or years of experience. A series of recommendations were given in light of the results such as the Ministry of Education and the Ministry of Social Development should implement training programs for teachers of students with autism spectrum disorder to broaden their experience and promote career development.

Keywords: Supervision, Problems, Teachers, Autism spectrum disorder.

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Contribution of this paper to the literature

This study contributes to the existing literature by determining the effectiveness of supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan.

1. Introduction

Children with an autism spectrum disorder need, primarily, to adapt to the educational program which suits them, and which achieves the set objectives of the education process. Individual teaching and the presence of special activities for each child has to be taken into account, which help develop their knowledge and skills appropriately. This focus requires the teacher to make more effort with the child than one without the disorder. However, teachers of students with autism spectrum disorder face many problems which obstruct their job. Some of these problems include assessment and diagnosis, modern teaching strategies, and the use of advanced supporting technology. The significance of specialized supervision lies in helping teachers to overcome their educational problems which will help them to develop the abilities of students with an autism spectrum disorder.

Some teachers of students with an autism spectrum disorder are still demanding the presence of specialized supervision to support them in teaching their students. Unspecialized supervision and the failure of supervising teachers negatively the ability to achieve the objectives of the educational process (Al Saree & Al Shurman, 2019).

1.1. Supervision

There are many definitions of supervision. Some define it as an organized and continuous educational process which has to have leadership and cooperation between the educational supervisor and those who are supervised by them to improve and enhance the educational process and all its elements, such as students, the rating process, the education environment, and teaching strategies. Education supervision is an interactive process between the supervisor and the teacher to guide teachers, develop their performance, and improve the educational process (Al-Khateeb, 2015).

Therefore, supervision generally aims to develop and improve the educational process by controlling all variables affecting it, dealing with the educational system's components in a protective and durable manner, and developing the educational process. This is achieved through enabling specialized roles in the educational process elements from students who are the core of the educational process to the teacher who activates that core to an educational guide to the school management as a leader, supervisor, and assessor. Among these elements, the role of supervision is apparent as it helps in solving the problems which teachers are faced with through planning, execution, and the correction of supervisory methods (Aish, 2008).

Workers in all areas of life need supervision to improve their job performance. The significance of supervision crosses several areas. For example, new teachers are not adequately acquainted with the necessary information, skills, and methods of the teaching process, and the role of supervision is valuable as it encourages teachers to familiarize themselves with sources, which helps solve their problems, guides them to develop themselves professionally, and develops their students' abilities (Al-Jalamdah, 2016; Amrullah, 2013).

Supervision is generally a tool for developing an educational environment where education is not a random process; rather it is an organized process. Teachers often need guidance, help, and interaction with others. Teachers who join the teaching profession need guidance. This is achieved by adequate supervision (Aish, 2008; Al-Ma'touq, 2007).

Specialists see that political objectives of the educational process, whether supervision was correctional, protective, constructive, or curable are to organize and develop the educational process. The goal is primarily to update the educational curriculum, to work on the development of teachers' abilities, to provide the appropriate school environment, and to connect the local environment with the school environment (Aish, 2008; Atawi, 2008).

Although supervision is generally significant, it is accompanied by several obstacles. Some of these obstacles are administrative, such as the work pressure on both the educational supervisor and the teacher which harms the supervisory process, also the are few training courses, potentially weak abilities of some educational institutions to provide educational means, and a lack of financial incentive for the supervisor and teacher. There are also technical obstacles, for example, teachers may not understand supervisors or do not follow the instructions of the educational supervisor, the number of students that each teacher has, and disagreement between supervisors about the preparation of individual educational plans (Amrullah, 2013).

1.2. Autism Spectrum Disorder

Autism spectrum disorder is still the mystery of this era. Although many researches and studies are being conducted, its cause is still unknown. The psychologist Kanner is considered to be the first to talk about autism spectrum disorder scientifically in 1943, through observing the behavior of eleven cases of children and their unusual characteristics, such as failure to talk, lack of awareness of people, failure to use imaginative play and other attributes, the inability to build relationships with others, a delay in the acquisition of speech, stereotypical and repeat play and symmetry, and weakness in analysis (Johnson & Myers, 2007; Leekam & Moore, 2000).

The American federal law defines autism spectrum disorder as a developmental disorder that has a noticeable effect on the child's verbal and non-verbal communication and social interaction. It often appears before the age of eight, which affects the academic performance of the child. Autism coincides with other characteristics, such as engagement in a series of repetitive activities, typical movements, resistance to change in the environment or change in daily routine, and unusual responses to perceivable input (experience). The term autism does not apply when the academic performance has been significantly affected as a result of emotional disorders (Raijer, 2013).

Since autism spectrum disorder is shrouded in mystery and scientific research about autism has not reached a definitive cause or explanation, so today there is no known scientifically proven reason. However, there are research and theories which indicate that specific things cause autism spectrum disorder. There are also many theories and hypotheses which explain autism spectrum disorder, and they can be divided into two parts: old theory and new theory (Poon, Watson, & Grace, 2013).

The old theory reflects the psychological theory, which was evolved by the scientist Kanner. It explains the causes of autism on the grounds that it is an escape from the painful reality that the child experiences as a result of emotional frigidity in the relationship between the mother and her son, which could be built based on the relationship between the spouses (mother and father). The mother may cause no problems for her son during pregnancy. This theory explains autism as if the causes are events and painful emotions, and this theory is not approved. The scientist, Rimland, explained these causes when he responded to the scientist Bettelheim, who adopted this theory. Some of these causes are that children who have autism disorder belong to parents who have no disease patterns in their personalities. In addition to that, children are born with autism spectrum disorder without having a bad experience in their upbringing. Autistic children have siblings who lived with them in the same circumstances and didn't have autism (Boker, 2000).

There are many modern, new theories to explain autism disorder. Biochemical theory suggests that the cause is a problem in the brain's chemistry negatively affecting the child's functional performance. The neurological theory assumes that autism spectrum disorder is of neurological origin. Some imaging tests of an affected the brain show that there are differences in the brain's structure. Some scientists suggest that there is an abnormality in the activity of brain electricity or malfunction in the brain stem and brain mantle which causes the autistic behavior that we see in the child. The neurological abnormality in children with autism spectrum disorder made scientists propose many hypotheses. For example, Land sees that the brains stem's complicated structure in the autistic child fails to provide appropriate stimuli (National Research Council, 2001).

The owners of the "Theory of Mind" claim that children with autism spectrum disorder cannot understand the mental and emotional moods of other people through understanding other people's emotions, ideas, and intentions because they are different from what they have, which in turn renders them unable to understand the nature of the emotional and mental moods they experience. To deal with others effectively through different social situations, it has to be understood that individuals have mental moods, which differ according to social situations and may even differ in the same situation (Zuraiqat, 2004).

Children with an autism spectrum disorder have many characteristics or general attributes, most notably qualitative deficiency in social interaction, whereby the child with autism spectrum disorder does not care about other people's feelings and does not feel the need for help from others. Those affected show a significant failure in the ability to form friendships with others. Furthermore, there is a failure in the visual communication process and a qualitative failure in verbal communication (Donna & Nancy, 2008).

Moreover, linguistic problems occur such as echolalia or repetition. Some autistic people can be non-speaking in addition to typical behaviors, such as blinking, tip-toeing, a love of routine, and others (Emily & Edward, 2004; Raijer, 2013).

Several studies on the effectiveness of social networks and their relation to religious extremism have been conducted. Al-Habashi (2017) carried out a study which aimed to explore the role of supervision in developing class management skills for practical studies teachers in public schools in Kuwait from the viewpoint of teachers. The study population comprised of (1408) teachers with the split of (876) males and (532) females. The study sample consisted of (300) male and female teachers. One of the most significant results of the study was that the rating of practical studies teachers for educational supervisors' effectiveness in developing class management skills was positive. The average score of female teachers for the efficacy of educational supervisors in developing class management skills was higher than that of males. There were no statistically significant differences between the averages of male teachers' rating and female teachers' rating for educational supervisors' effectiveness in developing class management skills, which are attributed to the variables of a teacher's educational qualification, practical experience, nationality, or specialization.

Al-Kalbani (2016) conducted a study to determine the extent to which the educational supervisors practice some of the supervision patterns in elementary schools in the province of Al Wusta in Oman Sultanate. The sample study consisted of (261) male and female teachers. One of the most significant study findings was that there are statistically significant differences between the range of educational supervisors' practice for some of the supervision patterns from the study sample perspective, which are represented by the difference in the quality of different supervisory patterns. No statistically significant differences are attributed to the variable of gender. There are also no statistically significant differences attributed to the variables of academic qualification and years of experience.

Imbaidh (2014) conducted a study in Jerusalem to recognize the role of the educational supervisor in improving teachers' performance in Jerusalem's public schools from the viewpoint of teachers and principals. The study sample comprised of (386) male and female teachers and (39) male and female principals. One of the most significant results of the study was that there were medium-to-high opinions of principals and teachers of public secondary schools on the role of educational supervisors in improving teachers' performance in Jerusalem's public schools. Additionally, the average of principals' opinions is higher than that of teachers in all domains. Moreover, there are no statistically significant differences attributed to the variable of teachers' gender in the role of the educational supervisor. The study indicates that there are statistically significant differences for teachers who have a bachelor's degree and education diploma, and teachers with (6-10) years of experience.

Al-Shidifat (2014) conducted a study in Jordan to determine the role of the educational supervisor in the development of the professional performance of social studies teachers in education directorate of northwestern Badia district in the province of Mafraq. The study sample comprised of (99) male and female teachers. One of the most significant results is that the role of the educational supervisor in developing social studies teachers' professional performance is medium in the domains of evaluation, class visits, and relationships with colleagues and the local community, with planning coming last. Statistical differences can be attributed to the effect of gender in planning in favor of males, in-class visits in favor of females, and curriculum and teaching methods in favor of males. There are no statistically significant differences in the two domains of relationships with colleagues and the local community and evaluation. Statistically significant differences are attributed to qualification in the curriculum and teaching methods in favor of graduate studies. As to the rest of the domains, there are no statistically significant differences. There are statistically significant differences between the experimental group (ten – more

than ten) and the two groups (one - less than six), (six - less than ten). The differences were in favor of the two groups (one - less than six), (six - less than ten) in planning and the relationship between colleagues and the local community. There are also statistically significant differences between the experience group (one - less than six) and (ten - more than ten) in favor of the experimental group (one - less than six).

Abu and MajdiMua'mar (2013) carried out a study to recognize the role of an educational supervisor in supporting a new teacher in Palestine in Northern provinces. The study sample consisted of (296) male teachers. The study's findings suggest that the role of supervision in Palestine in supporting a new teacher is medium in the total score. The findings also show that the educational supervisor's support and the principal to a new teacher was greater than that of their colleagues. There are no statistically significant differences between the averages of ratings of study sample individuals for the role of supervision in supporting a new teacher attributed to the variables of gender and specialization. There are statistically significant differences attributed to the variable of the geographical area in favor of the two regions; far north and north.

Kapusuzoglu and Balaban (2010) conducted a study aimed at recognizing the role of primary stage educational supervisors in training teachers during the job. The study sample comprised (152) teachers from the primary stage in the two regions of Bolu and Düzcein, Turkey, and (26) educational supervisors from the same region. One of the most significant results of the study is that teachers from the sample study reached a consensus that the educational supervisors did not support them adequately and that educational supervisors think that they performed their role fully.

Murtaja (2009) conducted a study to recognize the role of the educational supervisor in developing leadership skills in primary stage teachers in relief agency schools in the governorates of Gaza, and the ways to activate that role. The study sample consisted of (590) male and female teachers. One of the most significant findings of the study is that the level of educational supervisors' role in developing leadership skills for primary stage teachers is high. There are statistically significant differences in the average ratings of teachers for the role of the educational supervisor in developing leadership skills in the primary stage teachers attributed to the variable of gender from the viewpoint of those teachers in favor of females. There are no statistically significant differences in the teachers' average ratings for the role of the educational supervisor in developing leadership skills for the primary stage teachers. This is attributed to the variable of years of experience from the viewpoint of those teachers. There are also no statistically significant differences in the average ratings of teachers for the role of the educational supervisor in developing leadership skills in primary stage teachers attributed to the variable of educational qualification from the viewpoint of those teachers.

Al-Agha (2008) conducted a study with the goal of recognizing the level of practices of supervision elements in achieving teachers' efficiency and examining efficient teachers' characteristics from their perspective. The study sample comprised of (321) male and female teachers who work in international relief agency schools. The study results demonstrate that the elements of supervision employ the necessary practices to a rather good degree. There are statistically significant differences in practices of supervision elements to achieve teacher's efficiency attributed to gender in the domain of human relationships, pupils' affairs, correction, scientific subject, and school activity and the total outcome of the questionnaire is in favor of female teachers. In contrast, there are no differences in the effect of gender in leadership, planning, and supervisory methods.

Ferguson (2004) carried out a study to determine the role of supervision in developing the performance of mathematics teachers and the difficulties they face. The study sample comprised of (35) educational supervisors and (300) male teachers from New York City. The study results indicate that the role of educational supervisor is crucial to developing mathematics teachers' performance. To improve teachers' professional performance, more than one supervisory method should be employed in the supervisory process.

Sandell (1992) conducted a study aimed at finding out the causes for disappointment to teachers and the effect of that on the professional development and the role of the educational supervisor in dealing with that. The study sample consisted of (42) primary stage male teachers. One of the significant findings of the study is that an educational supervisor' role is vital to promoting teachers' professional development and encouraging them to discard their disappointment.

1.3. The Statement of the Problem

Supervision has a significant role in helping teachers of students with autism spectrum disorder do their job and solve their problems. Supervision gives teachers and students a motive for advancement and development. However, the researcher sees that it is essential to study supervision and its reflections on teachers and students. This study's idea was formed in response to the notes of some teachers of students with autism spectrum disorder on the lack of supervision in solving many problems that teachers face in their work. Some teachers think that skilled supervision has excellent efficiency and assists them in the teaching process. Due to this difference over the effectiveness of skilled supervision for teachers of students with an autism spectrum disorder, the researcher decided to make this study to find out about the efficacy of supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan. Therefore, the study set out to answer the following questions:

1. What is supervision's effectiveness in solving problems facing teachers of students with an autism spectrum disorder in Jordan?
2. Are there any statistically significant differences at level ($\alpha = 0.05$) between the average ratings of study individuals for the effectiveness of supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan attributed to the gender variable?
3. Are there any statistically significant differences at level ($\alpha = 0.05$) between the average ratings of study individuals for the effectiveness of supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan attributed to the years of experience variable?

1.4. Objectives of the study

This study aims to:

1. Recognize the effectiveness of supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan.
2. Recognize the differences in supervision effectiveness in solving problems facing teachers of students with an autism spectrum disorder in Jordan in light of the variables of gender and years of experience.

1.5. Significance of the Study

The significance of this study is that teachers of students with autism spectrum disorder are in desperate need of specialized supervision, since they face many problems while teaching children with autism spectrum disorder so that they can solve these problems, which would raise the level of children with an autism spectrum disorder. The significance of the study is represented as follows:

- The importance of the subject of specialized supervision for helping teachers overcome the problems that they face.
- It is hoped that educational supervisors, the concerned educational bodies, and decision-makers benefit from this study's results.
- It is hoped that researchers and those interested in special education benefit from results concluded from the study to carry out new studies in this field.
- Enriching the theoretical and educational literature related to specialized supervision in autism spectrum disorder.

1.6. Operational Definitions

- **Supervision:** A purposeful, organized, and continuous process which aims to provide support and help for teachers of students with an autism spectrum disorder so that they obtain feedback about their work in addition to guidance and assistance in solving problems facing teachers, which will positively affect the teaching of children with autism spectrum disorder.
- **Problems:** Difficulties or obstacles encountered by teachers of students with an autism spectrum disorder in domains related to students, supporting technology, rating, teaching strategies, and career qualification.
- **Teachers of students with autism spectrum disorder:** Qualified people who were appointed by the institution management to carry out the process of teaching students with an autism spectrum disorder in governmental, voluntary, and private institutions.

1.7 Limitations of the Study

- **Objective limits:** This study is limited to finding the effectiveness of supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan.
- **Time limits:** This study was completed during the second semester of the academic year (2019-2020).
- **Spatial limits:** This study is limited to institutions of students with an autism spectrum disorder in the provinces (Amman, Irbid, Zarqa, and Mafraq).
- **Human limits:** This study is limited to male and female teachers of students with an autism spectrum disorder in the provinces (Amman, Irbid, Zarqa, and Mafraq).

2. Methods and procedures

This section includes a description of the study's methodology, population of the study, study sample, and study tool, its validity, and reliability. It also includes a description of procedures followed in the study and its variables as well as the used statistical processing procedures.

2.1. Study Approach

The researcher adopted the analytical-descriptive approach in this study.

2.2. The Population of the Study and its Sample

The study population comprised all male and female teachers of students with an autism spectrum disorder in the provinces (Amman, Irbid, Zarqa, and Mafraq). The study sample consisted of (140) male and female teachers, who were selected purposefully, see [Table 1](#).

Table-1. Frequencies and percentages according to the variables of the study.

Variable	Categories	Frequency	Percentage
Gender	Male	50	36%
	Female	90	64%
Years of experience	Less than 5 years	50	36%
	5-10 years	55	39%
	More than 10 years	35	25%
Total		140	100%

2.3. The Study Tool

The study tool was developed to measure supervision's effectiveness in solving problems facing teachers of students with an autism spectrum disorder in Jordan. The tool consisted of (49) items distributed to (five) domains that are related to students, supporting technology, rating, teaching, and career qualification.

The study tool is comprised of two parts: the first part includes demographic information about the recipient (gender and years of experience), while the second part is comprised of (49) items to measure the effectiveness of

supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan. Questionnaires have been identified according to the Likert quintet scale (5) very high (4) high (3) medium (2) low (1) very low.

2.4. The Validity of the Study Tool

To ensure the study tool's validity, the researcher presented the tool in its initial form to (ten) specialized arbitrators to make sure of the items and their validity to measure what they have been designed for, and language correctness. Modification, deletion, and addition were made in the light of arbitrators' notes. The items have been paraphrased or deleted according to what arbitrators have indicated. The tool in its final form consisted of (49) items.

2.5. Reliability of the Study Tool

The reliability of the study tool was ensured through the (test-retest) method. The scale was applied, and then it was reapplied after two weeks on a group from outside the sample study, which consisted of (20) male and female teachers of students with an autism spectrum disorder. The Pearson correlation coefficient between their ratings has been calculated on two occasions.

The reliability coefficient has also been calculated through the internal consistency method using Cronbach's alpha formula. Table 2 shows the internal consistency coefficient according to Cronbach's alpha formula and retest reliability of domains and the tool as a whole. These values were considered appropriate for the objectives of this study.

Table-2. Retest reliability for the domains, the total score, and the internal consistency coefficient Cronbach's alpha.

Domain	Retest validity	Internal consistency
Students	.88*	0.91
Supporting technology	.86*	0.82
Rating	.85*	0.89
Teaching strategies	.85*	0.82
Career qualification	.88*	0.94
Total degree	.90*	0.95

Note: *statistical significance at the significance level ($\alpha=0.05$).

2.6. Procedures of the Study

The researcher first studied the theoretical and educational literature related to the study subject and the previous studies, and then the study tool was developed. After that, indices of validity and reliability of the tool were extracted. The researcher identified the study group and the study sample. The study tool was distributed among study individuals. Questionnaires were collected and analyzed, and their results were concluded and discussed.

2.7. Statistical Treatment

After obtaining the study data, these data were entered into the computer and analyzed using the statistical package for social sciences (SPSS) software to answer the study questions:

- 1) To answer the first question, means and standard deviations were extracted.
- 2) To answer the second question, means and standard deviations were extracted and the test (t) was conducted.
- 3) To answer the third question, means and standard deviations were extracted and the value (f) was extracted.

3. Results of the Study

This section deals with the results reached by the study, which aims to recognize the effectiveness of supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan by answering the following questions:

Question 1: What is supervision's effectiveness in solving problems facing teachers of students with an autism spectrum disorder in Jordan?

To answer this question, averages and standard deviations for the effectiveness of supervision have been extracted. Table 3 shows that.

Table-3. Averages and standard deviations for the effectiveness of Supervision arranged in descending order according to averages.

Rank	Number	Domain	Mean	Standard deviation	Level
1	1	Students	3.77	.670	High
2	2	Rating	3.59	.724	Medium
3	3	Teaching strategies	3.47	.719	Medium
4	4	Supporting technology	3.45	.640	Medium
5	5	Vocational qualification	3.43	.639	Medium
Total score			3.54	.568	Medium

Table 3 shows that means range between 3.43 and 3.77. The students' domain came first with the highest mean accounting for (3.77), while the career qualification domain came last with a mean of (3.43). The mean for the tool reached (3.54) as a whole with a medium level.

Question 2: Are there any statistically significant differences at level ($\alpha = 0.05$) between the average ratings of study individuals for the effectiveness of supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan attributed to the variable of gender?

To answer this question, means and standard deviations for the study individuals' ratings for the effectiveness of supervision have been extracted according to the gender variable. To show the statistical differences between the means, (T) test was used. Table 4 shows that.

Table-4. Means, standard deviations, and (T) test for the effect of gender on the ratings of study individuals

Domain	Gender	N	Mean	Standard deviation	"T" value	Degrees of freedom	Sig
Students	Male	50	3.69	.670	-1.183	138	.237
	Female	90	3.80	.672			
Supporting technology	Male	50	3.43	.731	-.515	138	.606
	Female	90	3.46	.557			
Rating	Male	50	3.37	.611	.512	138	.607
	Female	90	3.42	.545			
Teaching strategies	Male	50	3.40	.775	-.421	138	.673
	Female	90	3.49	.640			
Career qualification	Male	50	3.62	.725	-1.244	138	.214
	Female	90	3.74	.726			
Total score	Male	124	3.50	.573	-.693	138	.488
	Female	81	3.58	.544			

Table-5. Means, standard deviations and "T" test for the ratings of study individuals according to years of experience.

Domain	Categories	Number	Mean	Standard deviation
Students	Less than 5 years	40	3.62	.662
	5-10 years	70	3.73	.656
	More than 10 years	30	3.76	.682
	Total	140	3.70	.670
Supporting technology	Less than 5 years	40	3.44	.562
	5-10 years	70	3.29	.601
	More than 10 years	30	3.45	.710
	Total	140	3.39	.665
Rating	Less than 5 years	40	3.35	.519
	5-10 years	70	3.31	.547
	More than 10 years	30	3.43	.619
	Total	140	3.36	.586
Teaching strategies	Less than 5 years	40	3.39	.520
	5-10 years	70	3.40	.712
	More than 10 years	30	3.54	.776
	Total	140	3.44	.723
Vocational qualification	Less than 5 years	40	3.54	.643
	5-10 years	70	3.56	.691
	More than 10 years	30	3.73	.753
	Total	140	3.61	.725
Total score	Less than 5 years	40	3.46	.484
	5-10 years	70	3.45	.493
	More than 10 years	30	3.55	.607
	Total	140	3.48	.561

Table-6. One-way analysis of variance of the effect of years of experience on the ratings of study individuals.

Domain	Source	Sum of squares	Degrees of freedom	Mean of squares	F value	Sig
Students	Between groups	.461	2	.231	.511	.602
	Within groups	91.651	137	.454		
	Total	92.113	139			
Supporting technology	Between groups	1.343	2	.671	1.529	.221
	Within groups	88.862	137	.441		
	Total	90.204	139			
Rating	Between groups	.657	2	.328	.956	.385
	Within groups	69.389	137	.344		
	Total	70.046	139			
Teaching strategies	Between groups	.543	2	.270	.515	.597
	Within groups	106.078	137	.526		
	Total	106.508	139			
Career qualification	Between groups	2.028	2	1.014	1.946	.146
	Inside groups	105.285	137	.521		
	Total	107.314	139			
Total score	Between groups	.634	2	.316	1.007	.366
	Within groups	63.551	137	.314		
	Total	64.187	139			

It is clear from Table 4 that there are no statistically significant differences ($\alpha = 0.05$), attributed to the effect of gender in all domains as well as the total score.

Question 3: Are there any statistically significant differences at level ($\alpha = 0.05$) between the average ratings of study individuals for the effectiveness of supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan attributed to the variable of years of experience?

To answer this question, means and standard deviations for study individuals' ratings for the effectiveness of Supervision have been extracted according to the years of experience variable. Table 5 shows that.

Table 5 shows a visible variance in the means and standard deviations for the ratings of study individuals for the effectiveness of supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan according to the variable of years of experience. To show the significance of statistical differences between the averages, One-way analysis of variance was used. Table 6 shows that.

It is apparent from Table 6 that there are no statistically significant differences ($\alpha = 0.05$), which are attributed to the effect of years of experience in all domains as well as the total score.

4. Discussion and Recommendations

This section presents a discussion of the study results, which aims to recognize the effectiveness of supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan.

First: Discuss the results related to the first question: what is supervision's effectiveness in solving problems facing teachers of students with an autism spectrum disorder in Jordan?

The results show that averages ranged between (3.43) and (3.77). The students' domain came first with the highest mean of (3.77), whereas the career qualification domain came last with a mean of (3.43). The mean of the tool was (3.54) as a whole with a medium level.

The researcher attributes this result to many things, most notably the presence of purposeful supervision with a high degree, which is also essential to guide teachers of students with an autism spectrum disorder in many things and acquire knowledge and essential skills, such as procedures of behavior modification, preparation of an individual educational plan, in addition to formulating a supervisory plan by educational supervisors based on the needs of teachers of autism spectrum disorder and helping them in developing appropriate educational programs. The researcher also attributes this result to the encouragement that supervisors give to teachers to participate in school activities in collaboration with school administration, develop the skills of new teachers in the use of everything new, and emphasize the use of supporting technology in the teaching process. This result is consistent with the results of the studies of Al-Habashi (2017); Imbaidh (2014); Al-Shidifat (2014); Abu and MajdiMua'mar (2013); Al-Agha (2008) and Ferguson (2004) which indicate that the effectiveness of supervision was medium. It differs from the results (Kapusuzoglu & Balaban, 2010) which show that educational supervisors did not provide adequate support for teachers.

Second: Discuss the results related to the second question: Are there any statistically significant differences at level ($\alpha = 0.05$) between the average ratings of study individuals for the effectiveness of supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan, which are attributed to the variable of gender?

It is evident from the results of the study that there are no statistically significant differences ($\alpha = 0.05$), which are attributed to the effect of gender in all domains and the total score. The researcher attributes this result to supervision's commitment and care, whether it is real or purposeful. The result is also attributed to the fact that male and female teachers from the study sample share the same vision that supervision helps them significantly. It also helps them solve problems related to students, rating, and technology, provides them with new teaching methods, and makes sure to qualify teachers professionally in the field of private education without any bias towards a particular gender. This is consistent with the results of the studies of Al-Habashi (2017); Al-Kalbani (2016); Imbaidh (2014) and Abu and MajdiMua'mar (2013). However, it differs from the studies Al-Shidifat (2014) and Murtaja (2009).

Third: Discuss the results related to the third question: Are there any statistically significant differences at level ($\alpha = 0.05$) between the average ratings of study individuals for the effectiveness of Supervision in solving problems facing teachers of students with an autism spectrum disorder in Jordan, which are attributed to the variable of years of experience?

The study results demonstrate that there are no statistically significant differences at level ($\alpha = 0.05$), attributed to the effect of years of experience in all domains and the total score. The researcher attributes this result to the fact that there is no serious interest in the process of supervision and all teachers, whether they are recently appointed or not. The individuals of study see that the educational supervisor helps them, to a reasonable extent, in drawing up appropriate educational plans for students, giving educational guidance to overcome the problems that they are encountered with during the teaching process, providing advice on new teaching strategies and methods, and offering training courses in the field of supporting technology, rating, and career qualification.

This result is consistent with the results of Al-Habashi (2017); Al-Kalbani (2016); Abu and MajdiMua'mar (2013); and Murtaja (2009). However, it differs from the studies (Imbaidh, 2014) and Al-Shidifat (2014).

5. Conclusions

Depending on the results reached by the study, the researcher recommends the following:

- The Ministry of Education and the Ministry of Social Development should implement training programs for teachers of students with autism spectrum disorder to broaden their experience and promote career development.
- The Ministry of Education and The Ministry of Social Development should train specialized educational supervisors, raise awareness among them, provide them with the most modern Supervision methods and the latest in education, and develop their job experience.

- More comprehensive studies on the effectiveness of supervision should be conducted, and new variables, such as educational qualification and southern provinces should be dealt with.

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