



AMERICAN UNIVERSITY OF BEIRUT

ATTITUDES OF PARENTS AND GENERAL EDUCATION  
TEACHERS TOWARDS INCLUSIVE EDUCATION IN  
PRIVATE SCHOOLS IN BEIRUT

by  
ROUBA JOHNNY KHALAF

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Submitted in partial fulfillment of the requirements  
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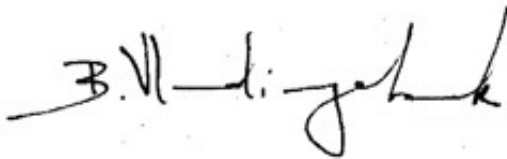
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# ABSTRACT OF THE THESIS

Rouba Johnny Khalaf

for

Master of Arts  
Major: Education

Title: Attitudes of Parents and General Education Teachers Towards Inclusive Education in Private Schools in Lebanon

Parents and educators play an essential role in any school. The efficacious implementation of any inclusive education depends on educators being positive, and parents should not be a barrier to achieving an inclusive school community. To date, the research on attitudes of teachers and parents towards inclusion is very scarce. Notably, very few studies have been conducted in Lebanon. The lack of research on this topic underscores the importance of this study. This topic should be addressed in order to promote successful education and help students who need special education become better integrated within their school communities. The purpose of this research aims to examine (a) whether the teachers' sentiments, attitudes, and concerns about inclusive education differ according to age, gender, level of education, years of experience, training, experience in teaching students with special needs, and teaching-efficacy, (b) the role of age, gender, and level of education on the attitudes of parents of typically developing children; and (c) role of age, gender, and level of education on the attitudes of parents of children with special education needs. Validated scales will be used to assess the relationship between attitudes, demographic variables, and teacher efficacy. Online surveys were given to general education teachers of grades 2,3,4,5, and 6 and parents of students with and without special needs in those grades in seven private schools located in Beirut. The teachers will have to fill following surveys Sentiments, Attitudes, Concerns About Inclusive Education (SACIE)/ Teacher Efficacy for Inclusive Practice (TEIP). If a parent has a child who needs special education will have to fill the following survey Attitudes Towards Inclusive Mainstreaming (ATIM), if a parent has a typically developing child will have to fill My Thinking About Inclusive Education (MTAI). A small pilot study will be done to make sure that the survey items are clearly written and understood. The participants will be from one of the seven chosen schools.

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# CHAPTER I

## INTRODUCTION

Inclusive education is defined as the process of teaching students with special needs alongside their non-disabled peers in a school environment that caters for individual differences and different learning styles (Priyadarshini & Thangarajathi, 2016; Underwood et al., 2012). According to UNESCO (1994), it is crucial for individuals with special needs to have access to regular education that can meet their educational needs. Researchers believe that inclusive education will be beneficial and helpful for both students with and without special needs. One study showed that when integration was successful, special needs students performed academically better and typically developing children learned to accept others and be more sensitive and tolerant (Bennett et al., 2013).

In order to attain successful inclusion, all members of the school community should adhere to the belief that the education system is capable of catering to the needs of all students, whether they have disabilities or not. Inclusion depends on the readiness of classroom teachers to adapt the curriculum and provide individualized instructional strategies to students with special needs (Priyadarshini & Thangarajathi, 2016; Underwood et al., 2012). Also, supportive parental involvement is regarded as a reinforcing factor in inclusive education. When parents of children with and without special needs uphold positive attitudes towards inclusive education, teachers and support staff will be more motivated to implement inclusion (De Boer et al., 2011).

Attitudes encapsulate constructs containing cognitive, affective and behavioral

elements. Positive attitudes towards inclusive education are indispensable to the successful implementation of an inclusive classroom (Cologan, 2012, Cosrello & Boyte 2013). It has been shown that teachers with positive attitudes towards inclusive education were more ready to alter the ways they work in order to benefit students with a range of special needs (Vaz et al.,2015). Research has shown that teachers' attitudes towards inclusive education can predict the success of an inclusive classroom and its impact on students with special needs. Therefore, teachers and parents are very important elements in inclusive education, whereby they can determine the success of an inclusion program (Abu-hamour, 2014; Amr, 2016; Alquraini, 2012; Sharma et al., 2015; Vaz et al., 2015).

In fact, several studies have indicated that teachers' and parents' perceptions towards inclusive education are influenced by a number of variables, such as age (Vaz et al.,2015), level of education, and type or severity of disability (Abu-hamour, 2014; Vaz et al., 2015; Khochen et al., 2012). For example, teachers were more willing to teach students with special needs than those with behavioral problems (Khochen et al., 2012). Research indicated that educated parents were more positive towards inclusive education than less educated parents (Abu-hamour, 2014; Amr, 2016; Vaz et al., 2015).

Inclusive education has gained a lot of international recognition over the past 25 years. Many countries such as the USA, UK, Canada, promoted the inclusion of students with special needs in regular classrooms (Sharma et al., 2015). However, in Lebanon, the law 220/2000 for individuals with disabilities has no legislative authority for schools to accept students with special needs and attend to their educational needs (Khochen & Radford, 2012).

In the context of Lebanon, the inclusion system in Lebanon is still developing at a plodding pace and not being applied effectively (Hadidi & Khateeb, 2015). Wehbi (2006, 2007) explained several barriers that affect inclusive education in Lebanon, such as the absence of acceptance from teachers and parents and a shortage of appropriately trained staff. Wehbi (2007) explored other barriers, such as the absence of proper resources to modify and adapt the literacy curriculum, lack of awareness of the parents and teachers, and the lack of monetary resources to support these modifications.

Research showed that believing in the inclusion system is an essential aspect of its proper execution. When teachers believe in the impact of the inclusion system, they are more likely to provide an environment where children with and without disabilities can blend and are educated equally (Vaz et al., 2015). Additionally, when teachers are proponents of this system, parents are more likely to accept enrolling their children in inclusive schools (Amr et al., 2016; Sharma et al., 2015). Therefore, to promote the necessity of inclusive education, parents and teachers should both believe in the benefits of the inclusion system.

### **Purpose of the Study**

The study aimed to examine: (a) whether the teachers' sentiments, attitudes, and concerns about inclusive education differ according to age, gender, level of education, years of experience, training, experience in teaching students with special needs, and teaching-efficacy, (b) the role of age, gender, and level of education on the attitudes of parents of typically developing children; and (c) role of age, gender, and level of education on the attitudes of parents of children with special education needs.



## **Research Questions**

1. What is the role of general education teachers' demographic factors (age, gender, level of education, years of experience, training, experience in teaching students with special needs, and teaching-efficacy) on the sentiments, attitudes towards, and concerns about inclusive education?
2. What is the role of age, gender, and level of education of parents of typically developing children on their attitudes towards inclusive education?
3. What is the role of age, gender, and level of education of parents of children with special educational needs on their attitudes towards inclusive education?

## **Rationale of the Study**

General education teachers and parents are part of the school system; their attitudes, and opinions matter to promote and support inclusive education (de Boer et al., 2012). Previous research has found evidence that the inclusion of education can be affected by the attitudes held towards it (Alquraini, 2012; El Zein, 2009; Sharma et al., 2015; Vaz et al., 2015). These attitudes and sentiments can be related to several variables, such as age, gender, level of education, and years of experience of teachers. Hilbert (2014) found that even teachers with positive attitudes were hesitant to teach special needs students in mainstream classrooms, and parents showed several concerns when it came to teaching students with special needs in the general classroom. The literature has revealed mixed results regarding the factors that influence the attitudes of teachers and parents towards inclusive education (Alghaza & Naggar, 2004; Alquraini, 2012; Monsen et al., 2014; Sharma et al., 2015; Vaz et al., 2015). In light of this, our study aims to try and resolve this disagreement in the literature, specifically in the Levant region.

According to Vaz et al. (2015), female teachers showed more positive attitudes towards inclusive education in comparison to their male colleagues. Additionally, there are several mixed results about the relationship between teacher efficacy and attitudes towards inclusion. For example, Vaz et al. (2015) found that teachers who scored higher on teacher efficacy showed more positive attitudes towards inclusion in comparison to teachers who scored low on teacher efficacy. However, a study done by Sharma et al. (2015) found that teachers with high levels of teacher efficacy had negative attitudes towards inclusive education. However, it is essential to note that these studies used self-reporting in order to assess attitudes and teacher efficacy, which is something to be wary of when interpreting the results as self-report is frequently biased (Weigold et al., 2013).

Researches have demanded that more studies should be conducted in order to improve inclusive education practices in Lebanese schools, especially in light of the scarce research conducted in the Middle East region (Amr et al., 2016; Khochen et al., 2012). According to our knowledge, only one study in Lebanon (Khochen et al., 2012) has investigated the relationship between demographic variables and the attitudes of general education teachers and headteachers. One other study only assessed the relationship between attitudes of parents of children with special needs, but not the relationship with other factors (such as demographics) (ElZein, 2009).

Studies have shown that children model their parent's perceptions and attitudes. If parents have positive attitudes towards inclusive education, their children will most probably develop positive attitudes and they will be more willing to accept students with special needs in their classes without being biased (Abu-Hamour et al., 2014; Bennett et al., 2013).

Additionally, no studies have investigated the relationship between attitudes and teacher efficacy. Thus, this study will add to the scientific literature regarding predictors of attitudes towards inclusive education, such as teacher efficacy and demographics, especially in Lebanon. It will expand past research studies because it will be the first study to focus on the parental attitudes (of parents with and without disabilities) towards inclusive education.

Teacher efficacy is also correlated with improvements in attitudes towards teaching in inclusive classrooms, whereby teachers' efficacy was one of the strongest predictors of their attitudes (Sharma et al., 2015). This study will be the first study in Lebanon to address the relationship between teachers' efficacy and their attitudes towards inclusive education. Research conducted by Vaz et al., (2015) confirmed the association between teachers' positive self-efficacy and willingness to implement wide-ranging instructional strategies for both regular students and students with special needs. However, teachers with low self-efficacy are not willing to change and adapt their teaching practices and methodologies to educate children with disabilities; they are passive teachers (Vaz et al., 2015). Therefore, studying the relationship between this specific factor "teacher- efficacy" and attitudes towards inclusive education is necessary.

This study will also be a replication of past research in a different context. In fact, these studies were done in several countries such as Pakistan, Australia, Saudi Arabia (Alquraini, 2012; Sharma et al., 2015; Vaz et al., 2015). However, and to our knowledge, no study examined the variables that affect attitudes of both groups: the general education teachers and parents with and without special needs children in Lebanon. Specifically, in this study, we will be examining the attitudes using a new variable, which is the teacher

efficacy of the general education teachers. Moreover, this study also includes a new population, which is both groups of parents, those with special needs children and those without.

Besides, the research investigated the factors that influence the attitudes of parents with special needs, but very little empirical research all over the world has been done from the perspective of parents with typically developing children. Since we are addressing an educational issue, it is important to include a different point of view from various participants to get accurate results. The study will emphasize the diverse experience of different groups of parents.

### **Significance of the Study**

The way parents and teachers perceive the term inclusive education is a strong determinant of how they will perceive its implementation; if they have a negative connotation associated with inclusive education, it will affect the way they perceive it (de Boer et al., 2010). Therefore, implications of such studies include identifying the negative attitudes associated with inclusive education and educating parents about the importance of this system. Research has shown that parents and teachers can be a barrier to the successful implementation of inclusive classrooms (de Boer et al., 2015; Savolainen et al., 2012). The engagement and attitudes of parents and teachers in education can be a crucial element to effective inclusive education. Firstly, teachers' points of view and attitudes towards inclusive education may impact their belief in the system, their instructional strategies, and the academic success of special needs students. Identifying the factors that affect their attitudes is the first step that needs to be taken into consideration to apply inclusive education effectively.

Once the study is accomplished, we learned more about needed measures to facilitate the process for the teachers to teach students with special needs along with non-disabled children in the same classroom. It will also stimulate other researchers to create and design professional development programs to help general education teachers be better prepared, more confident and better educated about the different types of behavioral and instructional strategies that can be used in class with varying disabilities. Addressing the attitudes towards inclusive education from a general education teachers' perspective and the perspective of parents, with and without special needs children, is equally important to the success of the implementation of inclusive programs.

Inclusive education does not exist if parents of non-disabled children refuse to integrate their children into a classroom with other disabled children. In fact, addressing parents' attitudes is a necessary step towards promoting and developing inclusive practices in Lebanon and other countries.

This study will also contribute to the planning of teacher preparation and development education programs in universities. Wilcox-Herzog and Ward (2013) found that it is imperative to enhance and focus on teachers' self-efficacy throughout their college degrees and learning experiences. Furthermore, teachers must receive proper training on their self-efficacy throughout their training programs and coursework (Siegel & Jausovec, 1994). Wilcox-Herzog and Ward (2013) suggested that changing teachers' attitudes is challenging and often requires several learning experiences and challenges such as internships and rigorous coursework. Understanding how teachers' attitudes are created and how they may be modified could lead to increased academic achievement for students with special needs. This information could be conducive to planning teacher education programs

and designing activities, which encourage teachers to assess and reflect on their attitudes towards the inclusion of students with special needs.

Last but not least, understanding teacher and parental attitudes will help inform Lebanese policymakers and aid in the planning of a more just and adequate inclusive education program. Investigating the attitudes towards inclusive education in Lebanon will pave the path for more cross-cultural research between the East and the West, and will allow us to understand the differences in attitudes towards inclusive education between these different cultures. In turn, this understanding of differences can aid in the proper validation of interventions that change the negative attitudes upheld by parents and teachers.

## CHAPTER II

### REVIEW OF THE LITERATURE

The concept of inclusion arose with the Salamanca statement that required schools to offer education for students, including students who needed special needs (Vaz et al., 2015). For example, schools in USA, UK, and Canada and schools are providing more opportunities for children with special needs to attend schools and be educated (Florin et al., 2010). However, the schools in Arab countries are still developing policies for schools to meet the needs of students with special needs (Hadidi et al., 2015).

The inclusion system has been affected by several factors such as lack of appropriate teachers, lack of resources, and lack of adaptation of the curriculum (Monsen et al., 2014).

#### **Definition of Inclusive Education and Related Terms**

In this section, we will introduce the definitions of inclusive education-related terms that fall under the umbrella of Inclusive education.

**Inclusive Education:** 'IE' is defined as an approach of including students with special educational needs ( learning disabilities) in general education settings by increasing their involvement and reducing their exclusion from Education. In this research, the word inclusion refers to including SEN students in general education classrooms with typically developing students (Lindsay, 2007). To meet the needs of learners with special education adequate adaptations and adjustments should be done in the general education environment.

It will ultimately allow for the SEN students to participate equally and be part of the general education classrooms.

**Individualized Educational Plan:** This term refers to the individual program that provides help and adequate learning to learners who need additional support. These learners are not entirely part of the general education classroom because of learning, physical and, or emotional impairment (Horn et al., 2000). Ruppard and al. (2011), reported that the multidisciplinary team is “the special education director, teacher, special education teacher, psychologist, occupational therapist, physical therapist, speech-language pathologist, parents” (p. 3) . The team creates this program to meet the individual needs of the student and to improve the educational results for children with special needs.

The IEP is established after examining the individual needs of the student that need to be addressed to help the student progress in the general educational curriculum (Boavida et al., 2010). The IEP includes long and short-term objectives that need to be mastered during the school year. It also contains specific methods to help the student achieve these goals (Pretti & Bricker, 2000).

**Special Educational Needs:** This term is also known as ‘SEN’. This study refers to students who have a learning difficulty that can necessitate special adjustments, and adaptation to be able to succeed (Mohammed, 2016). There are four types of special needs children: physical (e.g., muscular dystrophy, multiple sclerosis, epilepsy, etc.), developmental (e.g., down syndrome, autistic spectrum disorder, dyslexia, dysgraphia, etc.), behavioral/emotional (attention deficit hyperactivity disorder, oppositional defiant disorder, etc.), and learning disability. In this study, the term “SEN” refers to children with learning disabilities.



**Attitudes:** This is defined as a certain type of response exhibited by persons that being held or expressed (Fayiad, 2012). Stedman (2002) stated that attitudes are constituted of affective, cognitive, and behavioral components. In this study, attitudes will be measured using the Attitudes Towards Inclusion Mainstreaming Scale (ATIM), Sentiments, Attitudes, Concerns about Inclusive Education Scale (SACIE-R), and My Thinking About Inclusion (MTAI) This will further be elaborated in the methodology section.

**Self-Efficacy:** Self-efficacy is a person's belief in his or her ability to succeed in a particular situation. According to Bandura (1997), teachers' perceived efficacy affects both the environment that teachers build for their students and their decisions about diverse teaching tasks to improve student learning. In this study, this theory will be applied to an inclusive education setting. A teacher with high teacher efficacy in implementing inclusive practices would consider that a learner with special needs can be successfully taught in the general education classroom. Alternatively, teachers with low self-efficacy would believe that they can't help these students to succeed in the general setting. This theory indicates that teachers' sense of efficacy touches their actions and behaviors and attitudes (Tschannen-Moran et al.,1998). Teachers with high self-efficacy perceptions use efficacious teaching strategies to help students learn better. In this study, the Teacher Efficacy for Inclusive Practice Scale (TEIP) (Sharma et al., 2012) will be used. This will further be elaborated in the methodology section

**Sentiments:** Deals with judgments, responses as well as feelings towards how an individual feels regarding a certain situation. Sentiments can be expressed positively or negatively (Chakraborty et al., 2018). In this study, the sentiments subscale includes items

that measure how teachers feel about interacting or being in contact with students who have special needs (Loreman et al., 2007)

**Concerns:** Concept concerns refer to the personal experience that individuals may have when they are involved with a change, it refers to the questions, uncertainties, and possible resistance that the individual may have in response to the new situation and/or changing demands (Yan & Dank 2017). In this study, the concerns subscale contains items that relate to teachers' personal concerns on including and having students with special needs in their own class (Loreman et al., 2007)

### **The Arab World and Special Education**

Special education reform in the Arab world has been gradually improving over the past 30 years. Both governmental and non-governmental agencies and organizations have become more active in defending and protecting the rights of people with special needs, refining educational policies, promoting patriotism in their societies, and prioritizing educational budgets with the principal purpose of improving their living conditions (Gaad, 2011).

The majority of people with disabilities in the Middle East lack proper access to special education services. If such services are made available, it is very difficult for individuals and their families to afford such services. Furthermore, this is exacerbated by the fact that being regarded as someone who needs special education services is shameful in Arab societies (Al Lawati, 2011). As a consequence, they are sent to secluded and isolated institutions or are isolated within their own homes without getting special education or related services (Al Lawati, 2011). Services for people with disabilities arose in the 1960s,

1980s, and 1990s. During those decades, several members of the private and public sectors established charity centers for students with special needs with unspecialized teachers (Hadidi, 1998).

In the late nineties, Arab countries began implementing policies and guidelines for inclusive education (Gaad, 2011; Weber, 2012). Despite the policies encouraging inclusive education, it remains difficult to translate this policy into real inclusive practices at the grade level (Gaad, 2011). Arab education policymakers, special education professionals, researchers, and parents have not yet reached an agreement on the definition of inclusive education (Anati, 2012; Weber 2012). It is also important to note that the definition of inclusive education in Arab countries is not aligned with the international literature (Aldaihani, 2011). This is emphasized by the fact that certain terms (e.g. “normalization”, “integration”) are used interchangeably in order to describe inclusive education in the Arab region. Therefore, definitions of IE across Arab countries are frequently inconsistent. Despite the steady progress that has been made in educating children with special needs the Arab countries are still facing several obstacles when transforming their educational systems into inclusive systems (Gaad, 2011).

### **Education in Lebanon**

Lebanon holds the highest literacy rates compared to other countries in the region. Statistics indicate that 94% of its population is literate with a proportion of 84% educated at the pre-compulsory level. According to the United Nations Development Report (UNDP), half of the Lebanese population is bilingual and the proportions of those who have access to private school education are trilingual. English, Arabic and French are the major languages

used for communication and education in Lebanon (Zouein, 2003).

Additionally, the Ministry of Education is accountable for the enhancement of policies and guidelines embedded in the Lebanese educational curriculums. The ministry was established in 1943 after independence with a principal objective of providing policies that will promote the education of citizens in order to steer development (Yadav, Das, Sharma & Tiwari, 2015). The Center for Educational Research and Development (CERD) and the Ministry of Education and Higher Education are the two primary entities responsible for developing and evaluating education policies in the country. The entities offer essential guidelines to private and public learning institutions. Laws and regulations have played a critical role in the achievement of goals in the education sector.

The formal education in Lebanon is organized in three phases: (1) Pre-school education (ages 03-05); (2) basic education (ages 06-14), further divided into Cycle I (Grades 1 to 3), Cycle II (Grades 4 to 6); and Cycle III (Grades 7 to 9); and (3) Secondary education or Technical and Vocational Education and Training (TVET) (ages 15-18). Thus, students are registered in school at the age of 3 when they join preschools and graduate at the age of 18 when they pass the 12th-grade official exams arranged nationally for all students by the Ministry of Education and Higher Education (MEHE). The 12<sup>th</sup> grade is equivalent to the freshman years in the American system of education and is called the Lebanese Baccalaureate (LB). The LB certificate, similar to the French Baccalaureate, allows the students to join universities as sophomores (Vlaardingerbroek et al., 2017).

There are more than 1257 public learning institutions across the country. The schools offer free education to all citizens and at all schooling levels (MEHE, 2017). Public

learning institutions function directly under the state authorities and offer education to all students without discrimination. The MEHE develops and evaluates education policies in the country through a centralized education policy instilled by laws and regulations. The public institutions are managed by principals who have the responsibility of running the institution with restricted responsibilities and minimal authority (Yadav et al., 2015). Inadequate teachers and poor infrastructures are often cited as the major challenges that have led to the decline of enrolment in public schools. Studies indicate that less than a third of Lebanese children are registered in private schools. Therefore, the public education sector in Lebanon is filled with challenges that prevent it from providing high-standard education to enrolled students. In light of that, families often prefer enrolling their children in private schools where they are bound to receive a higher quality education.

Private schools form the largest proportion of the education system in Lebanon. According to MEHE (2017), there were more than 1527 private learning institutions across the country. The learning institutions privately financed their activities. The institutions, unlike public schools, are independent with minimal authority enforcement from MEHE and principals of these schools have the authority to make decisions. The private schools' competitive advantage is based on higher student performance, and this contributes to the increased gap between public and private schools.

### **Lack of Inclusive Education In Lebanon**

Inclusive Education is a critical issue that is often overlooked in Lebanon. It is important to mention the economic disparity in the country because it has led to a rise in socio-economic classes that are reflected in learning institutions. According to the Central Administration of Statistics (2012), 27% of Lebanese live below the poverty line. In 2016,

according to MEHE, over 28% were relatively poor and could not afford private education in Lebanon. The rise of economic disparity in the country has led to the adoption of international resolutions and conventions to safeguard the interests of all children across the country.

Lebanon, like other countries in the Middle East region, adopted international policies aimed at enhancing education for all citizens in the country. The following policies were formulated in 2015 to achieve inclusive education for all Lebanese children: the Adoption of World Declaration on Education for All (1990), Convention against Discrimination in Education (1960), International Convention on the Rights of Children (1990), Standard Rules for the Equalization of Opportunities for Persons with Disabilities (1993) and Sustainable Development Goals. In 1991, Lebanon agreed to implement globally accepted policies and standards to attain inclusivity in education across the county. This entails recognizing the right of every child to access basic education in Lebanon, irrespective of his/her social-economic and disability condition. However, in 1996, a report indicated a lack of commitment to the implementation of the policies. Over the years, there has been an advancement towards the attainment of primary basic education for all Lebanese citizens. In 2017, there was an increase in enrolment rates in free primary education across the country (Smith, 2011).

### **Implementation of Inclusive Education**

However, research studies have expressed various critical concerns that have limited inclusion in schools in Lebanon (El Zein, 2009; Khochen et al., 2015). Firstly, children with disabilities have limited resources allocated to their education in public schools, which leads to their isolation from peers. Secondly, students with special needs

and from low socioeconomic statuses (SES) have higher chances of dropping out of learning institutions compared to other students. Additionally, poor infrastructures and inadequate tutors in public schools are cited among the major reasons preventing inclusive education in Lebanon (Sharma, 2016). A human-based approach is necessary to ensure that children with disabilities are provided with the quality education that is tailored to their needs (Smith, 2011). In order to ensure quality education for these students, Law No. 220 of 2000 must be implemented so that children with disabilities and from low SES have access to basic education (Sharma, 2016). This law emphasizes the importance of integrating these individuals into the community. It further emphasizes that integrating individuals with special needs in a mainstream environment will ensure equal opportunities for these individuals. However, the law does not obligate schools to accept and cater to the needs of special needs students, which is hindering the proper implementation of inclusive education programs (Khochen et al, 2015).

The problem with implementing an inclusive education system among all schools in Lebanon lies not only in the policy required to implement the Law but also in the discrimination against students with special needs. It has been almost twenty years since Law 220 has been passed. However, this law has not even been developed or implemented among lawmakers and ministries (El-Zein, 2009). The Human Rights Watch (HRW) conducted a study between 2017-2018 in several districts in Beirut and the southern regions such as Akkar, Nabatieh and Chouf districts in order to investigate the status of inclusive education in Lebanon. They conducted interviews within seven public schools, six private schools and 13 government ministers. The results of the study established that there is a lack of reasonable recommendations that integrate inclusive curricula, discrimination, and a

lack of financial resources that further discriminate against students with special needs and their socio-economic status (El-Zein, 2009).

For schools to successfully adopt inclusive education, their curriculum should be tailored to the needs of children with special needs. Developing an inclusive curriculum within the Lebanese curriculum is a lengthy process; the Lebanese educational policymakers should implement and push for new legislative practices to introduce an inclusive curriculum. Lebanon lacks the budget for buying and providing educational resources that are necessary for the implementation of a proper inclusive classroom environment (Alquraini, 2012). Furthermore, a study from the World Bank (2005) showed that professional development is very costly and general education teachers would need to be trained in knowing how to manage classroom behavior with regular students and those with special needs. Other barriers to the implementation of inclusive education programs include a lack of accurate data on the prevalence of special needs in the region (Weber, 2012). In addition to these barriers, there are other factors, such as attitudes towards inclusive education, that should be targeted in order to ensure that inclusive education is properly achieved within schools.

Lebanon is facing a myriad of challenges in the special education field. Some schools lack resources to meet various educational needs, face difficulties in the identification of students with special needs, and have under-qualified teachers, among other difficulties. One of the challenges that seem to affect the inclusion systems is the attitudes of general education teachers and parents who have children with and without special needs (Hadidi et al., 2015). Hadidi et al. (2015) reported that inclusive education in the Arab world, especially Lebanon, is still underdeveloped. Therefore, the attitudes



towards inclusive education are an important barrier to the successful implementation of inclusive education. Thus, they should be further investigated.

### **Attitudes as Barriers to Inclusive Education in Lebanon**

Most special needs students are still not being integrated into the general education classroom. Wehbi (2006) discussed several barriers that affect inclusive education in Lebanon, such as a lack of acceptance from the teachers and parents, and a shortage of appropriately trained staff. Afterward, the same author Wehbi (2007) expanded her research and found other barriers in Bekka, such as the absence of proper adaptation of the curriculum level of literacy, lack of awareness of the parents and teachers, and lack of monetary funds. Adding to the literature, Khochen et al. (2012) were the only authors who examined the attitudes of head-teachers in Lebanon and found that some teachers held positive attitudes and others held negative attitudes towards students with socio-emotional and behavioral disabilities. Another preliminary study was conducted in Sidon and measured the attitudes of parents of special needs students towards inclusive education in two schools. The variables that were measured in the study were inclusion; “cooperation, academic improvement, social adaptation of special and regular students, modification of teaching methods, and attitudes related to information on types of inclusion” (El Zein, 2009, p. 1). El Zein (2009) found that parents held positive attitudes towards inclusion. Wehbi (2006) and El Zein (2009) both mentioned that it was a challenge to conduct studies in Lebanon due to the gap of literature and documentation regarding inclusive education.

As mentioned earlier, the special education field in Lebanon is facing several challenges. Attitudes are the most predictive elements of an inclusive education environment (Alghazo & Naggar, 2004; Hadidi et al., 2015; Monsen et al., 2014). In the

forthcoming sections, we will review the studies that have examined the factors affecting the attitudes of general education teachers and parents of children with and without disabilities.

### **Teachers' Concerns and Towards Inclusive Education**

Hemmings and Woodcock (2011) investigated several studies regarding teachers' concerns and sentiments towards inclusive education. It was found that teachers' concerns and sentiments do play an impact on their educational practices. In their study, they found that teachers were a little concerned about the inclusion of students with special needs into general education classrooms. Furthermore, participants were not very concerned with the impact that inclusion would have on their performance (Hemmings & Woodcock, 2011).

It is important to discuss the concerns that teachers experience as it can be an added burden to the responsibilities they already hold. Teachers are concerned about time restraints, administrative responsibilities, and feelings of personal self-efficacy related to the inclusion of students with additional learning needs (Hemmings & Woodcock, 2011; McCray & Alvarez-McHatton 2011). Horne and Timmons (2009) also found that teachers experienced disquiet about inclusion because they were concerned that they may not have time to attend planning and collaborative meetings.

### **Concerns About Academic Standards**

In a study investigated by Woodcock et al. (2012), the findings revealed that teachers were not concerned about the academic standards that might hinder the inclusive education of the school. However, Bhatnagar and Das (2014), reported that teachers are concerned with the overall academic progress of students, especially when they try to

include students with special needs in regular classrooms. Furthermore, other concerns involved budget cuts and classroom size (Bhatnagar & Das 2014). Horne and Timmons (2009) reflected when trying to implement an inclusive classroom, teachers reported that trying to differentiate the curriculum, they were worried that students in their classes would not be adequately challenged, and therefore compromising the academic standards of the school.

There lies a potentially negative impact in integrating students with special needs in an inclusive classroom. Round et al. (2016), general education teachers indicated that they tend to spend more time concentrating on the needs of students with learning disabilities. This leads to not giving the appropriate time to other students. Teachers' concerns are divided into three different parts.

### **Concerns About Resources**

One of the recurring concerns teachers reported was the lack of educational resources. Providing educational resources is crucial when planning to build an effective inclusive environment. A multidisciplinary team is one of the most essential resources needed to build a proper student support team. Agebenyega (2007) confirmed that this was one of the most important concerns to teachers. Teachers tend to worry the most about not having enough resources and supplies to support students in an inclusive classroom (Agebenyega, 2007).

In another study that supported Agebenyega's research (2007), Woodcock et al. (2012) confirmed that lack of resources was a contributing factor influencing the perceptions about inclusive classrooms.

### **Concerns About the Degree of Confidence**

Having confidence is an important quality in teaching students with learning disabilities. Pearce et al. (2010) highlighted that in a Secondary School, teachers experienced diminished levels of concerns about teaching students with learning disabilities. Furthermore, in this study, teachers added that understanding school policies and legislation rules played a huge role in their confidence. Improved confidence results in diminished concerns about inclusive education. In addition, Golmic et al. (2012), found that teachers' concerns about inclusion were decreased after completing that they included students with special needs in their classes.

Agbenyega (2007), in line with these findings, found that teachers who were poorly equipped through a lack of competence and inadequate skills experienced greater concerns and poor self-efficacy when they try to include students with special needs into their regular classes. Furthermore, teachers who have experienced success with inclusion in the past also exhibit reduced concern when attempting to include students with additional learning needs.

### **Teachers' Sentiments Towards Inclusive Education**

It stands to reason that teachers who feel uncomfortable around people with disabilities, in general, are likely to have more negative sentiments towards inclusion and may experience difficulty working with and providing learning opportunities for students with disabilities.

Soto et al. (2001) examined the inclusion of students with severe speech and physical impairments. Focus group participants identified having discomfort and fear of disability as a barrier to inclusive education. Furthermore in this study, teachers also

expressed that reflecting on their experience with students who have learning disabilities was crucial for a positive classroom program.

Cassady et al. (2011), reported that teachers with positive sentiments about students with special needs indicated more confidence in their ability to collaborate and to use inclusive instruction and manage problem behaviors of students with developmental disabilities. Previous research highlights that the efficacy of inclusive practices seems to depend on teachers' sentiments about the nature of the disability and their perceived roles in supporting students with special educational needs (Jordan et al., 2009).

In a cross-sectional study about the teachers' sentiments and overall attitudes, Savolainen et al. (2012), found that Finnish teachers' sentiments toward interacting with persons with disabilities were very positive more than those of the South African teachers. Moreover, it must be regarded that South African teachers were recently trained to include students with learning disabilities in mainstream classrooms.

The results of the study found a significant negative relationship between knowledge of the local policy that relates to children with special needs. This means, that not having enough information about the legal policy created negative sentiments about teaching students with special needs.

AlMahdi et al. (2019), further investigated, not the legal policies and sentiments but the confidence. This research study indicated that there was a significant negative relationship found between the level of confidence in teaching students with special educational needs and the sentiments of teachers. This may indicate that lack of confidence could be associated with the increase of challenging sentiments when teaching students with special educational needs in class

## **Factors Related to Attitudes towards Inclusive Education**

In this section, we will review the literature concerned with the variables that impact the attitudes towards inclusive education. Studies have examined several predictors of attitudes, such as teacher-related variables, child-related variables, and school-related variables. The review will also emphasize the attitudes of parents of children with and without disabilities. Chambers and Forlin (2011) described attitudes as responses or a personal belief regarding an issue, whereby these beliefs affect one's behaviors and intentions in an inclusive educational setting.

### **Teachers' Related Variables**

According to Florian et al. (2010), teacher attitudes towards inclusive classrooms are important predictors of the failure or success of educating children with disabilities.

#### **Age/Years of experience**

The relationship between age, years of teaching, and attitudes of General Education Teachers (GET) has not been clearly defined over the years. In a study conducted by Vaz et al. (2015) regarding the factors that influence the attitudes of GET in Australia, the findings revealed that older teachers who were 55 and above showed negative attitudes towards inclusive education, and teachers who were younger than 55 years showed positive attitudes. Another study done by Florin et al. (2010) suggested that the teachers who were recently younger and trained were more up to date with the notion of inclusion and much more prepared to include students with special needs in their classes. The findings of a study by Alghazo and Naggari (2004) also discovered that teachers who had 1 to 5 years of experience held positive attitudes towards inclusive classrooms with mental and hearing

impairments in UAE than those who had one to 6 years of experience or more. In contrast, Monsen et al.'s study (2014) revealed that the age of the GET had no significant effects on the attitudes towards inclusive classrooms. Similarly, the results of another study done in Finland and South Africa (Savalainen et al., 2012) showed that regardless of years of experience, Finnish and South African teachers still upheld negative attitudes. The same was concluded from a study conducted in Saudi Arabia (Alquaraini, 2012) that did not find a significant relationship between teachers' attitudes and years of experience.

### **Gender Differences**

Gender is a significant predictor of attitudes towards inclusive education. For example, two separate studies conducted in Australia (Vaz et al., 2015) and in the United Arab Emirates (UAE) (Alghazo & Naggar, 2004) showed that female teachers held more positive attitudes than their male co-workers. However, in other countries, these results were not replicated. According to Sharma et al. (2015) in Pakistan, the male demonstrated a more supportive attitude towards inclusive education. In Saudi, the researcher Alquaraini (2012) found the same result. Whereas another study did not report any influence of gender on the attitudes of general education teachers (Monsen et al., 2014). According to Alquarian (2012), the changes in cultures and religions over the years might be the factor for the gender's difference in attitudes towards the inclusive classroom. We can conclude that literature is mixed and that the differences in attitudes between genders remain questionable.

### **Level of Education**

The literature has been scarce concerning the effect of this specific variable. Yet, according to Hsien et al. (2009), the higher the degree of education the more teachers adopt a positive attitude towards inclusive education. In other words, the teacher is more prepared in addressing the needs of the student because she is properly trained to do it (Sharma et al., 2015). However, another study revealed that the degree of education of South African teachers did not have a role in predicting the attitudes of general education teachers (Savalainen et al., 2012). However, an interesting finding from a study conducted in Pakistan showed that teachers who had a bachelor's and master held less positive attitudes compared to teachers who had only a bachelor's in general education programs. The researchers suggested that it would be interesting to address the content and efficiency of the education programs (Sharma et al., 2015).

### **Training and professional development**

In fact, in Australia, two studies were done across time and the findings were the same (Hsien et al., 2009; Vaz et al., 2015). Hsien et al. (2009) showed that teachers who undergo training in special education programs reported to have a higher level of teacher efficacy, therefore, they were more positive towards the inclusion, because they had knowledge about the inclusion system and felt more prepared to educate and teach students with special needs. Similarly, six years later Vaz et al. (2015) found a positive correlation between training and attitudes towards inclusion. However, in another study in Saudi, teachers who had more training such as conferences, workshops, and professional



development on inclusive education did not show more positive attitudes than those who did not receive the training. This finding indicates that regardless of the training, it had no significant effect on the attitudes towards inclusion (Alquaraini, 2012).

### **Teacher–Efficacy**

The inclusive education approach largely depends on the teacher's efficacy. This is the ability to deliver effectively to the learners irrespective of environmental settings. Teachers are a critical role in inclusive education and are regarded as agents of change (Smith & Tyler, 2011). Providing adequate training to teachers is critical to the successful development of inclusive education (Operti & Brady, 2011). Studies across the education sector indicate that teacher efficacy in inclusive education largely depends on the quality of education the teacher has obtained (Sharma & Sokal, 2016). For instance, Sharma and Sokal (2016) in their study observed that a study in a course in Inclusive Education led to higher efficacy for inclusion in Jordanian schools and teachers.

Vaz et al. (2015) and Savalainen et al. (2012) confirmed a relation between teacher efficacy and attitudes towards inclusion. The higher the teacher efficacy, the more positive the attitude towards inclusion, whereas the lower the self-efficacy the more negative the attitude towards inclusive education. However, another study showed a negative correlation between attitudes and teacher efficacy. In fact, teachers with a positive attitude had a low level of teacher efficacy, and teachers with negative attitudes had a high level of teacher efficacy (Sharma et al. 2015). This shows that the relationship between teacher efficacy and attitudes needs to be further investigated.

## **Child Related Variables**

Studies have shown that other variables affect the teacher's attitudes towards inclusive education. These variables are related to the child.

### **The Severity of the Disability**

According to Amr et al. (2016), several teachers believe that inclusion is not effective for all types of disabilities. Amr et al. (2016) examined the relationship between types of disabilities (e.g. ADHD, Dyslexia) and attitudes and found that teachers perceived that inclusion is only effective for students with learning disabilities but not for those who have severe intellectual disabilities. Teachers explained that it is difficult to adapt and modify the curricula and teaching methods in regular classrooms for those with severe intellectual disabilities. A study in UAE by Alghazo and Naggar (2004) revealed that general teachers were more likely to accept integrating students with learning and hearing impairments in their classrooms, in comparison with students with behavioral problems. Similarly, a study done in Lebanon by Khochen and Rardford (2012) revealed teachers expressed positive attitudes towards all children with special educational needs except for those with behavioral and emotional problems. In addition, in Saudi Arabia, general education teachers held negative attitudes towards the inclusion of severely intellectually disabled students in general education settings (Alquraini, 2012). This finding emphasizes that the severity of a child's disability affects the teachers' attitudes towards inclusion. In contrast, a study by de Boer et al., (2015) found that the relationship between the severity of the disability (ADHD, autism spectrum disorder, or a cognitive disability) did not influence the attitudes of teachers.

### **Grade Level and Class Size**

The literature revealed that the grade level of the child was not necessarily related to the teachers' attitudes towards the inclusive classroom (Monsen et al., 2014). In regards to the class size, an interesting study was done by Alquraini (2012) about the class size and the teachers' perspectives showed that the greater the number of students in classrooms, the more teachers' held negative attitudes towards inclusive education.

### **Schools' Related Variables**

This variable includes providing adequate support for general education teachers. If the school provides support, the teachers are more likely to have a positive attitude (Amr et al., 2016; Monsen et al., 2014). Amr et al. (2016) showed that the lack of providing support is a barrier and it affects the ability of the teacher to do her job and provide the right education for students with special needs. Another study done by Monsen et al. (2014) found the same results. It showed that the lack of support creates a negative dynamic towards inclusion. Improving the adequacy of support for the general education teacher is an essential key to promoting positive attitudes (Monsen et al. 2014). The results of a study done by Al-Hroub (2011, 2014), showed that teachers and administrators expressed concerns about the absence or lack of special educators or services provided for students with special educational needs. General education teachers indicated that are teaching remedial classes and are not using specialized teaching approaches with children with special needs. Therefore, several dropout students shared their worries concerning the academic support that they have received at their schools. Furthermore, Al-Hroub (2014, 2015) reported that students have got adequate special education services from their

teachers while other students have not been provided with services because their teachers have been overworked with teaching responsibilities.

### **Parents' Attitudes Towards Inclusive Education**

Parents are crucial to the effectiveness of any inclusion program. In the field of special education, several investigators have examined the attitudes of parents towards inclusion. In these studies, some findings were similar to each other and some revealed mixed results. Parents with special needs children have different experiences than parents of children that do not have special needs children. First, we will review the literature about attitudes of parents with special needs children towards inclusive classrooms, then we will discuss the attitudes of the parents of non-disabled children. It is essential to note that the literature is limited with studies about the relationship between demographic factors of parents with and without special needs and their attitudes towards inclusion.

### **Parents of SEN**

Studies have revealed that parents with disabled children express positive attitudes towards inclusive education (Elkin et al., 2003; Leyser et al., 2004). Parents perceived inclusion as benefiting their child because their inclusion has strengthened their social skills while interacting with other students (Leyser et al., 2004). Another finding showed that when researchers interviewed Lebanese parents of special needs children, they said that they noticed an increase in academic and social skills (El Zein, 2009). Moreover, parents were very happy that their children were being included in the general education classroom because they were making new friends, and they were accepted by the others (de Boer et

al., 2012). Although parents were mostly positive, research also revealed that these parents expressed several concerns regarding the inclusion system. Bennett et al., (2013) found that parents expressed concern about a lack of individualized instruction, as they were receiving the education that was not tailored to each student's needs. Additionally, parents also stated that as the number of students in a classroom increases, it becomes more difficult to provide individualized instructions tailored to each student's needs (Bennett et al., 2013). Adding to that, in two different studies (Bennett et al., 2013; Leyser et al., 2004), parents shared the same concern regarding inadequate training, lack of appropriate skills, and support from general education teachers. Parents feared that the teachers were not qualified enough (Bennett et al., 2013; Leyser et al., 2004) to manage the needs of children with and without disabilities. Another concern was mentioned by the parents such as worries about the physical or verbal abuse by peers and the social isolation (Leyser et al., 2004).

In addition, Leyser et al., (2004) found that several demographic variables affected the attitudes of parents, such as their educational qualifications. Those who attended college expressed more positively about inclusion than those who only had a high school diploma; those who held a college degree believed that there was more to gain in implementing an inclusive education classroom (Leyser et al., 2004). The study of Abuhamour et al. (2014) revealed the same result, a higher percentage (78.1%) of parents who had a college degree expressed positive attitudes towards inclusive education than the parents who had a high school degree (21.9%). The child's age appeared to also influence the attitudes of the parents. Parents of children between 0-5 years and 6-12 years were more positive than the parents of children between 13-18 years old (Leyser et al., 2004).

Therefore, education and age of the child are significant predictors of parental attitudes towards special needs children.

### **Parents of typically Developing Children**

Some studies have investigated the attitudes of parents of children with special needs, but very few empirical studies mentioned this topic from the perspective of parents of nondisabled children. De Boer et al. (2015) found that the gender of parents of nondisabled students can be a contributing factor, whereby the female parent had more positive attitudes than the male parent. Another variable was significantly associated with attitudes, which was the type of disability. Parents of nondisabled students accepted the inclusion of their child with children with motor disabilities and not profound intellectual and multiple disabilities (PIMD). They also held a negative attitude towards inclusive education because they were concerned about the behavioral disruption and the ability of the teacher to give her attention equally to students with or without disabilities; 22% of parents believed that the individual time between teacher and student in the classroom had decreased when non-disabled and disabled students are integrated (Peck et al., 2004). Overall, these studies indicate that parents of nondisabled children are concerned about increasing class size, decreasing individualized instructions, and one-to-one teaching. Notably, the reviewed literature regarding inclusive education was conducted in Western countries such as Australia, South Africa, Finland, and in some Arab countries such as UAE, Jordan, Saudi, with very few conducted in Lebanon. In the next section, we will take a closer look into the studies that were done in the Arab world, more specifically in Lebanon.

## **Conclusion Summary**

Including students with special needs in the mainstream, classes can be a challenge for the school but also for the general education teachers and parents with typically developing children and parents with special needs children. General education teachers and parents are an important asset in schools and their attitudes towards inclusion can predict the successful implementation of the inclusive system. A lot of factors can affect their attitudes such as demographic variables and the teachers' efficacy. To promote inclusive education in Lebanon, tackling this issue from an attitude perspective can be very helpful because previous research informed us of the necessity of conducting quantitative studies to enhance inclusive education practices in Lebanese schools, especially in Lebanon. Moreover, teacher efficacy is also associated with improvements in attitudes towards teaching in inclusive classrooms and it was shown that teachers' efficacy was one of the strongest predictors of their attitudes. The current study will be the first one to investigate the relationship between attitudes and teacher efficacy. Additionally, this study also involves a new population, which is both groups of parents, those with special needs children and those without. Since we are tackling an educational issue, it is essential to include a different point of view from various participants to get accurate results. It will accentuate the diverse experience of different groups of parents.

## CHAPTER III

### METHODOLOGY

This chapter presents the research aims and questions, research design, method, participants, instruments, procedures, data collection, and analysis procedure.

#### **Purpose of the Study**

The main goal of this study was to examine the attitudes among teachers and parents among a Lebanese population sample. This research also examined the role of different types of demographic variables on teachers' and parents' attitudes towards and concerns about inclusive education for children with special needs.

#### **Research Questions**

1. What is the role of general education teachers' demographic factors (age, gender, level of education, years of experience, training, experience in teaching students with special needs, and teaching-efficacy) on the sentiments, attitudes towards, and concerns about inclusive education?
2. What is the role of age, gender, and level of education of parents of typically developing children on their attitudes towards inclusive education?
3. What is the role of age, gender, and level of education of parents of children with special education on their attitudes towards inclusive education?

#### **Research Design**

The research questions for this study called for a descriptive research design applying the quantitative methodology. The reason for choosing a quantitative design



allows for generalizations that can be drawn from the information gathered about how to predict the attitudes of teachers and parents. Therefore, the instruments that were used in this research included questionnaires, which collected information on demographic variables such as age, gender, level of education, level of teaching efficacy, teaching years, teacher training, and experience in teaching students with special needs.

This is a quantitative survey-based study to explore the attitudes, sentiments, and concerns about inclusive education in private Lebanese schools. The surveys that were used for the teachers are (a) the Sentiments, Attitudes, Concerns about Inclusive Education (SACIE), and (b) Teacher Efficacy for Inclusive Practice (TEIP) scales. The surveys that were used for the parents are (a) the Attitudes Towards Inclusive Mainstreaming (ATIM) scale for parents with a child who needs special education, and (b) My Thinking About Inclusion (MTAI) scale for parents with a typically developing child (see Figure 2).

### **Sample Selection and Procedure**

The study for this research took place within different regions in Lebanon. Different regions were chosen on the criteria that it is practical for such research because it has a more generalized population sample. Furthermore, data were collected in Central Beirut; a survey was used to collect the data from a wider number of participants at seven private schools. The population consisted of the parents and teachers of students enrolled in grades 2 until 6.

The decision to exclude above the grade level above 6th grade was due to the limited amount of time. Furthermore, the reason sixth grade and above were excluded was based on the fact that current research suggests that a large part of inclusion happens during second grade until grade six, where students receive the most instructive practices.

Moreover, a significant number of students drop out starting seventh and eighth grade (Lessard et al., 2014). Many students with learning disabilities drop out of school before completing their 9<sup>th</sup> and 10<sup>th</sup>-grade requirements because they cannot meet the objectives of typical education programs. Specifically, students with special needs begin to feel discouraged as they reach a higher grade level with more responsibility and independence in their school work (Lessard et al., 2014). Therefore, this sample included all parents and teachers in grades 2 until 6 and was asked to participate in the study with proper consent.

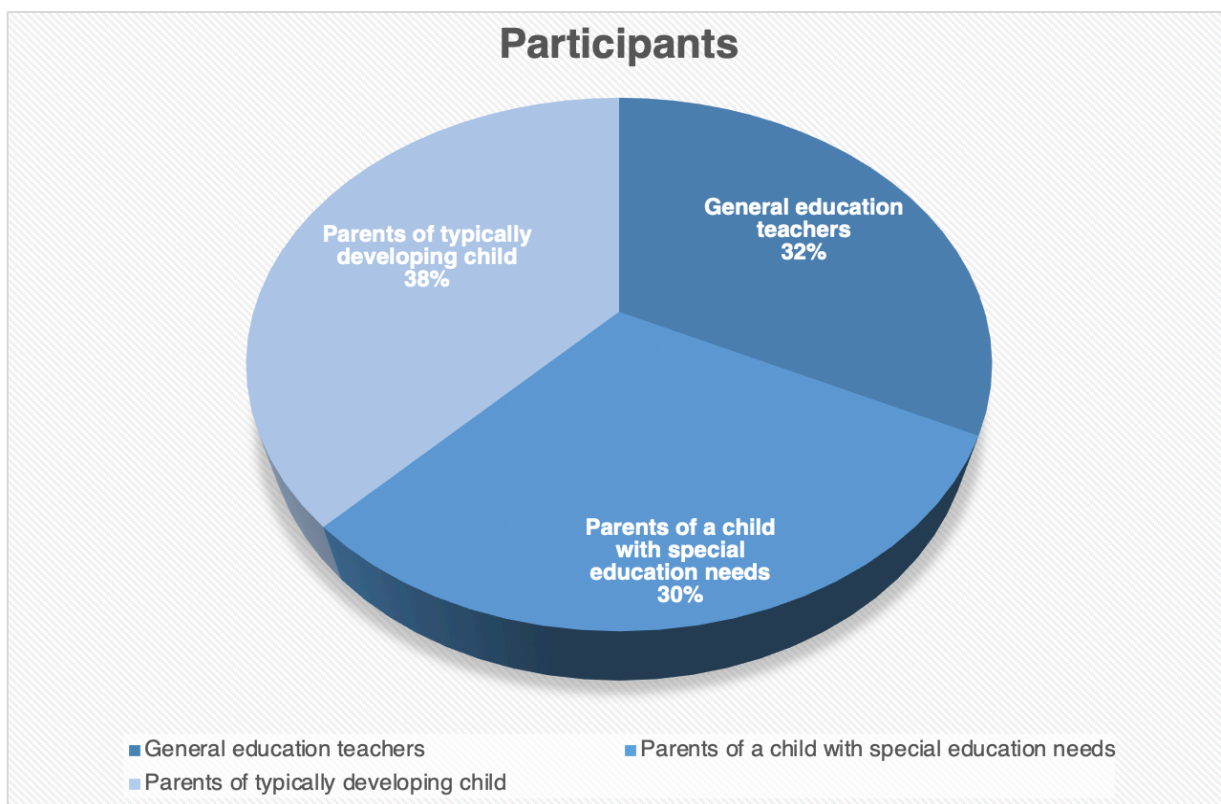
### **Description of Schools**

The aim was to contact a large number of schools in Lebanon, and then randomly select seven of those who agree to participate by random selection. Due to the COVID-19 pandemic, the co-investigator of this research study scheduled a zoom meeting (online meeting) or/ and phone call with the heads of the chosen school whose online contact information is publicly available.

### **Participants**

The population sample consisted of 254 participants,  $N = 82$  teachers (23.2% males and 76.8% females). The sample of parents with a child who needs special education was composed of  $N = 76$  parents (36.8% males and 63.2% females). The sample of parents with a typically developing child was composed of  $N = 96$  parents (12.5% males and 87.5% females) (see Figure1). Once the head of schools agreed to participate in the study, they were sent an online consent form to sign electronically. An invitation email was sent to the participants from a faculty member in the IT department of the school. The invitation email contained the consent form, explaining the purpose and process for data collection.

Informed consent and assent forms were included with the questionnaires via LimeSurvey and obtained from 99% of the participants who were given equal opportunities to participate in the research study and were guaranteed anonymity (Appendix I).



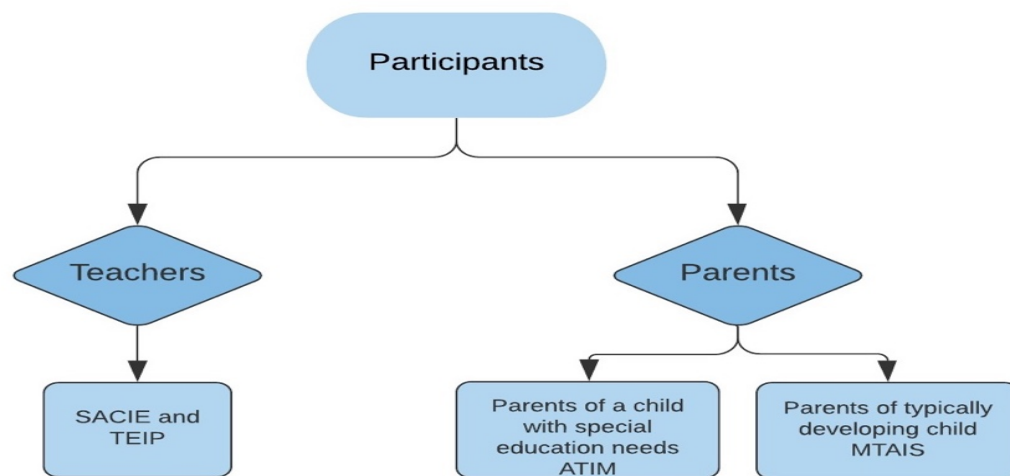
**Figure 1**

### **Illustration of Participants Representation**

#### **Instrumentations**

Before responding to the surveys, participants had to fill in demographic information. Teachers completed two surveys: Sentiments, Attitudes, Concerns about Inclusive Education (SACIE) and Teacher Efficacy for Inclusive Practice (TEIP). Parental participants who have a child with special needs were taken to the link which included the survey called Attitudes Towards Inclusive Mainstreaming (ATIM) and those who have a

typically developing child were asked to complete the survey called My Thinking About Inclusion (MTAI). All instruments consisted of Likert-scale answers focusing on the attitudes of parents and teachers towards inclusive education (Figure 2). Depending on the instrument, the Likert-type scales had five to seven options depending ranging from *Strongly Disagree, Disagree, Somewhat Disagree, Somewhat Agree, Agree, Strongly Agree*.



**Figure 2**

**Illustration of the Study Participants and Tools**

**Sentiments, Attitudes, Concerns about Inclusive Education Scale**

The Sentiments, Attitudes, concerns about Inclusive Education Questionnaire (SACIE-R scale) (Forlin et al., 2011) taps different aspects of attitudes, ranging from the general attitudes towards disabilities (sentiments sub-scale) into general attitudes towards inclusion (attitudes sub-scale) and concrete attitudes towards inclusion in one’s own context (concerns). It was used to measure different attitudes towards inclusive education.

The SACIE-R scale consists of 15 questions which are evaluated by a Likert-type scale that ranges from: strongly disagree, disagree, agree and strongly agree. The questions were divided into three different factors. The first factor (Sentiments) included a negative statement about the sentiments in the interaction with children with special needs; the second factor (Attitudes) included questions about the acceptance of having students with special needs in inclusive classrooms; and the last factor (Concerns) negative statement assessing personal concerns about including children with special needs in mainstream classes. This scale was found to have acceptable internal reliability, as revealed by the Cronbach's alpha for the combined overall scale ( $\alpha = .74$ ). Internal reliability was also acceptable for the subscales of sentiments ( $\alpha = .75$ ), attitudes ( $\alpha = .67$ ), and concerns ( $\alpha = .65$ ) Furthermore, the authors reported that the intercorrelations between the three different factors were all less than 0.3, indicating that they measure independent constructs related to inclusive education. The overall total score of the scale was used to measure the overall attitudes of participants towards inclusive education. As for the analysis, the higher the mean score on the overall SACIE and subscales is interpreted as a more positive attitude towards inclusive education. A high score on the concern and sentiments subscale means a more favorable to the inclusion practices. The scale is presented in Appendix V.

### **Teacher Efficacy for Inclusive Practice Scale**

The Teacher Efficacy for Inclusive Practice Scale (TEIP) was developed by Sharma et al, in 2012 and it was used to measure teachers' perceived teaching efficacy in inclusive classrooms. The scale entails 18 statements assessed by a Likert-type scale with 6 responses, ranging from strongly disagree, disagree, disagree somewhat, agree somewhat,

agree, strongly agree. Similar to the SCAIE-R scale, the questions on the TIEP scale were divided into three factors. The first factor included questions about efficacy in managing behavior; the second factor focused on questions about teaching efficacy in an inclusive classroom and the last factor included questions about teaching efficacy in collaborating with students with special needs. The overall score was used to measure teaching efficacy for teaching in mainstream classes. Cronbach alphas ranged from adequate to excellent for the three factors; from 0.85 to 0.93. The reliability coefficient for the total scale was 0.89, suggesting that the scale has adequate reliability to measure the construct. A high mean score is interpreted as a higher level of teaching efficacy towards inclusive education. The scale is presented in Appendix V.

### **Attitudes Towards Inclusive Mainstreaming Scale**

Each parent completed the Attitude Toward Inclusive Mainstreaming Scale (ATIM) (Leyser & Kirk, 2004), the scale included 18 items that were selected and adapted for parent participants. The total score assesses the attitudes of the parent towards inclusive education. Among those 18 questions, they were used in order to address the following factors: Benefits, Satisfaction with Special Education, Teacher Ability and Inclusion Support, and Child Rights. The Benefits factor includes items concerning benefits of inclusion for students with and without disabilities. The Satisfaction with Special Education factor addresses parental satisfaction with their child's progress and their perceptions of services in special education classrooms compared to inclusion classrooms. The Teacher Ability and Inclusion Support factor included items that addressed parents' perceptions of teachers' abilities to teach mainstream or special needs students, their attitudes, and the

support received by parents of students without disabilities. The Child Rights factor that addressed the philosophical and legal justifications of inclusion. The scale had acceptable internal reliability, as revealed by Cronbach alphas ranging from .63 to .86, for the four factors. The Cronbach alpha for the overall scale was adequate at .83. A high mean score is interpreted as a more positive attitude towards inclusive education. The scale is presented in Appendix VI.

### **My Thinking About Inclusion Scale**

This scale was published by Stoiber et al. in 1998. The total score assesses the attitudes of the parent towards inclusive education. The MTAIS scale contains 12 statements and is divided into three subscales. The first factor was "core perspectives," which assess parents' agreement that children with disabilities are allowed to be educated in an inclusive environment. The second factor was "expected outcomes of inclusion," which was consistent with the view that beliefs not only permeate expectations but also influence educational practices and outcomes. The third factor was "classroom practices," which examines how inclusion affects classroom dynamics and general teaching practices. The scale had acceptable internal reliability, as revealed by Cronbach alphas ranging from .64 to .868, for the three factors. The Cronbach alpha for the overall scale was adequate at .91. A high mean score is interpreted as a more positive attitude towards inclusive education. This appendix is presented in Appendix VII.

### **Data Collection Procedure**

After gaining approval from the Graduate Council and American University of Beirut Institutional Review Board (IRB), questionnaires were distributed in the seven

schools from September 5, 2020, until January 31, 2021. The heads of schools were contacted by the co-investigator through e-mail to schedule zoom meetings (online meetings) or phone calls upon request. During the online meeting/ phone call, the co-investigator explained the purpose of the study, the ethical procedures, and the IRB regulations. After the meeting, the co-investigator sent the heads of schools an online consent form to read and sign (Appendix II). Once permission was granted and the online consent form was signed, the co-investigator sent an invitation email with the survey via LimeSurvey to the IT department of the school with an online consent form. The IT department sent out the invitation emails to all teachers and parents from second until sixth grade. Furthermore, the survey instruments were administered in English and Arabic.

Each participant that would consent would agree to voluntarily participate and be informed of the benefits and implications of this study through the consent form, which will be available at the beginning of the survey. By opening the link, participants agree to participate in the study (Appendix III-IV).

### **Data Analysis**

Independent sample *t*-test and One-way Analysis of Variance (ANOVA) tests were used to examine the relationship between the demographic variables and the overall attitudes towards inclusive education. An independent sample *t*-test was used to investigate three variables: gender, education and teaching years, and ANOVA was used with the following three variables: age, teacher training, and experience in teaching students with special needs. In addition, the relationship between self-efficacy variables and attitude variables toward inclusion was tested using Spearman's Rho correlation test. Finally, the comparison between the overall attitudes toward inclusion between parents of a child who



needs special education and parents of a typically developing child was performed using Independent sample *t*-test. It is important to note that any effect with  $p < .05$  was considered to be statistically significant.

## CHAPTER IV

### RESULTS

In this chapter, the results are divided into three sections. The first section will highlight the results that were obtained while examining the relationship between demographic variables of the teachers and their attitudes towards inclusive education. The second section of this chapter will emphasize the results that investigated the relationship between the demographic variables of parents who have a child who needs special education and their attitudes towards inclusive education. The final section of this chapter describes the relationship between the demographic variables of parents who have typically developing children and their attitudes towards inclusive education.

#### **Attitudes Of General Education Teachers Towards Inclusive Education**

In order to answer the first research question, the percentages and frequencies were calculated in relation to the gender, age, level of education, teaching years, teacher training, teaching experience teaching students with special needs, and teachers' self-efficacy. The total number of teachers who took part in this study was 82; there were 19 males and 63 females.

In total, 45% of the participants aged 26-35 years old, 20.7% aged 36-45 years old, whereas 7.3% were ages 46 and above. With regards to the level of education, 53.7% of

participants had Bachelor’s Degree; 43.9% had a Master’s Degree or its equivalent. In addition, 56.1% of participants had more than five years of teaching years; the remaining 43.9% had less than five years of teaching.

With regards to teacher training, 64.6% of the participants had some type of training and 24.4% of the participants indicated a high level of training of at least 40 hours. Regarding teaching students with special needs; 58.5% of participants indicated they had some teaching, and 24.4 % of participants indicated they had a high level of training of at least 40 hours.

With regards to experience in teaching students with special needs, 7.3% of the participants had null experience in teaching, 58,5% had some experience, and 34.1% of the participants indicated that they had a high level of training at least 30 full days.

With regards to the teaching-efficacy variable, 1.2% of the participants mentioned that they had very low self-confidence in teaching students with special needs, 13.4% of the participants indicated a low level of confidence. Moreover, with teaching efficacy, 52.4% of participants indicated they had an average level of self-confidence, while 22.0% indicate a high level of confidence, and 11.1% of the teachers indicated that they had a very high level of confidence. (Table 1 below portrays the descriptive of the sample of the study)

Table 1

**Sample Descriptive of the Teachers**

		N	%
Gender	Male	19	23.2
	Female	63	76.8
Age	22-25	22	26.8
	26-35	37	45.1
	36-45	17	20.7

	46 and above	6	7.3
Education	Bachelor's Degree or its equivalent	46	56.1
	Master's Degree	36	43.9
Type	Behavioral	23	28.0
	Developmental	7	8.5
	Learning	48	58.5
	Physical	4	4.9
Teaching Years	<5	36	43.9
	>5	46	56.1
Training	None	9	11.0
	Some	53	64.6
	High at least 40 hours	20	24.4
Experience	Null	6	7.3
	Some	48	58.5
	High at least 30 full days	28	34.1
Policy	None	7	8.5
	Poor	16	19.5
	Average	35	42.5
	Good	16	19.5
	Very Good	8	9.8
Confidence	Very Low	1	1.2
	Low	11	13.4
	Average	43	52.4
	High	18	22.0
	Very High	8	11.1
			0

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## Reliability Analysis

The reliability analysis of the SACIE and TEIP scales and subscales is shown in the figure below (Table 2). The reliability analysis revealed that all the scales and subscales in this study were reliable (with Cronbach's alpha  $\geq$  .60).

Table 2

### Reliability Analysis of the Scales SACIE- TEIP

Scales and Subscales	Cronbach's Alpha $\alpha$	Number of Items
SACIE Total	.88	15
Sentiments	.81	5
Attitudes	.88	5
Concerns	.76	5
TEIP Total (Teaching-Efficacy)	.97	18
Efficacy to Use Inclusive Instructions	.93	5
Efficacy in Collaboration	.92	6
Efficacy in Managing Behaviors	.94	7

## Scale Descriptive

The descriptive of the scales and subscales in this study are shown in Table 3. On average, participants had lower levels of negative sentiments ( $M = 3.03$ ,  $SD = 0.67$ ), expressed a high level of positive attitudes ( $M = 2.56$ ,  $SD = 0.66$ ), showed more concerns ( $M = 2.40$ ,  $SD = 0.62$ ). On the overall SACIE scale, teachers had a higher level of positive attitude ( $M = 2.66$ ,  $SD = 0.56$ ), respectively.

On average, participants had high level of Teaching-Efficacy in terms of using inclusive instructions, collaboration, management of behaviors and on the overall TEIP scale; ( $M = 4.52$ ,  $SD = 1.24$ ), ( $M = 4.35$ ,  $SD = 1.23$ ), ( $M = 4.35$ ,  $SD = 1.14$ ), and ( $M = 4.40$ ,  $SD = 1.16$ ), respectively.

Table 3

**Descriptive of the Scales and Subscales of the SACIE and TEIP**

	N	Min.	Max.	Mean	SD
Sentiments	82	1.60	4.00	3.03	.67
Attitudes	82	1.00	4.00	2.56	.66
Concerns	82	1.00	4.00	2.40	.62
SACIE Total	82	1.33	4.00	2.66	.52
Efficacy to Use Inclusive Instructions	82	1.40	6.00	4.52	1.24
Efficacy in Collaboration	82	1.50	6.00	4.35	1.23
Efficacy in Managing Behaviors	82	1.29	6.00	4.35	1.14
TEIP Total	82	1.44	6.00	4.40	1.16
Valid	82				

**Gender Differences in Sentiments, Attitudes, and Concerns About Inclusive Education**

The Levene's test revealed that the variances of the Sentiments subscale were significantly different across males and females;  $F(1, 80) = 9.86, p = .002$ , indicating that the assumption of homogeneity of variance was not met. The independent sample t-test revealed that males expressed higher levels of negative sentiments ( $M = 2.59, SD = 0.84$ ) compared to females ( $M = 3.16, SD = 0.56$ );  $t(23) = -2.78, p = .006$  (one-tailed).

The Levene's test revealed that the variances of the Attitudes subscale were not significantly different across males and females;  $F(1, 80) = 1.04, p = .310$ , indicating that the assumption of homogeneity of variance was met. The independent sample t-test revealed that males reported less positive attitudes ( $M = 2.17, SD = 0.53$ ) compared to females ( $M = 2.68, SD = 0.65$ );  $t(80) = -3.15, p = .001$  (one-tailed).

The Levene's test revealed that the variances of the Concerns subscale were significantly different across males and females;  $F(1, 80) = 5.97, p = .017$ , indicating that the assumption of homogeneity of variance was not met. The independent sample t-test revealed that males expressed more concerns ( $M = 2.08, SD = 0.42$ ) compared to females ( $M = 2.49, SD = 0.64$ );  $t(44.85) = -3.24, p = .001$  (one-tailed).

The Levene's test revealed that the variances of the overall SACIE scale were not significantly different across males and females;  $F(1, 80) = 0.64, p = .425$ , indicating that the assumption of homogeneity of variance was met. The independent sample t-test revealed that males expressed less positive attitudes on the overall SACIE scale ( $M = 2.28, SD = 0.48$ ) compared to females ( $M = 2.78, SD = 0.48$ );  $t(80) = -3.96, p < .001$  (one-tailed; Table 4).

Table 4

**Independent Sample t-test of Gender**

	Males		Females		t-test	Df	Sig.
	M	SD	M	SD			
Sentiments	2.59	0.84	3.16	0.56	-2.78	23	.006
Attitudes	2.17	0.53	2.68	0.65	-3.15	80	.001
Concerns	2.08	0.42	2.49	0.64	-3.24	44.85	.001
SACIE Total	2.28	0.48	2.78	0.48	-3.96	80	.000

**Role of Level of Education on Sentiments, Attitudes, and Concerns About Inclusive Education**

The Levene's test revealed that the variances of the Sentiments subscale, Attitudes subscale, Concerns subscale and of the overall SACIE scale were not significantly different

across participants with Bachelor's Degree and those with Master's Degree;  $F(1, 80) = 0.46, p = .498$ ,  $F(1, 80) = 2.20, p = .142$ ,  $F(1, 80) = 0.66, p = .419$ , and  $F(1, 80) = 0.40, p = .528$ , respectively, indicating that the assumption of homogeneity of variance was met.

The independent t-test revealed that participants with Bachelor's degree expressed more concerns ( $M = 2.26, SD = 0.58$ ) compared to those with Master's degree ( $M = 2.58, SD = 0.63$ );  $t(80) = -2.41, p = .009$  (one-tailed). The independent t-test also revealed that participants with Bachelor's degree reported less positive attitude on the overall SACIE scale ( $M = 2.58, SD = 0.53$ ) compared to those with Master's degree ( $M = 2.77, SD = 0.50$ );  $t(80) = -1.70, p = .046$  (one-tailed). However, the *t*-tests revealed that there were no significant relations between level of educational and (Sentiments and Attitudes subscales);  $t(80) = -1.21, p = .116$  (one-tailed), and  $t(80) = -0.63, p = .266$  (one-tailed), respectively (Table 5).

Table 5

#### Independent Sample t-test of Level of Education

	Bachelor's		Master's		t-test	Df	Sig.
	M	SD	M	SD			
Sentiments	2.95	0.69	3.13	0.65	-1.21	80	.116
Attitudes	2.52	0.70	2.61	0.60	-0.63	80	.266
Concerns	2.26	0.58	2.58	0.63	-2.41	80	.009
SACIE Total	2.58	0.53	2.77	0.50	-1.70	80	.046

#### Role of Teaching Experience on Sentiments, Attitudes, and Concerns about Inclusive Education

The Levene's test revealed that the variances of the Sentiments subscale, Attitudes subscale, Concerns subscale and of the overall SACIE scale were not significantly different

across participants with less than 5 years of teaching experience and those with more than 5 years of teaching experience;  $F(1, 80) = 0.42, p = .517$ ,  $F(1, 80) = 0.90, p = .345$ ,  $F(1, 80) = 1.28, p = .261$ , and  $F(1, 80) = 2.70, p = .104$ , respectively, indicating that the assumption of homogeneity of variance was met.

The t-tests revealed that there were no significant relations between Teaching Years and (Sentiments, Attitudes, Concerns subscales, and on the overall SACIE scale);  $t(80) = -0.58, p = .282$  (one-tailed),  $t(80) = -0.79, p = .215$  (one-tailed),  $t(80) = -0.11, p = .454$  (one-tailed),  $t(80) = -0.61, p = .273$  (one-tailed), respectively (Table 6).

Table 6

**Independent Sample- t test of Teaching Years**

	>5		<5		t-test	Df	Sig.
	M	SD	M	SD			
Sentiments	2.98	0.64	3.07	0.70	-0.58	80	.282
Attitudes	2.50	0.61	2.61	0.69	-0.79	80	.215
Concerns	2.39	0.54	2.40	0.68	-0.11	80	.454
SACIE Total	2.62	0.44	2.69	0.58	-0.61	80	.273

**Age Differences in Sentiments, Attitudes, Concerns About Inclusive Education**

The Levene’s test revealed that the variances of the Sentiments subscale, Attitudes, subscale, Concerns subscale and of the overall SACIE scale were not significantly different across the four age groups (25-34, 35-44, 45-54, and 55 and above) ;  $F(3, 78) = 0.21, p = .891$ ,  $F(3, 78) = 1.33, p = .271$ ,  $F(3, 78) = 0.06, p = .982$ , and  $F(3, 78) = 0.50, p = .682$ , respectively, indicating that the assumption of homogeneity of variance was met.



The ANOVA analysis revealed that there were no significant relations between Age and (Sentiments, Attitudes, Concerns subscales, and on the overall SACIE scale);  $F(3, 78) = 0.21, p = .893$ ,  $F(3, 78) = 0.49, p = .693$ ,  $F(3, 78) = 0.79, p = .505$ , and  $F(3, 78) = 0.35, p = .789$ , respectively (Table 7).

Table 7

**Analysis of Variance of Ages**

	25-34		35-44		45-54		> 55		ANOVA	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	F	Sig.
Sentiments	3.06	0.70	3.00	0.64	3.09	0.70	2.87	0.79	0.21	.893
Concerns	2.55	0.81	2.65	0.59	2.43	0.63	2.47	0.53	0.49	.693
Attitudes	2.33	0.60	2.51	0.64	2.32	0.54	2.20	0.77	0.79	.505
SACIE Total	2.65	0.59	2.72	0.53	2.62	0.48	2.51	0.36	0.35	.789

**Role of Training on Sentiments, Attitudes, and Concerns about Inclusive Education**

The Levene’s test revealed that the variances of the Sentiments subscale, Attitudes subscale, Concerns subscale and of the overall SACIE scale were not significantly different across the three training groups (none, some, and high);  $F(2, 79) = 2.67, p = .076$ ,  $F(2, 79) = 1.59, p = .211$ , and  $F(2, 79) = 0.01, p = .988$ , respectively, indicating that the assumption of homogeneity of variance was met.

The ANOVA F-test revealed that there was a significant relationship between the Training and Sentiments subscale;  $F(2, 79) = 4.01, p = .022$ . Tukey HSD post hoc test revealed that teachers who had high levels of training “at least 40 hours” had significantly

expressed lower levels of negative sentiments compared to those who had some training; *Mean Difference* = .45, *SE* = .17, *p* = .026, *95%CI* [0.04, 0.86].

The ANOVA F-test also revealed that there was a significant relationship between the Training and Attitudes subscales;  $F(2, 79) = 3.18, p = .047$ . Tukey HSD post hoc test revealed that teachers who had high levels of training “at least 40 hours” had expressed more positive attitudes compared to those who had no training; *Mean Difference* = .60, *SE* = .26, *p* = .058, *95%CI* [-.02, 1.21].

The ANOVA F-test also revealed that there was a significant relation between Training and Concerns subscale;  $F(2, 79) = 7.35, p = .001$ . Tukey HSD post hoc test revealed that teachers who had high levels of training “at least 40 hours” had significantly expressed less concerns compared to those who had no training and those who had some training; *Mean Difference* = .72, *SE* = .23, *p* = .007, *95%CI* [.17, 1.27], and *Mean Difference* = .52, *SE* = .15, *p* = .003, *95%CI* [.16, .87].

The ANOVA F-test finally revealed that there was a significant relationship between Training and the overall SACIE scale;  $F(2, 79) = 7.34, p = .001$ . Tukey HSD post hoc test revealed that teachers who had high levels of training “at least 40 hours” had significantly expressed more positive attitudes on the overall SACIE scale compared to those who had no training and those who had some training; *Mean Difference* = .62, *SE* = .19, *p* = .006, *95%CI* [.15, 1.08], and *Mean Difference* = .43, *SE* = .13, *p* = .003, *95%CI* [.13, .74] (Table 8).

Table 8

### **Analysis of Variance of Training**

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	None		Some		High		ANOVA	
	Mean	SD	Mean	SD	Mean	SD	F	Sig.
Sentiments	2.82	.77	2.93	.68	3.38	.49	4.01	.022
Attitudes	2.24	.48	2.51	.62	2.84	.73	3.18	.047
Concerns	2.09	.57	2.29	.58	2.81	.56	7.35	.001
SACIE Total	2.39	.43	2.58	.51	3.01	.42	7.34	.001

### **Role of Teaching SEN and Sentiments, Attitudes, and Concerns About Inclusive Education**

The Levene's test revealed that the variances of the Attitudes subscale, Concerns subscale and the overall SACIE scale were not significantly different across the three experience groups (null, some, and high);  $F(2, 79) = 0.62, p = .539$ ,  $F(2, 79) = 0.17, p = .847$ , and  $F(2, 79) = 1.98, p = .145$ , respectively, indicating that the assumption of homogeneity of variance was met. The Levene's test revealed, however, that the variances of the Sentiments subscale were significantly different across the three experience groups (null, some, and high);  $F(2, 79) = 3.98, p = .023$ , indicating that the homogeneity of variance assumption was not met.

The ANOVA F-Welch test revealed that there was a significant relation between Experience in teaching students with special needs and the Sentiments subscale;  $F\text{-Welch}(2, 13.38) = 4.90, p = .025$ . Games Howell post hoc test revealed that teachers who had high levels of experience in teaching children with special needs "at least 30 days" had significantly expressed a lower level of negative sentiments compared to those who had some experience;  $Mean\ Difference = .38, SE = .14, p = .016, 95\%CI [0.06, 0.71]$ .

The ANOVA F-test, however, revealed that there was no significant relation between Experience in teaching children with special needs and the Attitudes subscale;  $F(2, 79) = 2.29, p = .108$ .

The ANOVA F-test also revealed that there was a significant relation between Experience in teaching children with special needs and the concerns subscale;  $F(2, 79) = 6.23, p = .003$ . Tukey HSD post hoc test revealed that teachers who had high levels of experience “at least 30 days” had significantly less concerns compared to those who had some experience; *Mean Difference* = .49, *SE* = .14,  $p = .002$ , *95%CI* [0.16, 0.82].

The ANOVA F-test finally revealed that there was a significant relation between Experience and on the overall SACIE scale;  $F(2, 79) = 5.97, p = .004$ . Tukey HSD post hoc test revealed that teachers who had high levels of experience in teaching children with special needs “at least 30 days” had significantly expressed more positive attitudes on the overall SACIE scale compared to those who had some experience; *Mean Difference* = .40, *SE* = .12,  $p = .003$ , *95%CI* [0.12, 0.68] (Table 9).

Table 9

**Analysis of Variance of Teaching SEN**

	Null		Some		High		ANOVA	
	Mean	SD	Mean	SD	Mean	SD	F	Sig.
Sentiments	2.63	.80	2.92	.72	3.30	.46	4.90	.025
Attitudes	2.62	.53	2.44	.65	2.76	.65	2.29	.108
Concerns	2.37	.77	2.22	.59	2.71	.51	6.23	.003
SACIE Total	2.53	.62	2.53	.53	2.92	.39	5.97	.004

## **Role of Teaching-Efficacy on Sentiments, Attitudes, and Concerns about Inclusive Education**

The Shapiro-Wilk test revealed that the normality of the variables (Efficacy to Use Inclusive Instructions, Efficacy in Collaboration, Efficacy in Managing Behaviors, Teaching-Efficacy and Sentiments Subscale) was not met;  $W(82) = 0.88, p < .001$ ,  $W(82) = 0.93, p < .001$ ,  $W(82) = 0.91, p < .001$ ,  $W(82) = 0.90, p < .001$ , and  $W(82) = 0.93, p < .001$ , respectively. The Shapiro-Wilk test, however, revealed that the normality of the variables (Attitudes subscale, Concerns subscale, and overall SACIE scale) was met;  $W(82) = 0.98, p = .110$ ,  $W(82) = 0.98, p = .144$ , and  $W(82) = 0.98, p = .324$ , respectively.

Since the normality for the variables (Efficacy to Use Inclusive Instructions, Efficacy in Collaboration, Efficacy in Managing Behaviors, Teaching-Efficacy and Sentiments) was not met, then Spearman's Rho Correlation test was used to study the correlations between Teaching-efficacy scales and subscales and Attitudes toward Inclusion.

Table 10 below shows the detailed correlations between Teaching-efficacy subscales (TEIP) and Attitudes subscales (SACIE) toward inclusive education. In summary, there were significant and positive correlations between (Efficacy to Use Inclusive Instructions, Efficacy in Collaboration, Efficacy in Managing Behaviors, and Teaching-Efficacy) and (Sentiments, Attitudes, Concerns, and SACIE Total). In fact, participants who had a higher level of teaching efficacy (efficacy to use inclusive instruction, efficacy in collaboration, efficacy in managing behaviors) were more likely to have a lower level of negative sentiments, less concerns and a high level of a positive

attitude. Teachers with a high level of teaching-efficacy “TEIP” are likely to have a high level of positive attitudes on the “SACIE”

Table 10

**Spearman’s Rho Correlation Matrix**

	Sentiments	Attitudes	Concerns	SACIE Total
Efficacy to Use Inclusive Instructions	.47***	.54***	.59***	.65***
Efficacy in Collaboration	.44***	.53***	.68***	.67***
Efficacy in Managing Behaviors	.42***	.55***	.57***	.62***
Teaching-Efficacy( TEIP)	.44***	.55***	.65***	.67***

\*. Correlation is significant at the 0.05 level (one-tailed).

\*\*. Correlation is significant at the 0.01 level (one-tailed).

\*\*\*. Correlation is significant at the 0.001 level (one-tailed).

**Attitudes of Parents of SEN Towards Inclusive Education**

In order to answer the second research question, the percentages and frequencies were calculated in relation to gender, age, level of education. The total number of parents group A who took part in this study was 76; there were 28 males and 48 females.

In total, 25% of the participants aged 25-34 years old, 43.0% aged 35-44 years old, whereas 27.0% aged 45-55 and 3.9% were above 55. With regards to the level of education, 15.8% of the participants had a secondary degree, 43.4% of participants had Bachelor’s Degree; 30.3% had a Master’s Degree or its equivalent. In addition, 10.5% of participants had a PhD degree. ( Table 11 below portrays the descriptive of the sample of the study).

Table 11

**Sample Descriptive of Parents of SEN**

		N	%
Gender	Male	28	36.8
	Female	48	63.2
Age	25-34	19	25.0
	35-44	33	43.4
	45-54	21	27.6
	55 and above	3	3.9
Education	Secondary and Its Equivalent	12	15.8
	Bachelor's Degree and Its Equivalent	33	43.4
	Master's Degree	23	30.3
	PhD	8	10.5

**Reliability Analysis**

Table 12 below shows the reliability of the scales of the study. The reliability analysis revealed that all the scales and subscales in this study were reliable (with Cronbach's alpha  $\geq$  .60) except for the subscale Child's Rights.

Table 12

**Reliability Analysis of the Scales of ATIM**

Scales and Subscales	Cronbach's Alpha $\alpha$	Number of Items
ATIM Total	.92	18
Benefits of Inclusion for Students	.87	7
Parents Satisfaction with Child's Progress	.80	4
Parents Perception of Teachers Ability	.86	5
Child's Right	.28	2

## Scale Descriptive

Table 13 represents the descriptive of the scales and subscales in this study. On average, participants had less positive views on Parents' Satisfaction with Child's Progress and on the Parents Perception of Teachers Ability; ( $M = 2.91$ ,  $SD = 0.96$ ), and ( $M = 2.91$ ,  $SD = 0.97$ ). However, on average, participants more positive views of Benefits of Inclusion for Students subscale, Child's Right subscale and on the overall ATIM scale; ( $M = 3.27$ ,  $SD = .89$ ), ( $M = 3.41$ ,  $SD = .95$ ), and ( $M = 3.11$ ,  $SD = .78$ ), respectively.

Table 13

### Descriptive of the Scales and Subscales of ATIM

	N	Min.	Max.	Mean	SD
Benefits of Inclusion for Students	76	1.86	4.86	3.27	.89
Parents' Satisfaction with Child's Progress	76	1.25	4.75	2.91	.96
Parents' Perception of Teachers Ability	76	1.00	4.80	2.91	.97
Child's Right	76	1.00	5.00	3.41	.95
ATIM Total	76	1.78	4.17	3.11	.78
Valid	76				

### Gender Difference and Attitudes toward Inclusive Education

The Levene's test revealed that the variances of the Benefits of Inclusion for Students subscale, Parents' Satisfaction with Child's Progress subscale, Parent's Perception of Teachers Ability subscale, Child's Right subscale and of the overall ATIM scale were not significantly different across males and females;  $F(1, 74) = 0.24$ ,  $p = .626$ ,  $F(1, 74) = 0.13$ ,  $p = .721$ ,  $F(1, 74) = 3.92$ ,  $p = .052$ ,  $F(1, 74) = 2.83$ ,  $p = .097$ ,  $F(1, 74) =$



1.95,  $p = .167$ , respectively, indicating that the assumption of homogeneity of variance was met.

The independent  $t$ -test revealed that male parents reported less positive views on the Benefits of Inclusion for Students subscale ( $M = 3.01$ ,  $SD = 0.85$ ) compared to females ( $M = 3.43$ ,  $SD = 0.88$ );  $t(74) = -2.04$ ,  $p = .023$  (one-tailed).

The independent  $t$ -test also revealed that male parents reported less positive views on the Child's Rights subscale ( $M = 3.07$ ,  $SD = 0.80$ ) compared to females ( $M = 3.61$ ,  $SD = 0.98$ );  $t(74) = -2.49$ ,  $p = .008$  (one-tailed).

The independent sample  $t$ -tests revealed, however, that there were no gender differences across Parents' Satisfaction with Child's Progress, Parent's Perception of Teachers Ability subscales and on the overall ATIM scale ;  $t(74) = -0.50$ ,  $p = .310$  (one-tailed),  $t(74) = 0.09$ ,  $p = .464$  (one-tailed), and  $t(74) = -1.33$ ,  $p = .095$  (one-tailed), respectively.

Table 14

#### Independent Sample $t$ -test Gender

	Males		Females		t-test	Df	Sig.
	M	SD	M	SD			
Benefits of Inclusion for Students	3.01	.85	3.43	.88	-2.04	74	.023
Parents' Satisfaction with Child's Progress	2.84	.96	2.95	.96	-.50	74	.310
Parents' Perception of Teachers Ability	2.92	1.10	2.90	.90	.09	74	.464
Child's Right	3.07	.80	3.61	.98	-2.49	74	.008
ATIM Total	2.95	.81	3.20	.75	-1.33	74	.095

### Level of Education<sup>1</sup> and Attitudes toward Inclusive Education

The Levene's test revealed that the variances of the Benefits of Inclusion for Students subscale, Parents' Satisfaction with Child's Progress subscale, Parent's Perception of Teachers Ability subscale, Child's Right subscale and of the overall ATIM scale were not significantly different across Bachelor's and Master's;  $F(1, 74) = 1.69, p = .198$ ,  $F(1, 74) = 0.04, p = .840$ ,  $F(1, 74) = .14, p = .705$ ,  $F(1, 74) = 1.35, p = .249$  and  $F(1, 74) = 1.77, p = .188$ , respectively, indicating that the assumption of homogeneity of variance was met.

The independent sample t-tests revealed, however, that there were no relations between level of education and Benefits of Inclusion for Students, Parents' Satisfaction with Child's Progress, Parent's Perception of Teachers Ability, Child's Rights subscales and on the overall ATIM scale ;  $t(74) = -0.82, p = .209$  (one-tailed),  $t(74) = -1.41, p = .081$  (one-tailed),  $t(74) = -1.32, p = .095$  (one-tailed),  $t(74) = -.40, p = .344$  (one-tailed), and  $t(74) = -1.26, p = .106$  (one-tailed), respectively (Table 15).

Table 15

#### Independent Sample t-test of Level of Education

	SE/BA		MA/PhD		t-test	Df	Sig.
	M	SD	M	SD			
Benefits of Inclusion for Students	3.20	.94	3.37	.81	-.82	74	.209
Parents' Satisfaction with Child's Progress	2.78	.96	3.10	.94	-1.41	74	.081
Parents' Perception of Teachers Ability	2.79	.99	3.08	.93	-1.32	74	.096

<sup>1</sup> The two groups (Secondary SE and Bachelor's BA) were merged together and the two groups (Masters MA and PhD) were merged together.

Child's Right	3.38	1.02	3.47	.86	-.40	74	.344
ATIM Total	3.01	.81	3.24	.73	-1.26	74	.106

### Age and Attitudes toward Inclusive Education

The Levene's test revealed that the variances of the Benefits of Inclusion for Students subscale, Parents' Satisfaction with Child's Progress subscale, Parent's Perception of Teachers Ability subscale, Child's Right subscale and the overall ATIM scale were not significantly different across males and females;  $F(3, 72) = 0.52, p = .672$ ,  $F(3, 72) = 0.57, p = .635$ ,  $F(3, 72) = .15, p = .932$ ,  $F(3, 72) = 0.84, p = .476$  and  $F(3, 72) = 0.47, p = .707$ , respectively, indicating that the assumption of homogeneity of variance was met.

The ANOVA F-test revealed that there were no significant relations between Age and (Benefits of Inclusion for Students, Parents' Satisfaction with Child's Progress, Parent's Perception of Teachers Ability, Child's Right subscales and overall ATIM scale);  $F(3, 72) = 0.98, p = .408$ ,  $F(3, 72) = 1.99, p = .123$ ,  $F(3, 72) = 1.84, p = .147$ ,  $F(3, 72) = 0.30, p = .827$ , and  $F(3, 72) = 1.35, p = .264$  (Table 16).

Table 16

#### Analysis of Variance of Age

	25-34		35-44		45-54		> 55		ANOVA	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	F	Sig.
Benefits of Inclusion for Students	3.29	.89	3.16	.90	3.50	.89	2.76	.72	.98	.408
Parents' Satisfaction with Child's Progress	2.91	.94	2.67	.90	3.31	1.00	2.75	.90	1.99	.123

Parents' Perception of Teachers Ability	2.69	1.02	2.76	.96	3.31	.87	3.00	1.11	1.84	.147
Child's Right	3.29	1.00	3.53	1.05	3.36	.81	3.33	.58	.297	.827
ATIM Total	3.04	.77	2.98	.80	3.39	.72	2.89	.84	1.35	.264

### Attitudes of Parents of Typically Developing Child Towards Inclusive Education

In order to answer the second research question, the percentages and frequencies were calculated in relation to gender, age, level of education. The total number of parents group B who took part in this study was 96; there were 12 males and 84 females.

In total, 32.3% of the participants aged 25-34 years old, 54.2% aged 35-44 years old whereas 13.50% aged 45-55. With regards to the level of education, 1.8% of the participants had a secondary degree, 49.0% of participants had Bachelor's Degree; 47.0% had a Master's Degree or its equivalent. In addition, 2.1% of participants had a Ph.D. degree (Table 17 below portrays the descriptives of the sample of the study).

Table 17

#### Sample Descriptives of Parents of Typically Developing Child

		N	%
Gender	Male	12	12.5
	Female	84	87.5
Age	25-34	31	32.3
	35-44	52	54.2
	45-54	13	13.5
Education	Secondary and Its Equivalent	1	1.0
	Bachelor's Degree and Its Equivalent	47	49.0

Master's Degree	46	47.9
PhD	2	2.1

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### Reliability Analysis

Table 18 below shows the reliability of the scales of the study. The reliability analysis revealed that all the scales and subscales in this study were reliable (with Cronbach's alpha  $\geq$  .60) except for the subscale Child's Rights.

Table 18

#### Reliability Analysis of the Scales of MTAIS

Scales and Subscales	Cronbach's Alpha $\alpha$	Number of Items
MTAIS Total	.70	12
Core Perspective	.63	6
Expected Outcome	.60	4
Classroom Practices	.84	2

### Scale Descriptive

Table 19 shows the descriptive of the scales and subscales in this study. On average, participants had less positive views on the Classroom Practices subscale; ( $M = 2.49$ ,  $SD = 0.82$ ). However, on average, participants expressed more positive views on the Core Perspective subscale, Expected Outcome subscale, and on the overall MTAIS scale; ( $M = 3.73$ ,  $SD = .59$ ), ( $M = 3.59$ ,  $SD = .63$ ), and ( $M = 3.48$ ,  $SD = .56$ ), respectively.

Table 19

**Descriptive of the Scales and Subscales of MTAIS**

	N	Min.	Max.	Mean	SD
Core Perspective	96	1.50	5.00	3.73	.59
Expected Outcome	96	2.00	4.75	3.59	.63
Classroom Practices	96	1.00	4.50	2.49	.82
MTAIS Total	96	1.58	4.75	3.48	.56
Valid	96				

**Gender and Attitudes toward Inclusive Education**

The Levene's test revealed that the variances of the Core Perspective, Expected Outcome, Classroom Practices Subscales, and of the overall MTAIS scale were not significantly different across males and females;  $F(1, 94) = 0.19, p = .666$ ,  $F(1, 94) = 0.00, p = 1.000$ ,  $F(1, 94) = .18, p = .672$ , and  $F(1, 94) = .06, p = .802$ , respectively, indicating that the assumption of homogeneity of variance was met.

The independent sample t-tests revealed, that there were no gender differences across Core Perspective, Expected Outcome, Classroom Practices subscales, and on the overall MTAIS scale ;  $t(94) = -0.82, p = .208$  (one-tailed),  $t(94) = -.64, p = .262$  (one-tailed),  $t(94) = .02, p = .441$  (one-tailed),  $t(94) = -.66, p = .255$  (one-tailed), respectively.

Table 20

**Independent Sample t-test of Gender**

	Males		Females		t-test	Df	Sig.
	M	SD	M	SD			
Core Perspective	3.60	.59	3.75	.59	-.82	94	.208
Expected Outcome	3.48	.67	3.60	.63	-.64	94	.262
Classroom Practices	2.50	.67	2.49	.84	.02	94	.441
Attitudes Total	3.38	.57	3.49	.56	-.66	94	.255

**Levels of Education <sup>2</sup> and Attitudes toward Inclusive Education**

The Levene's test revealed that the variances of the Core Perspective, Expected Outcome, Classroom Practices subscales, and the overall MTAIS scale were not significantly different across Bachelor and Master's;  $F(1, 94) = .04, p = .844$ ,  $F(1, 94) = .05, p = .827$ ,  $F(1, 94) = 3.49, p = .065$ , and  $F(1, 94) = .37, p = .545$ , respectively, indicating that the assumption of homogeneity of variance was met.

The independent sample t-test revealed that participants with bachelor's degree reported less positive views on the classroom practices subscales ( $M = 2.33, SD = 0.69$ ) compared to those with Master's degree ( $M = 2.66, SD = 0.91$ );  $t(94) = -1.95, p = .027$  (one-tailed).

The independent sample t-tests revealed, however, that there were no relations between Level of Education and Core Perspective, Expected Outcome subscales, and on the

<sup>2</sup> The two groups (Secondary SE and Bachelor's BA) were merged together and the two groups (Masters MA and PhD) were merged together.

overall MTAIS scale ;  $t(94) = -0.55, p = .293$  (one-tailed),  $t(94) = -1.47, p = .073$  (one-tailed), and  $t(94) = -1.31, p = .097$  (one-tailed), respectively (Table 21)

Table 21

### Independent Sample t-test of Level of Education

	SE/BA		MA/PhD		t-test	Df	Sig.
	M	SD	M	SD			
Core Perspective	3.69	.56	3.76	.62	-.55	94	.293
Expected Outcome	3.49	.63	3.68	.62	-1.47	94	.073
Classroom Practices	2.33	.69	2.66	.91	-1.95	94	.027
MTAIS Total	3.40	.52	3.55	.60	-1.31	94	.097

### Age and Attitudes toward Inclusive Education

The Levene's test revealed that the variances of the Core Perspective, Expected Outcome, Classroom Practices subscales, and of the overall MTAIS scale were not significantly different across the three age groups (25-34, 35-44, 45-54);  $F(2, 93) = 1.14, p = .324$ ,  $F(2, 93) = 2.54, p = .084$ ,  $F(2, 93) = 0.96, p = .388$ , and  $F(2, 93) = 1.80, p = .171$ , respectively, indicating that the assumption of homogeneity of variance was met.

The ANOVA F-test revealed that there were no significant relations between Age and (Core Perspective, Expected Outcome, Classroom Practices subscales, and on the overall MTAIS scale);  $F(2, 93) = .55, p = .577$ ,  $F(2, 93) = .40, p = .672$ ,  $F(2, 93) = .73, p = .487$ , and  $F(2, 93) = 0.36, p = .698$ , respectively (Table 22).

Table 22

### Analysis of Variance Age

25-34	35-44	45-54	ANOVA
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	Mean	SD	Mean	SD	Mean	SD	F	Sig.
Core Perspective	3.82	.52	3.68	.65	3.72	.51	.55	.577
Expected Outcome	3.55	.56	3.58	.70	3.73	.53	.40	.672
Classroom Practices	2.58	.75	2.40	.90	2.65	.66	.73	.487
MTAIS Total	3.52	.48	3.43	.63	3.54	.45	.36	.698

**Attitudes of Parents With or Without Children with Disabilities and Towards Inclusive Education**

Levene's test revealed that the variances of the Attitudes Total were significantly different across Parents A and Parents B;  $F(1, 170) = 26.87, p < .001$ , indicating that the assumption of homogeneity of variance was met.

The independent sample t-test revealed that Parents A reported lower levels of favorable attitudes toward inclusion ( $M = 3.11, SD = 0.78$ ) compared to Parents B ( $M = 3.48, SD = 0.56$ );  $t(131.73) = -3.48, p = .001$  (one-tailed).

## CHAPTER V

### DISCUSSION, RECOMMENDATIONS, AND CONCLUSION

This final chapter provides a brief description of the research study. Furthermore, it provides an overall outline of the major results with discussion, recommendations, and conclusion.

#### **Discussion**

##### **Attitudes of General Education Teachers Towards Inclusive Education**

The results indicated that teachers expressed less negative sentiments towards inclusive practices that indicate they were generally positive and compassionate toward children with special needs. The overall attitudes of the general education teachers were generally positive towards inclusive education. However, the participants had concerns regarding the acceptance of children with special needs by the other classmates, an increase of responsibilities, and a heavier workload. Furthermore, the participants were also worried about adding more stress on their shoulders when dealing with students with special needs.

##### **Relationship Between Gender and Attitudes**

In the current study male teachers expressed less positive attitudes towards inclusive education. The current finding aligned with other studies that have indicated that males have less positive attitudes, and are less supportive than females teachers (Romi& Leyser, 2006; Shatri, 2017; Tsakiridou & Polyzopoulou, 2014; Vaz et al., 2015). However, Ahmmed et al. (2014), found that male teachers were more positive than female teachers.

In another research conducted by Elfilti and Arslan (2017), found no significant effect of gender on teachers' attitudes toward inclusion. Park and Chitiyo (2011) found that gender did not play a role in predicting attitudes. It was concluded that there had been inconsistent results regarding gender differences in teachers' attitudes towards inclusive education (Park & Chitiyo, 2011). Therefore, it can be inferred that the gender variable and its influence on the attitudes towards inclusive education may seem to be controversial.

New results in this research study revealed that male teachers had more concerns and expressed negative sentiments towards inclusive education compared to female teachers. This may explain the reason why male teachers expressed less positive attitudes. Lebanese schools may also focus more on male teachers' concerns, sentiments, and attitudes as they seem to need more support in this area.

### **Relationship Between Level of Education and Attitudes**

The results of this study found that there was no relationship with regards to the subscale "attitudes" and "sentiments" with teachers' level of education. However, there was a relationship between the overall total SACIE score and level of education which were consistent with the previous literature review.

Furthermore, in this study, it was reported that teachers with a Bachelor's degree had less overall positive attitudes than the teachers with Master's degrees. This aligned with the results of Parasuram (2006) and Hsien et al. (2009), who found that the higher the degree of education; the more teachers adopt a positive attitude towards inclusive education. This may be because, at the Masters' level, courses are specialized and are more pedagogical content knowledge. Also, teachers at the MA level will learn about the different effective pedagogical practices in order to cater to the needs of students with

different learning needs. This was discussed in research conducted by Kuittinen (2017), who found that teachers who hold a Masters' degree felt more confident in understanding pedagogical framework in their teaching.

Having concerns was an important aspect in understanding the different attitudes between teachers who hold a BA or a MA degree. It is not a surprise that in this study, teachers with bachelor's degrees had more concerns compared to teachers with master's degrees. This was elaborated in a study investigated by Sharma et al. (2015), who found that teachers who held only a BA degree were more likely to feel worried about their competence in teaching students with special needs.

### **Relationship Between Experience and Attitudes**

The results of this study found that there was no relationship with regards to the subscale "attitudes" with experience in teaching students with special needs. However, there was a relationship between the experience in teaching students with special needs, the overall total SACIE score, the subscale "sentiments" and the subscale "concerns".

The results indicated that getting only less than thirty days' experience in teaching students with special needs could be related to the increase of concerns, negative sentiments, and less positive overall attitude towards inclusive education. Cagran et al. (2011), highlighted this concern, that participants who had minimal teaching experience with students with special needs showed more concerns than those who had at least one year of teaching students with special needs. Another study done by Golmic et al. (2012) found that teaching students with special needs helped teachers become more comfortable, and express more positive sentiments towards students with special needs due to their direct involvement with them.

Furthermore, the results of this research indicated that teachers who had a high level of experience (at least 30 full days) in teaching students with special needs held more overall positive attitudes towards inclusive education than those with some experience. This was supported in different research that was conducted by Cagran et al. (2011), and Kuittinen (2017), in that experience in teaching students with special needs results in more positive attitudes toward inclusive education and less concerns regarding the process of implementation of different teaching practices.

In another study conducted by Kuittinen (2017), the findings reported that experience was one of the most influential factors in shaping general education teachers' attitudes. It was inferred that the more teachers had years of experience, the more competent they felt doing their job (Kuittinen, 2017).

The results of this study revealed that teachers who had a high level of experience (at least 30 full days) in teaching students with special needs, expressed less concerns regarding inclusive practices than those with some experience. This was supported by a study by WuYing et al.(2012), and Kalyva (2013), which found that teachers who had experience teaching students with special needs expressed lower stress levels and fewer concerns regarding the idea of having students with special needs in their classroom. Kebbi and Al-Hroub ( 2018) article “Stress and coping strategies used by special educators and general classroom teachers” published in the *International Journal of Special Education* underlined the importance of developing one’s personal and professional skills in order to ease the stress. In fact, the authors concluded that when teacher adjust their priorities and structure their time, they can feel less depressed, and are more capable to cope. Moreover,

offering teachers workshops on stress management can be useful and beneficial to improve their skills on dealing with stressful situations.

### **Relationship Between Training and Attitudes**

The results in this research indicated that teachers with no or less than 40 hours of training expressed more concerns and negative sentiments regarding inclusive education and less positive attitudes compared to those with a high level of training. In another study, Boyle et al. (2013), investigated the level of concerns and training among teacher students and compared it to those who had more hours of professional development. It was consistent with the results of this study that teachers who had little training showed more concern in teaching students with special needs. It was further discussed that teachers who lack training may resist teaching in an inclusive classroom (Boyle et al., 2013; Wilkerson, 2012).

There was a correlation in this research between teacher training and overall attitudes. It was found that teachers with a high level of training expressed more overall positive attitudes than those with no training. This was explained by Ahsan et al. (2012), in that the more level of training will correlate with positive inclusive teaching attitudes. Furthermore, Depperler (2012), found that lack of training in inclusive practices may result in lower teaching efficacy as teachers plan their lessons.

In addition, De Boer et al. (2011), and Tsakiridou and Polyzopoulou (2014), discussed that teachers expressed that they would feel more confident in teaching in an inclusive environment if they received the appropriate professional development in their school or training programs.

### **Relationship Between Age, Years of Teaching and Attitudes**

The relationship between years of teaching and overall attitudes has formed diverse results. Several authors indicated that years of teaching are linked to the attitudes of teaching in an inclusive classroom (Forlin et al., 2009; Salovita, 2020). Other researchers claimed that teachers who were younger than thirty-five years old were more equipped and prepared to teach students with special needs.

The results of this research revealed that the age and the years of teaching did not affect the overall SACIE scale and subscales. This was consistent with another research that showed that there were no significant differences in attitudes or level of concern before or after teacher training for service teachers (Forlin et al., 2009; Salovita 2020).

It was interesting to find that in this research, all seven schools indicated that they began to promote awareness among all the general education teachers regardless of their age group and number of teaching years to slowly integrate and prepare them for teaching in an inclusive environment.

### **Relationship Between Teacher-Efficacy and Attitudes**

Having high self-efficacy is fundamental in teaching with a positive attitude. According to Savolainen et al., who conducted a study in 2012, having low self-efficacy leads to more concerns. This study found that teachers who reported low levels of teaching self-efficacy expressed more negative sentiments towards inclusive education.

The results of this research were consistent with previous studies that have higher teaching self-efficacy resulted in more positive attitudes towards inclusion (Aiello et al., 2017). Furthermore, having high teaching self-efficacy leads to lower levels of negative

sentiments. This might explain that teachers who have a high self-efficacy, can work in a multidisciplinary team and collaborate while working with students with special needs.

Nevertheless, Smith and Taylor (2011) investigated the influence self-efficacy has on academic achievement. This was supported in this study in that the participants who reported high self-efficacy indicated that they made more effort to improve their teaching methods and consistently improving ways to manage the classroom. It can be inferred that self-efficacy may act as a bridge that influences attitudes towards inclusive education.

### **Attitudes of Parents of SEN Towards Inclusive Education**

Understanding parental attitudes was a crucial element in this research study. Elkin et al. (2003), found that parents strongly agreed that their child has every right to be included in a general education classroom. This was found in this research such that parents of special needs students expressed positive attitudes regarding the benefits of inclusive education. In another study conducted by Leyser et al. (2004), it was recommended that allowing children to be included in an inclusive classroom proved that there were more psychological benefits than limitations (Leyser et al., 2004). One of the psychological benefits was social awareness and forming relationships (De boer et al., 2012). For example, in an inclusive environment, children with special needs are more likely to be prepared for the real world. This was item one from the ATIM scale, “Inclusion is more likely to prepare children with disabilities”. Furthermore, item five in the ATIM scale stated, “In inclusion children without disabilities are more likely to learn about



differences”. Participants who had children with special needs strongly agreed in this study that children learn tolerance if included with typically developing children.

Building social awareness is crucial in the development of raising children. De boer et al. (2012), stated that parents preferred that their children should be included because they believed this would help them in making new friends and they were accepted by their peers. This was further supported in the current study in that parents strongly agreed that involving children would build their social skills.

However, the participants in this study reported to have lower levels in the following subscales: satisfaction of their child’s progress in an inclusive classroom and teachers’ abilities to manage the classroom. This means that parents with children with special needs were worried about the teachers’ abilities to use proper inclusive strategies regarding their Child’s education.

This was further elaborated by Bennet et al. (2013), who investigated that parents who have children with special needs felt more worried an inclusive environment might be more harmful than helpful. One of the reasons given is the teaching ability. Abou Hamour (2014), explained that parents were not sure about whether teachers were able to accommodate the needs of the students. Furthermore, Abou Hamour (2014), argued that accommodation played a part in integration. Therefore, it can be inferred that in this study, parents had lower levels of satisfaction regarding their child’s progress and the teachers’ ability because they were not certain of how teachers would accommodate their child’s

education and they were not sure how teachers would successfully integrate students with special needs in a regular classroom.

### **Relationship Between Gender and Attitudes**

There was no relationship between gender and the overall attitude, and the two following subscales: parents' satisfaction of their child's progress, and parents' perception regarding the teachers' ability and gender differences. However, there was a correlation between gender and the following subscales: benefits of inclusive education and on the child's rights subscale which highlights the philosophical and legal justification of inclusion. It was shown in this study that male parents express less positive views on both of the subscales.

Results from previous studies found that females had a more positive attitude than males (Aldaihani, 2011). This was consistent in a longitudinal study by Jimerson et al. (2006), that males express less positive attitudes than females. However, Boavida et al. (2010), found that there was no significant relationship between gender in overall attitudes towards inclusive education.

### **Relationship Between the Level of Education, Age and Attitudes**

This research study was the first study conducted in Lebanon that compares the relationship between parental attitudes and level of education/ age, and yet results revealed that there was no significant relationship between these two demographic variables and the subscales, and total overall attitude. In different studies, Leyser et al. (2004), and Batsiou et al. (2008) found that the demographic variable "level of education" affected parental

attitudes. Moreover, parents who indicated that they attended college expressed a more positive attitude about inclusion than those who only had a high school diploma.

Additionally, participants who held a college degree stipulated that there was more to gain in implementing an inclusive education classroom.

### **Attitudes of Parents who Have a Typically Developing Child Towards Inclusive Education**

The results of this study indicated that parents of typically developing children expressed a positive attitude towards inclusive education. This was the first study conducted among the Lebanese population because no study was found to examine the attitudes of this group of parents towards inclusive education (Gaad, 2011). Moreover, it was shown that this group of parents had positive perceptions on the “core perspective” subscale and the “expected outcome” subscale. This means that parents with typically developing children believed that children with special needs have the right to be educated with typically developing children. Parents with typically developing children also expressed in this study, that inclusion has a lot of advantages for students with learning disabilities. For example, this group of participants strongly agreed that inclusion would help with academic achievement, teaching acceptance, and social awareness. This finding was supported by a study conducted by Cologne in 2012, in which parents raised awareness in twelve elementary schools for children with learning disabilities to be taught in a general education classroom.

However, this group of parents had a less positive perspective on the “classroom practices” subscale, which is associated with the “teachers’ ability” subscale. Peck et al.

(2004), hypothesized and found that students with learning disabilities tend to monopolize teachers. This means that the directed attention of the teacher will gear towards the student that needs to fill the educational gap. This result was similar to another study where parents showed a negative perspective because they reported feeling concerned about the teacher's ability to give equal attention to all students with or without disabilities in the classroom (Forgusson, 2008). The study conducted by Peck et al., (2004), found that 22% of parents believed that the individual time between teacher and student in the classroom had decreased when students with learning disabilities and typically developing students were integrated (Peck et al., 2004).

### **Relationship Between Gender ,Age and Attitudes**

Few empirical studies were conducted regarding the attitudes of parents who have typically developing children (De Boer et al., 2015). So far there has been no research that has examined the relationship between gender, and age towards attitudes among teaching students in an inclusive classroom. The results of this research indicated that there was no relationship between gender, age, and attitudes with the three subscales.

### **Relationship Between Level of Education and Attitudes**

This study showed that there was no relationship between attitudes and the level of education. Besides, there was no relationship between the level of education and the two subscales: "core perspectives" and "expected outcome". However, there was a relationship between the level of education and subscale "classroom practices". This subscale was interesting to mention because parents with bachelor's degrees expressed less positive views than the parents who have a master's degree. This finding may be associated with a cross-sectional review in which found that parents who have an educational background are

more aware of the responsibilities and the framework behind classroom management (Linder et al., 2019). This can further be supported with a study conducted by Afolabi et al. in 2013, which found that parents from had minimal educational history have more concerns regarding the teaching competence in implementing inclusive practices compared to parents with more educational history (Afolabi et al., 2013)

Recently in Lebanon, schools are starting to raise awareness among parents regarding the benefits of inclusive practices. Therefore, the results found above may be a possible explanation that the age group or the level of education does not affect the attitudes of parents towards inclusive education.

### **Comparison Between the Attitudes of Parents with SEN and Without SEN Toward Inclusive Education**

Although the researchers used two different scales to measure the attitudes of both groups of parents towards inclusive education; one interesting result was that parents of special needs children showed less overall positive attitudes compared to parents with typically developing students. One possible explanation for this might be that parents of special needs students may know more about the requirements for the implementation of a real adequate inclusive practice. Tjernber et al. (2019) added that inclusive teaching practices require more personalized instruction, differentiation in teaching strategies, and cooperation skills are needed, for the inclusive practice to be properly implemented.

Furthermore, in this study, both groups of parents showed less positive perspective on the subscales “classroom practices” and “teachers ability”. This made sense because Schwab et al. found in a study conducted in 2019, that parents had concerns regarding only teacher’s ability and classroom management with regards to enrolling their children in an

inclusive school rather than a specialized one. It is interesting because, in this study, both types of parents had rated lower scores regarding the teacher's ability to implement correctly inclusive education respecting the needs of both students: special needs and typical development.

### **Recommendations**

The aim of this research to add to the literature review relating to the attitudes of general education teachers and parents towards inclusive education. Using different demographic variables, the analysis presented data that added support to previous research. In this study, there was a correlation between the attitudes of general education teachers and the following demographic variables: gender, level of education, training, experience in teaching students with special needs, and teaching-efficacy towards inclusive education. There was a correlation between the attitudes of parents with a typically developing child and the following demographic level of education towards inclusive education, however, there was no correlation between any demographic variable and the attitudes of parents with a child who needs special education towards inclusive education.

Since the data generated from seven private schools, one cannot yield a generalization about the attitude towards inclusion. This might be because this was a quantitative methodology research design. A qualitative study may explore male and female attitudes for further examining the attitudes towards inclusion. Furthermore, other factors were not considered that might be revealed when other groups are studied such as administrators and parents from public schools. This may indicate that more extensive research in attitude towards inclusion is appropriate.

Being aware that special education is not fully implemented in Lebanon among the sample population, one should focus additionally on other variables such as child-related variables. Research showed that the degree of the disabilities affected teachers' and parents' attitudes towards having students with special needs included in their classroom. Therefore, future research can focus on the attitudes of parents and teachers towards students with moderate disabilities such as intellectual disabilities, visual impairment, ect... In fact, research found that the milder the disabilities, the more positive the attitudes are towards inclusive education. This variable is important to assess in the future (Opdal et al., 2001; Yuen et al., 2001).

Moreover, other research can also examine the attitudes of students towards inclusive education. Research showed that children with special needs are less accepted by their peers, have fewer friendships, and are less part of a network in class compared to their typically developing peers (Rotheram-Fuller et al., 2010). The following recommendation could help researchers to develop programs that promote social interaction between the two groups of students.

Another recommendation for future study should stress more on the concerns that normally struggle IE teachers, which can help to reveal teachers' practical implementation of inclusion in their natural settings. There is a need to increase the understanding of teachers' specific attitudes, their sense of self-efficacy in the implementation of inclusive education in their own classrooms and the role that the child's environment plays in it. Lohrmann and Barnbara (2006) and Choi (2006) found that training, support from the school and higher education had success promoting teacher's efficacy but also inclusive

practices. In fact, Lebanese schools should create a learning support program, with trained teachers to assist students with special education needs.

Teachers should be able to identify students with learning differences and to work conscientiously with such students and their families to assist them in succeeding academically and socially. It's the teachers' responsibility to endeavor to develop the potential of each student to the fullest. Schools should create opportunities for teachers to teach at least one student with special needs. It's the school's responsibility to equip the teachers with the necessary classroom management skills to help them deal with children who suffer from learning disabilities, attention problems, and language difficulties, behavioral issues.

Futur research can also focus on investigating different approaches to help Lebanese schools to expand their services to accommodate the needs of the student with special needs. In fact, research found that ressources room can be a model that encourages special education teachers and general education teachers to collaborate , and work to create a student's individualised education program to ease the transition of transferring them from the resource rooms to the general education classroom ( Poon-MaBrayer et al., 2016).

Lebanese institutions should also develop opportunities for the teachers to participate in educational programs that tackle specific skills such as teaching teachers to create individual instructional strategies, collaborating with the parents of students with special needs along with their outside therapists but also teaching them how to create behavior charts and intervention plans to manage the disruptive behaviors in class.

Since the level of education played a role in affecting the attitudes and concerns of general education teachers, it would be beneficial to assess the difference between the



content of the education curriculum offered for the BA and MA degrees, therefore future studies could also seek information from teachers from different educational background about what needs to feel more equipped to teach students with special needs.

### **Conclusion**

Inclusive education seeks to encourage the values of human rights, freedom, tolerance and non-discrimination within education. Since general education teachers and parents are part of the school system; their attitudes, and beliefs matter to promote and support inclusive education, therefore this study adds to the literature review regarding the overall attitudes of general education teachers and parents among the Lebanese population which would take it a step towards what it takes to foster, and build an inclusive education. The results of this study lead to the following conclusions. The first conclusion regards how schools in Lebanon should raise more awareness and preparation for teachers' needs for inclusive education. It is crucial for teachers to feel supported as they experience new students with different learning capabilities and challenges every year.

The second conclusion is that it is essential to continue to monitor and evaluate the overall attitudes in order to understand the behavioral changes in Ruppap et al., (2011). school systems. Finally, it was reported that teachers felt they needed more professional development and training when it came to teaching children with special education. Especially in Lebanon, where each school has its school policy on inclusive education.

In this research study, higher positive overall attitudes were reported among teachers and parents. However, the main ingredient of this study recognized that there lie big responsibilities in fostering the preparation that requires time and resources that most schools lack. Therefore, schools and the Ministry of Education need to understand that

implementing a proper inclusive education system entails effort, proper training and resources. The first step in building that system lies within this research; in which attitudes were found to be positive. Furthermore, maintaining those overall positive attitudes is just as important as building a proper inclusive classroom environment.

### **Limitations of the Study**

In addition to the strengths of the study, this research involved some limitations. The first limitation was the sample size of each group (N=83) teachers, (N= 76) parents with children who need special education, and (N=96) parents of children without special needs are limited to private schools in Lebanon. The study should have also included participants from public schools. The fact that such a small number of male teachers responded to the invitation to participate in the study is a limitation, as it becomes difficult to compare results between male and female respondents.

The second limitation stressed the fact that many teachers carry a heavy workload and may simply not have the time or energy to devote to activities outside of the requirements of their classroom.

Additionally, the third limitation is the self-selection of participants. Teachers and parents who are interested in inclusive education may be more drawn to participating in a study on this topic. The group of respondents therefore may not thoroughly represent the population from which they were drawn.

Moreover, the fourth limitation is that this study only investigated a limited number of variables related to attitudes of parents regarding the inclusion of students with special needs into their classrooms. There are undoubtedly other variables that should be

considered when analyzing attitudes such as child and school-related variables. These two variables influence the attitudes of parents in a couple of studies done by Aquraini, 2012, and Monsen et al., 2014.

The fifth limitation is that the findings are largely based on surveys filled by the teachers and parents. This study relied on surveys rather than interviews with the teachers and parents and observations of teachers' classroom behavior management. Therefore, there might have been some doubt as to whether the participants' responses reflect their true attitudes regarding the inclusion of students with special needs in the general education settings. General education teachers and parents may understand the general philosophy of inclusive education, but this does not necessarily mean that the teachers or parents are advocates of implementing adaptations for special needs students.

It's important to mention that this study was conducted during the COVID-19 pandemic. Therefore, this could affect the attitudes of parents and teachers. Participants surely faced some additional challenges to inclusive education, especially that schools were not fully prepared to cater to students with special educational needs during a pandemic situation

# APPENDIX I

## IRB Approval of Research



### AMERICAN UNIVERSITY OF BEIRUT INSTITUTIONAL REVIEW BOARD (IRB)

#### APPROVAL OF RESEARCH

June 4, 2020

Anies Al Hroub, PhD  
American University of Beirut  
01-350000 ext.: 3064  
[ms299@aub.edu.lb](mailto:ms299@aub.edu.lb)

Dear Dr. Al Hroub

On June 4, 2020, the IRB reviewed the following protocol:

Type of Review:	Initial, Expedited
Project Title:	Attitudes of Parents and Teachers towards Inclusive Education in Lebanon
Investigator:	Anies Al Hroub
IRB ID:	SBS-2020-0070
Funding Agency:	None
Documents reviewed:	Received May 14, 2020: <ul style="list-style-type: none"><li>• IRB Application</li><li>• Proposal</li><li>• Parents' Online Consent Form (Arabic and English versions)</li><li>• Teachers' online consent form (Arabic and English versions)</li><li>• Principle online Consent form (Arabic and English versions)</li><li>• Online Invitation (Arabic and English versions)</li></ul> Received April 2, 2020: <ul style="list-style-type: none"><li>• Parents Survey A (English and Arabic versions)</li><li>• Parents Survey B (English and Arabic versions)</li><li>• Teachers Survey (English and Arabic versions)</li></ul>

The IRB approved the protocol from June 4, 2020, to June 3, 2021, inclusive. Before April 3, 2021, or within 30 days of study close, whichever is earlier, you are to submit a completed "FORM: Continuing Review Progress Report" and required attachments to request continuing approval or study closure. If continuing review approval is not granted before the expiration date of June 4, 2021, approval of this research expires on that date

Please find attached the stamped approved documents:

- Proposal (Received May 14, 2020)

# APPENDIX II

## Principal Consent Form (English Version)

**American University of Beirut  
Department of Education  
School Director Permission Letter**

**Study Title:** The Attitudes of General Education Teachers and Parents Towards Inclusive Education in Lebanon

**Researchers:** Dr. Anies Al-Hroub and Miss Rouba Khalaf

Dear Principal,

We are requesting your approval to participate in a research study under the Institutional Review Board (IRB) for human rights and regulations. We are asking permission to allow general teachers from grade 2,3,4,5, and 6 and parents (of students who have special needs/ parents who have normal developing children) to participate in online surveys. Two surveys will be given to the teachers and one survey to the parents. Participation is entirely voluntary. Please read the information below and feel free to ask any questions you may have. Kindly note the following notes:

- This is not an official message from AUB or the school.
- Data collected will be monitored and may be audited by the IRB while assuring confidentiality.
- The recruitment of the participants (teachers and parents) will be through online surveys. The I.T department of your school will send an email to the participants. This email will be linked to online surveys.
- The approximate number of participants **in your school** to be recruited is 60 (30 parents and 30 teachers)
- The school's name will not be mentioned when data is published
- Please mention below if you agree for your teachers and parents of students to participate in the study.

---

### **A. Project Description**

This research is being conducted with the goal of completing a Masters' thesis in Educational Psychology and possibly presentation at academic conferences.

The purpose of this study is threefold. This study aims to examine: (a) the relationship between general education teachers' demographic factors (age, gender, level of education, and years of experience) and their attitudes towards inclusive education, (b) the relationship between general

education teachers' efficacy and their attitudes towards inclusive education; and (c) the relationship between parents' demographic factors (age, gender, level of education, parent of a child with a disability) and their attitudes towards inclusive education.

Three research questions are addressed in this study: (a) To what extent does a relationship exist between general education teachers' demographic factors (age, gender, level of education, and years of experience) and their attitudes towards inclusive education? (b) To what extent does a relationship exist between general education teachers' efficacy and their attitudes towards inclusive education? (c) To what extent does a relationship exist between parents' demographic factors (age- gender-level of education having a child with a disability) and their attitudes towards inclusive education?

### **B. Risks and Benefits**

Your participation in this study does not involve any physical risk or emotional risk to you beyond the risks of daily life. You have the right to withdraw your consent or discontinue participation at any time for any reason. Your decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation will in no way affect your relationship with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect the counselor's relationship with AUB or the school.

The school receives no direct benefits from participating in this research.

### **C. Confidentiality**

If you agree for your teachers and parents of your students to participate, all information will be kept confidential. To secure the confidentiality of the participants' responses, their names and other identifying information will never be attached to their answers. Data provided by the participants will not be shared by the school principal. All codes and data are kept in a locked drawer in a locker room or in a password protected computer that is kept secure. Data access is limited to the Principal Investigator and researchers working directly on this project. All data will be destroyed responsibly after the termination of the study. Your teachers' and parents' privacy will be maintained in all published and written data resulting from this study. Their names or other identifying information will not be used in our reports or published papers.

### **D. Contact Information**

If you have any questions or concerns about the research you may contact Dr. Anies Al-Hroub at 01-350000 3052 by email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb) or Miss Rouba Khalaf at 03-318328 or by email: [rjk16@mail.aub.edu](mailto:rjk16@mail.aub.edu). If I feel that my questions have not been answered, I can contact the Institutional Review Board for human rights at 01-374374, ext: 5445 or by email: [irb@aub.edu.lb](mailto:irb@aub.edu.lb).

### **E. Participant rights**

Participation in this study is voluntary. You are free to leave the study at any time without penalty. Your decision not to participate does not influence your relationship with AUB. A copy of this consent will be given to you.

*Institutional Review Board  
American University of Beirut*

## F. Signing the Consent From

If you agree to grant us approval to administer the research at your school, please sign below:

Principal's name: \_\_\_\_\_

Consent of the principal: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Co-Investigator's Signature: \_\_\_\_\_

If you agree to grant us approval to permit to the teachers and parents to fill the online surveys , please sign below:

Principal's name: \_\_\_\_\_

Consent of the principal: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Co-Investigator's Signature: \_\_\_\_\_

**Principal Investigator:** Dr. Anies Al-Hroub  
**Address:** American University of Beirut  
Department of Education  
Associate Professor  
Educational Psychology & Special Education  
Phone (00961-350000-3052)  
Email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb)

**Co-Investigator:** Miss. Rouba Khalaf  
**Address:** American University of Beirut  
Department of Education  
Beirut, Lebanon  
Phone: 03-318328  
Email: [rjk16@mail.aub.edu](mailto:rjk16@mail.aub.edu)

*Institutional Review Board  
American University of Beirut*

04 JUN 2020

## Arabic Version

الجامعة الأمريكية في بيروت

قسم التربية

إبن مؤنقة مدير المدرسة

عنوان الدراسة :

توجهات الأهل ومعلمي التعليم العام المتعلقة بالتعليم الدامج

الباحثان: د. أنيس الحروب، والأناثة ربي خلف

جانب المدير

إننا نأمل مؤنقتك على المشاركة في الدراسة البحثية تحت إشراف مجلس المراجعة المؤسسي لحقوق الإنسان والقواعد العظيمة. إننا نطلب إنك لتسمح لمعلمي الصفوف العادية من صف الثاني والثالث والرابع والخامس والسادس إلى جانب أهالي التلاميذ ذوي الحاجات الخاصة وأهالي التلاميذ الذين لا يعانون من مشاكل نمائية للمشاركة في الاستبيان الإلكتروني. سيتم إعطاء استبيانين اثنين للمعلمين ولأهل واحد للأهل. إن المشاركة طوعية صاماً. رجاء إقرأ المعلومات الواردة أثناء ولاتعدد في طرح أي سؤال يعطر ببالك. يرجى الاطلاع على الملاحظات التالية:

- هذه ليست رسالة رسمية من الجامعة الأمريكية في بيروت أو المدرسة
- المعطيات التي تم جمعها سيتم مراقبتها والتحقق فيها من قبل مجلس مراجعة المراجعة المؤسسي وفي الوقت نفسه بما يضمن سرّيتها
- استرجاعية إشراك الفئة المستهدفة في هذه الدراسة ستكون بطريقة واضحة
- سيتم توظيف المشاركين (المعلمين/ الأباء ) من خلال الدراسات الاستقصائية عبر الإنترنت. سيتم قسم الاتصالات الإلكترونية في منرسك المصيرة برسالة بريد إلكتروني إلى المشاركين. سيتم ربط هذا البريد الإلكتروني باسئلاعات الرأي عبر الإنترنت.
- يرجى تحديد أئناه إن كنت موافق على أن يشارك معلوك وأهالي التلاميذ في هذه الدراسة
- لن يتم ذكر اسم المدرسة عدد نشر البيانات
- العدد التقريبي للمشاركين الذين نود إشاركتهم هو 60 (30 من أهل و 30 معلماً)



#### أ. وصف المشروع

يتم إجراء هذا البحث لغاية إكمال رسالة ماجستير في علم النفس التربوي ويحصل إن يقم في المؤتمرات الأكاديمية. لهذا البحث عايات ثلاثة: (أ) العلاقة بين العوامل الديمغرافية لمعلمي التعليم العام (العمر، الجنس، المستوى العلمي، سنوات الخبرة) ووجهاتهم المتعلقة بالتعليم الدامج، (ب) العلاقة بين كفاءة معلمي التعليم العام ووجهاتهم المتعلقة بالتعليم الدامج؛ و(ج) العلاقة بين العوامل الديمغرافية للأهل (العمر، الجنس، المستوى العلمي، كونهم أهل لطفل ذي إعاقة) ووجهاتهم المتعلقة بالتعليم الدامج.

ب. يتم تناول ثلاث أسئلة في هذه الدراسة : (أ) إلى أي مدى هناك علاقة قائمة بين العوامل الديمغرافية لمعلمي التعليم العام (العمر، الجنس، المستوى العلمي، سنوات الخبرة) ووجهاتهم المتعلقة بالتعليم الدامج ؟ (ب) إلى أي مدى هناك علاقة بين كفاءة معلمي التعليم العام ووجهاتهم المتعلقة بالتعليم الدامج؟ (ج) إلى أي مدى هناك علاقة بين العوامل الديمغرافية للأهل (العمر، الجنس، المستوى العلمي، كونهم أهل لطفل ذي إعاقة) ووجهاتهم المتعلقة بالتعليم الدامج؟

ت.

في حال الحصول على موافقة المدير، سيتم إرسال استبيانان الكترونيان للمعلمين واساتذات واحد عبر مسؤول المعلوماتية لضمان السرية.

ب. المخاطر والفوائد

إن مشاركتك في هذه الدراسة لا تشمل بأي من الأحوال التعرض لأي مخاطر جسدية أو شعورية تتجاوز مخاطر الحياة اليومية التي قد تتعرض أي إنسان. لك كامل الحق في العودة عن موافقتك أو التوقف عن المشاركة في أي وقت وأي سبب كان. إن قرارك بالانسحاب لن يعرضك لأي فتوة أو خساره لأي امتيازات أنت مستحقها. إن التوقف عن المشاركة في هذه الدراسة لن يؤثر على علاقتك بالجامعة الأمريكية أو المدرسة. إن تحصل المدرسة على أي فوائد مباشرة جراء المشاركة في هذه الدراسة، لكن النتائج المتوقعة ستكون ذات فوائد نظرية وصعبية.

ج. السرية

في حال وافقت على مشاركة معلميك وأهالي التلاميذ في هذه الدراسة، فإذ جميع المعلومات ستبقى قيد التكمين. سيتم مراجعة الإجابات ومراقبتها من دون التعرّيب بالسرية. وللحفاظ على سرية إجابة المشاركين فإنه لن يتم إرفاق الأسماء أو أي معلومات

هـ. حقوق المشارك

المشاركة في هذه الدراسة طوعية. لك كامل الحرية في أن تتوقف عن المشاركة في هذه الدراسة في أي وقت من دون التعرض لأي فتوة. إن قرارك في عدم المشاركة لن يؤثر بأي حال من الأحوال على علاقتك بالجامعة الأمريكية في بيروت. ستحصل على نسخة الموافقة على المشاركة هذه.

محدد بيجاباتهم. سيتم الاحتفاظ بجميع الرموز والبيانات في درج مقفل في حرفة آمنة أو على جهاز حاسوب محمي بكلمة مرور. سيتم الاحتفاظ بجميع الرموز والبيانات في درج مقفل في حرفة آمنة أو على جهاز حاسوب محمي بكلمة مرور سيكون الاطلاع على البيانات حكرا على الباحث الرئيسي والباحث الثانوي العاملين على هذه الدراسة. سيتم تطف المعطيات بمسؤولية بعد انتهاء الدراسة.

سيتم المحافظة على خصوصية معلميك والأهالي في كافة المنشورات والمعطيات المكتوبة الناتجة عن هذه الدراسة. لن يتم استخدام أي من أسمائهم أو المعلومات المحددة لهم في أي من تقاريرنا أو أبحاثنا المنشورة.

#### توقيع نموذج الموافقة

إذا وافقت على معنا الإذن بإجراء الدراسة في مدرستك، رجاء قم بالتوقيع أدناه

موافقة المدير  
التاريخ  
الوقت  
المكان  
توقيع الباحث المشارك

إذا وافقت على أن توزع الاستبيانات online على معلميك والأهالي ، رجاء قم بالتوقيع أدناه

موافقة المدير  
التاريخ  
الوقت  
المكان  
توقيع الباحث المشارك

## APPENDIX III

### Parents' Consent Form (English Version)

Dear Parent,

We are asking for your participation in a research study. Participation is completely voluntary. Please read the information below and feel free to ask any questions that you may have. You are kindly asked to complete an online survey. The survey will last between 7 to 10 minutes. Parents' responses will remain anonymous and the surveys will not be linked to this consent document.

Kindly note the following notes:

- This is not an official message from AUB or the school.
- Data collected will be monitored and may be audited by the IRB while assuring confidentiality.
- The approximate number of participants to be recruited is 30 of your school.
- The recruitment of the participants will be through online surveys. The IT department of your school will send you a link. This link will contain two online surveys. If you have a child who needs special education kindly choose the survey A, if not kindly choose the survey B

*Institutional Review Board*

- You may download the consent form if you wish to keep a copy.

#### **A. Project Description**

This research is being conducted with the goal of completing a Masters' thesis in Educational Psychology and possibly presentation at academic conferences.

The purpose of this study is threefold. This study aims to examine: (a) the relationship between general education teachers' demographic factors (age, gender, level of education, and years of experience) and their attitudes towards inclusive education, (b) the relationship between general education teachers' efficacy and their attitudes towards inclusive education; and (c) the relationship between parents' demographic factors (age, gender, level of education, parent of a child with a disability) and their attitudes towards inclusive education.

Three research questions are addressed in this study: (a) To what extent does a relationship exist between general education teachers' demographic factors (age, gender, level of education, and years of experience) and their attitudes towards inclusive education? (b) To what extent does a relationship exist between general education teachers' efficacy and their attitudes towards inclusive education? (c) To what extent does a relationship exist between parents' demographic factors (age- gender-level of education having a child with a disability) and their attitudes towards inclusive education?

#### **B. Risks and Benefits**

Your participation in this study does not involve any physical risk or emotional risk to you beyond the risks of daily life. You have the right to withdraw your consent or discontinue participation at any time for any reason. Your decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with the school or with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect the teachers' relationship with AUB or the school. You receive no direct benefits from participating in this research; however, the outcome of this study is expected to have theoretical and practical implications.

#### **C. Confidentiality**

If you agree to participate in this research study, the information will be kept confidential. Records will be monitored and may be audited without violating confidentiality. Your name and/or the school's name will never be attached to your answers. Data provided will not be shared neither by another parent, nor the school principal. The data is only reviewed by the Principal Investigator and the Co-Investigator working on this project. Participants' contact information will be shredded as soon as data analysis is completed.

Participation in this study is voluntary. There are no monetary rewards for participation in the study. You are free to leave the study at any time without penalty. Your decision not to participate in no way influences your relationship with AUB. A copy of this consent form will be given to you. You may skip any questions that you may wish not to answer. Your decision will not result in any penalty or loss of benefits. If you have any questions regarding your rights, you may call: Institutional Review Board (IRB) on 01- 350000 ext. 5445.

Dear kindly look below for the inclusion / exclusion criteria of the study.

#### **Inclusion Criteria**

- The participants who are welcomed to be part of the study are parents of children who need special education and parents of normal developing students.

#### **Exclusion criteria**

- Parents who do not wish to take part in this study.
- Parents of students who are above grade 7
- Parents who are under 25 years old

## Arabic Version

جانب الأهل،

إننا نطلب مشاركتكم في هذه الدراسة البحثية. وهذه المشاركة طوعية. رجاء تفضلوا بقراءة المعلومات الواردة أدناه ولا تترددوا في طرح أي سؤال يخطر ببالكم. تفضلوا بملء الاستبيان إلكترونياً. يحتاج الاستبيان من 7 إلى 10 دقائق. ستظل إجابات الأهل من دون أسماء ولن يكون هناك ربط بين الاستبيانات ونموذج الموافقة هذا.

رجاء التفتوا إلى الملاحظات التالية:

- هذه ليست رسالة رسمية من الجامعة الأمريكية في بيروت أو المدرسة
  - المعلومات التي تم جمعها سيتم مراقبتها والتدقيق فيها من قبل مجلس مراجعة المراجعة المؤسستي وفي الوقت نفسه بما يضمن سريتها
  - العدد التقريبي للمشاركين الذين نود إشاركتهم هو 30 في مدرستك
- سيتم توظيف المشاركين من خلال الدراسات الاستقصائية عبر الإنترنت. سيرسل لك قسم تكنولوجيا المعلومات في مدرستك رابطاً. سيحتوي هذا الرابط على استطلاع للرأي عبر الإنترنت. إذا كان لديك طفل يحتاج إلى تعليم خاص يرجى اختيار المسح A، إن لم يكن يرجى اختيار المسح B
- يمكنك تحميل نموذج الموافقة إذا كنت ترغب في الاحتفاظ بنسخة.

### أ. وصف المشروع

يتم إجراء هذا البحث لغاية إكمال رسالة ماجستير في علم النفس التربوي ويحتمل إن يقّم في المؤتمرات الأكاديمية. لهذا البحث غايات ثلاثة: (أ) العلاقة بين العوامل الديمغرافية لمعلمي التعليم العام (العمر، الجنس، المستوى العلمي، سنوات الخبرة) وتوجهاتهم المتعلقة بالتعليم الدامج، (ب) العلاقة بين كفاءة معلمي التعليم العام وتوجهاتهم المتعلقة بالتعليم الدامج؛ و(ج) العلاقة بين العوامل الديمغرافية للأهل (العمر، الجنس، المستوى العلمي، كونهم أهل لطفل ذي إعاقة) وتوجهاتهم المتعلقة بالتعليم الدامج.

يتم تناول ثلاث أسئلة في هذه الدراسة : (أ) إلى أي مدى هناك علاقة قائمة بين العوامل الديمغرافية لمعلمي التعليم العام (العمر، الجنس، المستوى العلمي، سنوات الخبرة) وتوجهاتهم المتعلقة بالتعليم الدامج ؟ (ب) إلى أي مدى هناك علاقة بين كفاءة معلمي التعليم العام وتوجهاتهم المتعلقة بالتعليم الدامج؟ (ج) إلى أي مدى هناك علاقة بين العوامل الديمغرافية للأهل (العمر، الجنس، المستوى العلمي، كونهم أهل لطفل ذي إعاقة) وتوجهاتهم المتعلقة بالتعليم الدامج؟

*Institutional Review Board*

#### ب. المخاطر والفوائد

إن مشاركتك في هذه الدراسة لا تشمل بأي من الأحوال التعرض لأي مخاطر جسدية أو شعورية تتجاوز مخاطر الحياة اليومية التي قد تعترض أي إنسان. لك كامل الحق في العودة عن موافقتك أو التوقف عن المشاركة في أي وقت ولأي سبب كان. إن فرارك بالانسحاب لن يعرضك لأي عقوبة أو خسارة لأي امتيازات أنت تستحقها. إن التوقف عن المشاركة في هذه الدراسة لن يؤثر على علاقة المعلمين بالجامعة الأمريكية أو المدرسة. لن تحصل على أي فوائد مباشرة جراء المشاركة في هذه الدراسة، لكن النتائج المتوقعة ستكون ذات فوائد نظرية وعملية.

#### ج. السرية

في حال وافقت على المشاركة في هذه الدراسة، فإن جميع المعلومات ستبقى قيد الكتمان. سيتم مراجعة الإجابات ومراقبتها من دون التفریط بالسرية. لن يتم إرفاق اسمك/ أو اسم المدرسة بإجاباتكم. لن يطلع على إجاباتكم أهال آخرون أو مدير المدرسة. سيكون الاطلاع على البيانات حكرا على الباحث الرئيسي والباحث الثانوي العاملين على هذه الدراسة. سيتم تلف المعلومات المتعلقة بوسائل الاتصال بالمشاركين حالما يتم الانتهاء من تحليل المعطيات.



2. في حال شعرت أن أيا من أسئلتكم لم يتم الإجابة عنها، أو في حال كان هناك أي استفسار أو شكوى حول حقوقكم كمشاركين في هذه الدراسة، فيإمكانكم التواصل مع المسؤول في الجامعة الأمريكية: في مجلس مراجعة دراسات العلوم الانسانية والسلوكية على رقم 01-350000 مقسم 5445 أو عبر البريد الإلكتروني: [irb@mail.aub.edu](mailto:irb@mail.aub.edu).

#### هـ. حقوق المشارك

المشاركة في هذه الدراسة طوعية. لك كامل الحرية في أن تتوقف عن المشاركة في هذه الدراسة في أي وقت من دون التعرض لأي عقوبة. إن قرارك في عدم المشاركة لن يؤثر بأي حال من الأحوال على علاقتك بالجامعة الأمريكية في بيروت. ستحصل على نسخة الموافقة على المشاركة هذه. بإمكانكم ترك أي سؤال لا تود الإجابة عنه. وقرارك هذا لن يعرضك لأي عقوبة أو خسارة منافع. إذا كان لديك أي سؤال فيما يخص حقوقك، فيإمكانك التواصل مع مجلس المراجعة المؤسسي على هاتف 01-350000 مقسم 5445.

عزيزي يرجى النظر أدناه لإدراج / معايير الاستبعاد من الدراسة

#### معايير الاشتمال

- المشاركون الذين يتم الترحيب بهم ليكونوا جزءاً من الدراسة هم آباء الأطفال الذين يحتاجون إلى تعليم خاص وأولياء أمور الطلاب العاديين الناميين.

#### معايير الاستبعاد

- الآباء الذين لا يرغبون في المشاركة في هذه الدراسة
- أولياء أمور الطلاب الذين هم فوق الصف السابع
- الآباء الذين تقل أعمارهم عن 25 سنة

## APPENDIX IV

### Teachers' Consent Form (English Version)

Dear Teacher,

We are asking for your participation in a research study. Participation is completely voluntary. Please read the information below and feel free to ask any questions that you may have. You are kindly asked to complete an online survey. The survey will last between 7 to 10 minutes. Teachers' responses will remain anonymous and the surveys will not be linked to this consent document.

Kindly note the following notes:

- This is not an official message from AUB or the school.
- Data collected will be monitored and may be audited by the IRB while assuring confidentiality.
- The approximate number of participants to be recruited is 30 of your school.
- The recruitment of the participants will be through online surveys. The IT department of your school will send you a link. This link will contain 2 online surveys to fill.
- You may download the consent form if you wish to keep a copy.



### **A. Project Description**

This research is being conducted with the goal of completing a Masters' thesis in Educational Psychology and possibly presentation at academic conferences.

The purpose of this study is threefold. This study aims to examine: (a) the relationship between general education teachers' demographic factors (age, gender, level of education, and years of experience) and their attitudes towards inclusive education, (b) the relationship between general education teachers' efficacy and their attitudes towards inclusive education; and (c) the relationship between parents' demographic factors (age, gender, level of education, parent of a child with a disability) and their attitudes towards inclusive education.

Three research questions are addressed in this study: (a) To what extent does a relationship exist between general education teachers' demographic factors (age, gender, level of education, and years of experience) and their attitudes towards inclusive education? (b) To what extent does a relationship exist between general education teachers' efficacy and their attitudes towards inclusive education? (c) To what extent does a relationship exist between parents' demographic factors (age- gender-level of education having a child with a disability) and their attitudes towards inclusive education?

### **B. Risks and Benefits**

Your participation in this study does not involve any physical risk or emotional risk to you beyond the risks of daily life. You have the right to withdraw your consent or discontinue participation at any time for any reason. Your decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with the school or with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect the teachers' relationship with AUB or the school. You receive no direct benefits from participating in this research; however, the outcome of this study is expected to have theoretical and practical implications.

### **C. Confidentiality**

If you agree to participate in this research study, the information will be kept confidential. Records will be monitored and may be audited without violating confidentiality. Your name and/or the school's name will never be attached to your answers. Data provided will not be shared neither by another teacher, nor the school principal. The data is only reviewed by the Principal Investigator and the Co-Investigator working on this project. Participants' contact information will be shredded as soon as data analysis is completed.

Participation in this study is voluntary. There are no monetary rewards for participation in the study. You are free to leave the study at any time without penalty. Your decision not to participate in no way influences your relationship with AUB. A copy of this consent form will be given to you. You may skip any questions that you may wish not to answer. Your decision will not result in any penalty or loss of benefits. If you have any questions regarding your rights, you may call: Institutional Review Board (IRB) on 01- 350000 ext. 5445.

Dear kindly look below for the inclusion / exclusion criteria of the study.

#### **Inclusion Criteria**

- General education teachers who teach in general classes

#### **Exclusion criteria**

- Teachers who do not wish to take part in the study.
- Teachers who teach students from grade 7 and above
- Teacher who are under 22 years old
- Special education teacher

*Institutional Review Board*

## Arabic Version

إننا نطلب مشاركتكم في هذه الدراسة البحثية، وهذه المشاركة طوعية. رجاء تفضلوا براءة المعلومات الواردة أدناه ولا تردوا في طرح أي سؤال يخطر ببالكم. تفضلوا بملء الاستهيان إلكترونيا. يحتاج الاستهيان من 7 إلى 10 دقائق. ستظل إجابات المعلمين من دون أسماء ولن يكون هناك ربط بين الاستهينات ونموذج الموافقة هذا. رجاء التفتوا إلى الملاحظات التالية:

- هذه ليست رسالة رسمية من الجامعة الأمريكية في بيروت أو المدرسة
- المعلومات التي تم جمعها سيتم مراقبتها والتحقق فيها من قبل مجلس مراجعة المراجعة المؤسسي وفي الوقت نفسه بما يضمن سريتها
- استراتيجية إشراك الفئة المستهدفة في هذه الدراسة ستكون بطريقة واضحة
- العدد التقريبي للمشاركين الذين نود إشراكهم هو 30 في مدرستك
- يمكنك تحميل نموذج الموافقة إذا كنت ترغب في الاحتفاظ بنسخة
- سيتم توظيف المشاركين من خلال الدراسات الاستقصائية عبر الإنترنت. سيرسل لك قسم تكنولوجيا المعلومات في مدرستك رابطاً . سيحتوي هذا الرابط على مسحين عبر الإنترنت لملء .

### أ. وصف المشروع

يتم إجراء هذا البحث لغاية إكمال رسالة ماجستير في علم النفس التربوي ويحتمل إن يقم في المؤتمرات الأكاديمية. لهذا البحث غايات ثلاثة: (أ) العلاقة بين العوامل الديمغرافية لمعلمي التعليم العام (العمر، الجنس، المستوى العلمي، سنوات الخبرة) وتوجهاتهم المتعلقة بالتعليم الدامج، (ب) العلاقة بين كفاءة معلمي التعليم العام وتوجهاتهم المتعلقة بالتعليم الدامج؛ و(ج) العلاقة بين العوامل الديمغرافية للأهل (العمر، الجنس، المستوى العلمي، كودهم أهل لطفل ذي إعاقة) وتوجهاتهم المتعلقة بالتعليم الدامج.

ب. يتم تناول ثلاث أسئلة في هذه الدراسة : (أ) إلى أي مدى هناك علاقة قائمة بين العوامل الديمغرافية لمعلمي التعليم العام (العمر، الجنس، المستوى العلمي، سنوات الخبرة) وتوجهاتهم المتعلقة بالتعليم الدامج ؟ (ب) إلى أي مدى هناك علاقة بين كفاءة معلمي التعليم العام وتوجهاتهم المتعلقة بالتعليم الدامج؟ (ج) إلى أي مدى هناك علاقة بين العوامل الديمغرافية للأهل (العمر، الجنس، المستوى العلمي، كودهم أهل لطفل ذي إعاقة) وتوجهاتهم المتعلقة بالتعليم الدامج؟

إن مشاركتك في هذه الدراسة لا تشمل بأي من الأحوال التعرض لأي مخاطر جسدية أو شعورية تتجاوز مخاطر الحياة اليومية التي قد تعترض أي إنسان. لك كامل الحق في العودة عن موافقتك أو التوقف عن المشاركة في أي وقت ولأي سبب كان. إن قرارك بالانسحاب لن يعرضك لأي عقوبة أو خسارة لأي امتيازات أنت تستحقها. إن التوقف عن المشاركة في هذه الدراسة لن يؤثر على علاقتك بالجامعة الأمريكية أو المدرسة. كما أن رفض المشاركة في هذه الدراسة لن يترتب عليه أي عقوبات من أي نوع أو من تأثير على علاقة المعلمين بالجامعة الأمريكية في بيروت أو بالعلاقة مع المدرسة. لن تحصل على أي فوائد مباشرة جراء المشاركة في هذه الدراسة، لكن النتائج المتوقعة ستكون ذات فوائد نظرية وعملية.

#### ج. السرية

في حال وافقت على المشاركة في هذه الدراسة، فإن جميع المعلومات ستبقى قيد الكتمان. سيتم مراجعة الإجابات ومراقبتها من دون التفريط بالسرية. لن يتم إرفاق اسمك/ أو اسم المدرسة بإجاباتكم. لن يطلع على إجاباتكم معلمون آخرون أو مدير المدرسة، سيكون الاطلاع على البيانات حكراً على الباحث الرئيسي والباحث الثانوي العاملين على هذه الدراسة. سيتم تلف المعلومات المتعلقة بوسائل الاتصال بالمشاركين حالما يتم الانتهاء من تحليل المعطيات.

المشاركة في هذه الدراسة طوعية. لن يكون هناك استغادة مادية جراء مشاركتك في هذه الدراسة. لك كامل الحرية في أن تتوقف عن المشاركة في هذه الدراسة في أي وقت من دون التعرض لأي عقوبة. إن قرارك في عدم المشاركة لن يؤثر بأي حال من الأحوال على علاقتك بالجامعة الأمريكية في بيروت. ستحصل على نسخة الموافقة على المشاركة هذه. بإمكانكم ترك أي سؤال لا تود الإجابة عنه. وقرارك هذا لن يعرضك لأي عقوبة أو خسارة منافع. إذا كان لديك أي سؤال فيما يخص حقوقك، بإمكانك التواصل مع مجلس المراجعة المؤسسي على هاتف 01-350000 مقسم 5445

عزيزي يرجى النظر أدناه لإدراج / معايير الاستبعاد من الدراسة

#### معايير الاستبعاد

- معلمو التعليم العام الذين يقومون بالتدريس في الصفوف العامة

#### معايير الاستبعاد

- المعلمون الذين لا يرغبون في المشاركة في الدراسة.

- المعلمون الذين يقومون بتدريس الطلاب من الصف السابع وما فوق

- المعلم الذي نقل أعمارهم عن 22 عامًا

## APPENDIX V

### Teachers' Survey

*Inclusion criteria for both of the surveys : General education teacher who teach in general classes*

A. How many years I have been teaching?

1. > 5
2. <5

B. I am: 1. Male \_\_\_\_\_ 2. Female \_\_\_\_\_

C. What is your age? (Put a x on the category and kindly write your age next to it )

1. 22 -28 \_\_\_\_\_
2. 28-35 years \_\_\_\_\_
3. 36-45 years \_\_\_\_\_
4. 46 years or above \_\_\_\_\_

D. What is the type of case study that you taught? (Name the learning disability)

1. Developmental \_\_\_\_\_
2. Behavioral \_\_\_\_\_
3. Physical \_\_\_\_\_
4. Learning \_\_\_\_\_

E. My highest level of education completed is:

1. Secondary School or its equivalent \_\_\_\_\_
2. Bachelor's Degree or its equivalent \_\_\_\_\_
3. Master's Degree \_\_\_\_\_
4. Other, please specify \_\_\_\_\_

F. I have had significant/considerable interactions with a person with a disability:

1. Yes \_\_\_\_\_
2. No \_\_\_\_\_

G. I have had the following level of training on educating students with disabilities:

1. None \_\_\_\_\_
2. Some \_\_\_\_\_
3. High (at least 40hrs) \_\_\_\_\_

H. My knowledge of the local legislation or policy as it pertains to children with disabilities is:

1. None \_\_\_\_\_
2. Poor \_\_\_\_\_
3. Average \_\_\_\_\_
4. Good \_\_\_\_\_
5. Very Good \_\_\_\_\_

I. My level of confidence in teaching students with disabilities is:

1. Very Low \_\_\_\_\_
2. Low \_\_\_\_\_
3. Average \_\_\_\_\_
4. High \_\_\_\_\_
5. Very High \_\_\_\_\_

J. My level of experience teaching a student with a disability is:

1. Nil \_\_\_\_\_
2. Some \_\_\_\_\_
3. High (at least 30 full days) \_\_\_\_\_

SD	D	A	SA
Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

1	I am concerned that students with disabilities will not be accepted by the rest of the class.	1 2 3 4
2	I dread the thought that I could eventually end up with a disability.	1 2 3 4
3	Students who have difficulty expressing their thoughts verbally should be in regular classes.	1 2 3 4
4	I am concerned that it will be difficult to give appropriate attention to all students in an inclusive classroom.	1 2 3 4
5	I tend to make contacts with people with disabilities brief and I finish them as quickly as possible.	1 2 3 4
6	Students who are inattentive should be in regular classes.	1 2 3 4
7	I am concerned that my workload will increase if I have students with disabilities in my class.	1 2 3 4
8	Students who require communicative technologies (e.g. Braille / sign language) should be in regular classes.	1 2 3 4
9	I would feel terrible if I had a disability.	1 2 3 4
10	I am concerned that I will be more stressed if I have students with disabilities in my class.	1 2 3 4
11	I am afraid to look directly at a person with a disability.	1 2 3 4
12	Students who frequently fail exams should be in regular classes.	1 2 3 4
13	I find it difficult to overcome my initial shock when meeting people with severe physical	1 2 3 4

	disabilities.	
14	I am concerned that I do not have the knowledge and skills required to teach students with disabilities.	1 2 3 4
15	Students who need an individualized academic program should be in regular classes.	1 2 3 4



**This survey is designed to help understand the nature of factors influencing the success of routine classroom activities in creating an inclusive classroom environment.**

*Please circle the number that best represents your opinion about each of the statements.*

		1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Strongly agree
						SD	D DS AS A SA
1	I can make my expectations clear about student behaviour.	1	2	3	4	5	6
2	I am able to calm a student who is disruptive or noisy.	1	2	3	4	5	6
3	I can make parents feel comfortable coming to school.	1	2	3	4	5	6
4	I can assist families in helping their children do well in school.	1	2	3	4	5	6
5	I can accurately gauge student comprehension of what I have taught.	1	2	3	4	5	6
6	I can provide appropriate challenges for very capable students.	1	2	3	4	5	6
7	I am confident in my ability to prevent disruptive behaviour in the classroom before it occurs.	1	2	3	4	5	6
8	I can control disruptive behaviour in the classroom.	1	2	3	4	5	6
9	I am confident in my ability to get parents involved in school activities of their children with disabilities.	1	2	3	4	5	6
10	I am confident in designing learning tasks so that the individual needs of students with disabilities are accommodated.	1	2	3	4	5	6
11	I am able to get children to follow classroom rules.	1	2	3	4	5	6
12	I can collaborate with other professionals (e.g. itinerant teachers or speech pathologists) in designing educational plans for students with disabilities.	1	2	3	4	5	6
13	I am able to work jointly with other professionals and staff (e.g. aides, other teachers) to teach students with disabilities in the classroom.	1	2	3	4	5	6
14	I am confident in my ability to get students to work together <i>in pairs</i> or <i>in small groups</i> .	1	2	3	4	5	6

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15	I can use a variety of assessment strategies (e.g. portfolio assessment, modified tests, performance-based assessment, etc.).	1	2	3	4	5	6
16	I am confident in informing others who know little about laws and policies relating to the inclusion of students with disabilities.	1	2	3	4	5	6
17	I am confident when dealing with students who are physically aggressive.	1	2	3	4	5	6
18	I am able to provide an alternate explanation or example when students are confused.	1	2	3	4	5	6

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## Arabic Version

معايير الاشتغال : معلمو التعليم العام الذين يقومون بالتدريس في الصفوف العامة

ضع ✓ في المكان المناسب

أ. ما عدد سنوات عملي بالتعليم ؟

a. > 5

b. < 5

ب. أنا 1. ذكر \_\_\_\_\_ 2. أنثى \_\_\_\_\_

ج. ما هو عمرك؟

1. 26-22 \_\_\_\_\_ 3. 45-36 عاما \_\_\_\_\_

2. 35-26 عاما \_\_\_\_\_ 4. 46 عاما أو أكثر \_\_\_\_\_

د. ما هي نوعية الحالة التي قمت بتعليمها ؟ ( سنّ صعوبة التعلم )

1. نمائية (مثل: الانتباه، الإدراك،  
التذكر ، تطبيق المهارات،  
التركيب اللغوي) \_\_\_\_\_ 3. جسدية \_\_\_\_\_

2. سلوكية \_\_\_\_\_ 4. تعلمية (القراءة،  
الكتابة، التهجئة ، أو  
الحساب) \_\_\_\_\_

هـ. أعلى مستوى تعليمي وصلت إليه :

1. تعليم ثانوي أو ما يعادله \_\_\_\_\_ 3. ماجستير \_\_\_\_\_

2. بكالوريوس أو ما يعادلها \_\_\_\_\_ 4. أخرى، رجاء حدّد \_\_\_\_\_

و. أمتك تفاعلات كبيرة/ مهمة مع الأشخاص ذوي الاحتياجات الخاصة:

1. نعم \_\_\_\_\_ 2. لا \_\_\_\_\_

ر. حصلت على تدريب حول تعليم التلاميذ ذوي الإعاقات :

1. لا يوجد \_\_\_\_\_ 2. بعض التدريب \_\_\_\_\_ 3. عال (على الأقل 40 ساعة) \_\_\_\_\_

ح. مستوى معرفتي بالثعربعات أو السياسات المحلية المتعلقة بالأطفال ذوي الإعاقات :

1. لا يوجد \_\_\_\_\_ 2. ضعيفة \_\_\_\_\_ 3. متوسطة \_\_\_\_\_ 4. جيدة \_\_\_\_\_ 5. جيدة جداً \_\_\_\_\_

ط. مستوى تقني في تعليم التلاميذ ذوي الإعاقات :

1. ضعيفة جداً \_\_\_\_\_ 2. ضعيفة \_\_\_\_\_ 3. متوسطة \_\_\_\_\_ 4. عالية \_\_\_\_\_ 5. عالية جداً \_\_\_\_\_

ي. مستوى خبرتي في تعليم التلاميذ ذوي الإعاقة :

1. لا يوجد \_\_\_\_\_ 2. بعض الخبرة \_\_\_\_\_ 3. عالية (على الأقل 30 يوماً كأملا) \_\_\_\_\_

المدارس العادية التي تقوم بتعديل وتغيير طريقة عملها بما يلبي حاجات كافة التلاميذ.

رجاء ضع دائرة حول الإجابة التي تعبر بأفضل طريقة ممكنة عن رأيك:

4	3	2	1
أوافق بشدة	أوافق	أعارض	أعارض بشدة

4 3 2 1	أنا فلق حول التلاميذ ذوي الإعاقات لكونهم غير مقبولين من قبل باقي التلاميذ في الصف.	1
4 3 2 1	أنا أخشى أن ينتهي بي الأمر أن أصبح من ذوي الإعاقات.	2
4 3 2 1	التلاميذ الذين يواجهون صعوبات في التعبير عن أفكارهم لغوياً يجب أن يكونوا في الصفوف العادية.	3
4 3 2 1	أنا فلق من كون تقديم الخدمات لكافة التلاميذ في الصف الدامج قد أصبح أمراً بالغ الصعوبة.	4
4 3 2 1	أنا أميل إلى التواصل مع الأشخاص ذوي الإعاقات باختصار وأنهى التعامل معهم بأسرع وقت ممكن.	5
4 3 2 1	التلاميذ الذين يعانون من عدم الانتباه يجب أن يكونوا في الصفوف العادية.	6
4 3 2 1	أنا فلق حول كمية العمل المطلوبة مني ستزداد في حال كان التلميذ ذوي الإعاقات في صفي.	7
4 3 2 1	التلميذ الذي يحتاجون إلى وسائل تواصل (مثال بريل/لغة الإشارة) يجب أن يكونوا في الصفوف العادية.	8
4 3 2 1	سأشعر بالحزن في حال كنت أعاني من إعاقة.	9
4 3 2 1	أنا فلق من فكرة أن أكون تحت الضغط في حال وجود تلاميذ ذوي إعاقات في صفي.	10
4 3 2 1	أنا خائف من النظر بشكل مباشر إلى تلميذ ذوي إعاقة.	11
4 3 2 1	التلاميذ الذين يرسبون بشكل متكرر يجب أن يبقوا في صفوف عادية.	12
4 3 2 1	أجد صعوبة في تجاوز الصدمة الأولى الناتجة عن لقاء أشخاص ذوي إعاقات جسدية شديدة.	13
4 3 2 1	أنا فلق لعدم امتلاكي للمعارف والمهارات المطلوبة لتعليم التلاميذ ذوي الإعاقات.	14
4 3 2 1	يجب على التلاميذ الذين يحتاجون إلى برامج تعليمية فردية أن يتعلموا في الصفوف العادية.	15

تم تصميم هذا الاستبيان لمساعدتك على فهم طبيعة العوامل المؤثرة على نجاح الأنشطة الصفية الروتينية المتعلقة بخلق بيئة صفية دامجة.

رجاء وضع دائرة حول الرقم الذي يمثل رأيك حول كل جملة

6	5	4	3	2	1
أوافق بقوة	أوافق	أوافق إلى حد ما	أعارض إلى حد ما	أعارض	أعارض بشدة

1	6 5 4 3 2 1	أستطيع أن أجعل توقعاتي واضحة حول سلوك التلاميذ.
2	6 5 4 3 2 1	أنا قادرة على أهدئي تلميذاً يصدر عنه سلوك تخريبي أو ضجة.
3	6 5 4 3 2 1	أستطيع أفتاح الأهل بالحضور إلى المدرسة دون أن تتباهم مشاعر القلق.
4	6 5 4 3 2 1	بمقدوري مساعدة الأهل كي يساعدوا أطفالهم على أداء أفضل في المدرسة.
5	6 5 4 3 2 1	بمقدوري قياس مدى استيعاب التلاميذ لما قمت بتعليمهم إياه.
6	6 5 4 3 2 1	أستطيع أن أقدم تحديثات مناسبة للتلاميذ ذوي القدرات.
7	6 5 4 3 2 1	أنا واثق من قدرتي على الوفاية من السلوكات التخريبية في الصف قبل وقوعها.
8	6 5 4 3 2 1	أنا قادر على ضبط السلوكات التخريبية في غرفة الصف.
9	6 5 4 3 2 1	أنا واثق من قدرتي على جعل الأهل ينخرطون في الأنشطة المدرسية المتعلقة بأطفالهم ذوي الإعاقات.
10	6 5 4 3 2 1	أنا واثق من تصميم مهام تعليمية بما يلبي الحاجات الفردية للتلاميذ ذوي الإعاقات.
11	6 5 4 3 2 1	أستطيع جعل الأطفال يلتزمون بالقوانين الصفية.
12	6 5 4 3 2 1	بمقدوري التعاون مع عميري من الأفراد (المعلم المتنقل أو المعالج اللغوي) في تصميم خطط تعليمية للتلاميذ ذوي الإعاقات.
13	6 5 4 3 2 1	أنا قادر على التعاون مع عميري من الأفراد والعاملين (مثال، المساعدين والمعلمين الآخرين) لتعليم التلاميذ ذوي الإعاقات في الصف.
14	6 5 4 3 2 1	أنا على ثقة بقدرتي على جعل التلاميذ يعملون سوياً ضمن مجموعات ثنائية أو مجموعات صغيرة.
15	6 5 4 3 2 1	أستطيع أن أستخدم استراتيجيات تقييم متنوعة (مثال: تقييم الملف، اختبارات محددة، التقييم المستند إلى الأداء، إلخ)
16	6 5 4 3 2 1	أنا واثق من قدرتي على تقديم المعلومات للآخرين الذين لا يملكون معلومات كافية حول القوانين والسياسات المتعلقة بدمج التلاميذ ذوي الإعاقات.
17	6 5 4 3 2 1	أنا واثق من قدرتي على التعامل مع التلاميذ العنيفين جسدياً
18	6 5 4 3 2 1	أنا قادر على أن أقدم شرحاً بديلاً أو أمثلة حينما شعور التلاميذ بالحيرة.

# APPENDIX VI

## Parents of SEN Survey (English Version)

### Parents Survey A

The following test is administered to parents who have a child who needs special education

Please ✓ on the line as appropriate.

A. I am: 1. Male \_\_\_\_\_ 2. Female \_\_\_\_\_

B. What is your age? (Put a x on the category and kindly write your age next to it)  
 1. 25-35 \_\_\_\_\_ 3. 45-55 \_\_\_\_\_  
 2. 35-45 \_\_\_\_\_ 4. 55 or above \_\_\_\_\_

C. My highest level of education completed is:

1. Secondary School or its equivalent \_\_\_\_\_ 3. Master's Degree \_\_\_\_\_  
 2. Bachelor's Degree or its equivalent \_\_\_\_\_ 4. Other, please specify \_\_\_\_\_

Please circle the answer that is convenient to you

- 1: Strongly Disagree
- 2: Disagree
- 3: Undecided
- 4: Agree
- 5: Strongly Agree

1- Inclusion is more likely to prepare children with disabilities for the real world.	1 2 3 4 5
2- Inclusion is more likely to make children with disabilities feel better about themselves.	1 2 3 4 5
3- Inclusion provides children with disabilities a chance to participate in a variety of <u>activities</u> (i.e., creative, dramatic).	1 2 3 4 5
4- Inclusion is more likely to prepare classmates without disabilities for the real world.	1 2 3 4 5
5- In inclusion, children without disabilities are more likely to learn about differences.	1 2 3 4 5

6- In inclusion, children with disabilities are less likely to receive special help and individualized instruction.	1 2 3 4 5
7-In inclusion, children with disabilities are less likely to receive enough special services such as physical and speech therapy.	1 2 3 4 5
8-I am more satisfied with the progress of my child in special education classes than in regular education classes.	1 2 3 4 5
9-Teachers are able to adapt regular classroom programs to accommodate students who are mainstreamed or included.	1 2 3 4 5
10-Teachers do not understand how they are to integrate students with disabilities.	1 2 3 4 5
11- Special needs students will probably develop academic skills more rapidly in special classrooms than in regular classrooms	1 2 3 4 5
12-Special education teaching is better done by special education teachers than by regular teachers.	1 2 3 4 5
13-Mainstreaming and inclusion are likely to hurt the emotional development of the special <u>needs</u> child.	1 2 3 4 5
14-The special needs child will be socially isolated by regular classroom students.	1 2 3 4 5

<p>15-Special needs students should be given every opportunity to function in the regular classroom setting where possible.</p>	<p>1 2 3 4 5</p>
<p>16-Regular classroom teachers treat parents of special needs children differently than they treat other parents.</p>	<p>1 2 3 4 5</p>
<p>17-I feel my child with a disability should have the same privileges and advantages as my other children have in school.</p>	<p>1 2 3 4 5</p>
<p>18- I feel parents of children without disabilities resent children with disabilities being in their child's classroom.</p>	<p>1 2 3 4 5</p>

## Arabic Version

### مقياس الأهالي (A)

يتم تقديم هذه الاستمارة لأهالي التلاميذ الذين يحتاجون خدمات التربية المختصة

ضع ✓ في المكان المناسب

1. أنا نكر \_\_\_\_\_  
2. أنثى \_\_\_\_\_

ج. ما هو عمرك؟

1. 35-25 \_\_\_\_\_  
2. 45-35 \_\_\_\_\_  
3. 155-45 \_\_\_\_\_  
4. 55 عاماً أو أكثر \_\_\_\_\_

د. أعلى مستوى تعليمي وصلت إليه :

1. تعليم ثانوي أو ما يعادله \_\_\_\_\_  
2. بكالوريوس أو ما يعادلها \_\_\_\_\_  
3. ماجستير \_\_\_\_\_  
4. أخرى، رجاء حدد \_\_\_\_\_

ضع دائرة حول الرقم الذي يمتلكك:

5	4	3	2	1
أوافق بشدة	أوافق	محايد	أعارض	أعارض بشدة

5 4 3 2 1	1. الدمج يساعد وبشكل كبير على تحضير الأطفال ذوي الاحتياجات الخاصة للعالم الخارجي.
5 4 3 2 1	2. الدمج يساعد وبشكل كبير على تقبل التلاميذ ذوي الاحتياجات الخاصة لأنفسهم بشكل أفضل.
5 4 3 2 1	3. يقدم الدمج للتلاميذ ذوي الاحتياجات الخاصة فرصة للمشاركة في أنشطة متنوعة (مثل: الأنشطة الإبداعية، والدرامية)



5 4 3 2 1	4. الدمج يساعد وبشكل كبير على تحضير التلاميذ العاديين من غير ذوي الاحتياجات الخاصة للعالم الخارجي.
5 4 3 2 1	5. في الدمج ، غالباً ما يتعلم التلاميذ الذين لا يعانون من الإعاقات عن الاختلافات.
5 4 3 2 1	6. في الدمج ، يوجد احتمال ضئيل أن يتلقى التلاميذ ذوي الاحتياجات الخاصة مساعدة خاصة وتعليماً فردياً.
5 4 3 2 1	7. في الدمج ، يوجد احتمال ضئيل أن يتلقى التلاميذ ذوي الاحتياجات الخاصة خدمات خاصة كافية كالعلاج الفيزيائي واللغوي.
5 4 3 2 1	8. أنا راض عن مدى التقدم الذي حصل عليه طفلي في صفوف التربية الخاصة أكثر مما كان عليه في الصفوف العادية.
5 4 3 2 1	9. المعلمون قادرون على تكييف برامج الصفوف العادية بما يتلائم وقدرات التلاميذ المتواجدين في صفوف عادية أو صفوف نامجة.
5 4 3 2 1	10. المعلمون لا يدركون كيفية دمج التلاميذ ذوي الاحتياجات الخاصة.
5 4 3 2 1	11. غالباً ما يتطور التلاميذ ذوي الحاجات الخاصة مهارات أكاديمية في صفوف خاصة أسرع مما لو كانوا في الصفوف العادية.
5 4 3 2 1	12. يفضل أن يُقدم التعليم عبر التربية المختصة من قبل معلمي التربية المختصة على أن يُقدم من قبل معلمين عاديين.
5 4 3 2 1	13. التعليم في الصفوف العادية والدمج غالباً ما يؤدي النمو الانفعالي للأطفال ذوي الاحتياجات الخاصة.
5 4 3 2 1	14. يكون التلاميذ ذوي الاحتياجات الخاصة معزولين اجتماعياً من قبل أقرانهم العاديين في الصف العادي.
5 4 3 2 1	15. يجب إعطاء التلاميذ ذوي الاحتياجات الخاصة كل فرصة ممكنة للعمل ضمن بيئات الصف العادي.
5 4 3 2 1	16. معلمو الصف العادي يعاملون أهالي التلاميذ ذوي الاحتياجات الخاصة بطريقة مختلفة عن تلك التي يعاملون بها باقي الأهالي.
5 4 3 2 1	17. يجب أن يحظى طفلي ذو الاحتياجات الخاصة على ذات الامتيازات التي يحظى بها أطفالي الآخرين في المدرسة.
5 4 3 2 1	18. أشعر أن أهالي الأطفال العاديين من غير ذوي الاحتياجات الخاصة يتضايقون من وجود الأطفال ذوي الاحتياجات الخاصة في صفوف أطفالهم.

## APPENDIX VII

### Parents with a Typically Developing Child Survey (English Version)

#### Parents' Survey B

**The following test is administered to parents who have normal developing children**

*Please ✓ on the line as appropriate.*

A. **I am:** 1. Male \_\_\_\_\_ 2. Female \_\_\_\_\_

B. **What is your age?** (Put a x on the category and kindly write your age next to **B**)  
 1. 25-35 \_\_\_\_\_ 3. 45-55 \_\_\_\_\_  
 2. 35-45 \_\_\_\_\_ 4. 55 or above \_\_\_\_\_

C. **My highest level of education completed is:**

1. Secondary School or its equivalent \_\_\_\_\_ 3. Master's Degree \_\_\_\_\_  
 2. Bachelor's Degree or its equivalent \_\_\_\_\_ 4. Other, please specify \_\_\_\_\_

Please circle the answer that is convenient to you

- 1: Strongly Disagree
- 2: Disagree
- 3: Undecided
- 4: Agree
- 5: Strongly Agree

1- Students with special needs have the right to be educated in the same room as typically developing students	1 2 3 4 5
2- Inclusion is not a desirable practice for educating most typically developing students	1 2 3 4 5
3- It is difficult to maintain order in a classroom that contains a mix of children with exceptional education needs and children with average abilities	1 2 3 4 5
4- Children with exceptional education needs should be given every opportunity to function in an integrated classroom.	1 2 3 4 5

5- Inclusion can be beneficial for parents of children with exceptional education needs	1 2 3 4 5
6- Parents of children with exceptional needs prefer to have their child placed in an inclusive classroom setting.	1 2 3 4 5
7- Inclusion is socially advantageous for children with special needs	1 2 3 4 5
8-Children with special needs will probably develop academic skills more rapidly in a special separated classroom than in an integrated classroom	1 2 3 4 5
9- Children with exceptional needs are likely to be isolated by typically developing students in inclusive classrooms	1 2 3 4 5
10-The presence of children with exceptional education needs promotes acceptance of individual difference on the part of typically developing students.	1 2 3 4 5
11- Children with exceptional needs monopolize teachers' time	1 2 3 4 5
12-The behavior of students with special needs require significantly more teacher-directed attention than those of typically developing children	1 2 3 4 5

Arabic Version

**مقياس الأهالي (B)**

يتم تقديم هذه الاستمارة لأهالي الأطفال الذين لا يحتاجون إلى تربية مختصة  
ضع ✓ في المكان المناسب

- أ. أيا 1. نكر \_\_\_\_\_  
2. أنتي \_\_\_\_\_  
ب. ما هو عمره؟  
1. 35-25 \_\_\_\_\_  
2. 35-45 \_\_\_\_\_  
3. 45-55 عاما \_\_\_\_\_  
4. 55 عاما أو أكثر \_\_\_\_\_

ج. أعلى مستوى تعليمي وصلت إليه :

1. تعليم ثانوي أو ما يعادله \_\_\_\_\_  
2. بكالوريوس أو ما يعادلها \_\_\_\_\_  
3. ماجستير \_\_\_\_\_  
4. أخرى، رجاء حدك \_\_\_\_\_

رجاء وضع دائرة حول الإجابة التي تعبر بأفضل طريقة ممكنة عن رأيك:

5	4	3	2	1
أوافق بشدة	أوافق	معتاد	أعارض	أعارض بشدة

5 4 3 2 1	1. للتلاميذ ذوي الاحتياجات الخاصة الحق في التعلم في غرفة الصف ذاتها التي يتعلم فيها باقي التلاميذ العاديين.
4 3 2 1 5	2. الدمج هي ممارسة غير مرغوب بها لمعظم التلاميذ العاديين.
4 3 2 1 5	3. من الصعب المحافظة على النظام في صف يحتوي خليطاً من التلاميذ ذوي الاحتياجات التعليمية والخاصة ولأنك ذوي القدرات الاعتيادية.
4 3 2 1 5	4. يجب أن يُقدم للتلاميذ ذوي الاحتياجات الخاصة كل الفرص المتاحة للعمل ضمن صفوف دمجية.
4 3 2 1 5	5. يمكن للدمج أن يكون مفيداً لأهالي الأطفال ذوي الاحتياجات الخاصة.

4	3	2	1	5	6. يفضل أهالي الأطفال ذوي الاحتياجات الخاصة أن يوضع أطفالهم في بيئات صفوة دامجية.
4	3	2	1	5	7. تتمتع مفرد اجتماعياً للتلاميذ ذوي الاحتياجات الخاصة.
4	3	2	1	5	8. من المحتمل أن تتطور المهارات الأكاديمية للأطفال ذوي الاحتياجات الخاصة في صفوف خاصة منفصلة بشكل أسرع مما عليه في صفوف دامجية.
4	3	2	1	5	9. على الأرجح عزل الأطفال ذوي الحاجات الخاصة من قبل التلاميذ العاديين الآخرين في الصفوف الدامجية.
4	3	2	1	5	10. يعزز وجود أطفال ذوي احتياجات خاصة من نقل التلاميذ العاديين الآخرين لفروق القوية.
4	3	2	1	5	11. يستحوذ التلاميذ ذوي الاحتياجات الخاصة على وقت المعلم.
4	3	2	1	5	12. سلوك التلاميذ ذوي الاحتياجات الخاصة يتطلب وبشكل كبير اعتماداً من قبل المعلم أكبر مما يحتاجه سلوك الأطفال الآخرين.

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