

Trends in the First Three Classroom Teachers in City of Irbid towards the Integration of Disabled Students with its Various Dimensions

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Abstract

This study aimed to identify the trends of the first three classroom teachers towards the integration of disabled students with normal students at the first three classrooms in the city of Irbid in the Hashemite Kingdom of Jordan, a questionnaire was distributed to achieve this purpose through measuring the attitudes of teachers towards integrating disabled students with their normal colleagues, where the questionnaire has included three dimensions (psychological, social and academic) and the study sample consisted of 193 teachers who teach the first three classrooms in the city of Irbid.

The study concluded by using means, percentages, standard deviations and level of significance that there is a presence of positive attitudes among the teachers towards integration, although there are differences in directions on the dimensions included in the questionnaire, however, these differences were not statistically significant. It was recommended by this study a need for conducting further studies to specify the parents of disabled trends toward the integration.

Introduction

Everyone has become aware that children with disabilities regardless to their gender, ages and capabilities should have full right in education as well as in the active participation through their integrating in the schools with their normal colleagues along with helping them to achieve this purpose, it is necessary to provide educational and living environment as close as possible to the natural environment, whereas most of the countries in the world tend to apply the integration programs for students with disabilities in all categories at normal schools within their normal colleagues as such integration includes aspects of work, society and thus we have succeeded in lifting the suffering of the family of a disabled child as their child learns and works at the same time with the rest of normal members in the society, in addition to increasing the sense of disabled individual himself which led to his interaction with the community as an energetic member. Consequently, it means that, we succeed in bringing the disabled out of their long isolation for their community as they learn and work as normal people even the members of the community more than positive attitudes towards disabled people when they interacted along with them. In Jordan, like other countries of the world has sought to apply the policy of integration. Jordan's experience was not limited only to the field of education, but surpassed the areas of social, occupational and recreational through the application of the strategy of the higher Council for the Affairs of Persons with Disabilities.

As integration in its modern sense is considered one of the most topics of special education controversial and a multiplicity of viewpoints that has played scientific excellence prominent role in distinction between developing and advanced countries in this subject, in developed countries, notably Italy and the United States, England adopted integration process on scientific planning for healthy and strong support by many devices at these countries scientific, media and research centers, while in developing countries, integration has been adopted by some institutions from the perspective of dependency, tradition and attracted to modernity without proper planning or studies prior or community awareness and sometimes without preparation specialized professional team necessary to execute, especially with the existence of a social climate dominated by many of the negative trends and misconceptions about the capabilities of people with special needs and capabilities.

Problem of the study

Disabled people represent (3%) in any society as this percentage includes in most studies and statistics, but it is different from one society to another whereas this number of disabled people cannot ignore their requirements in addition to getting advantage of their remaining capabilities, if they have been accepted in the community as their acceptance in the society play an important role in their integration and recognition where it is essential dealt with this category in a manner that commensurate with their nature.

Moreover, academic integration can be implemented starting from first primary grade teacher, and the question that has been answered in this regard what are the trends of this teacher to integrate the disabled student in a regular class? In which the attitudes are available either negatively or positively requires to the teacher a sufficient knowledge for application of such integration.

Subsequently, teachers trends play an important role in determining the success of the integration as they are

considered the major element in this process, where there are always positive and negative trends by teachers who have expertise in dealing with the disabled, but they have not received any training about the integration, as they feel that they are not fully prepared to deal with the disabled individuals and therefore they have a negative views towards the integration. Accordingly, identifying trends of the teachers in the study community is important to develop appropriate solutions for success in the educational process towards disabled students.

The Theoretical Framework:

Concept of Integration: (Mainstreaming)

Mainstreaming in its current meaning is preceded by two other concepts : (Normalization) in the sixties of the twentieth century which is a movement organized on the assumption that the right of people with special needs to live their lives as experienced by others where this movement emerged as a reaction to a life of isolation and exclusion that were imposed on them. " (Khatib 2004) and resisting (Destitutionalization)) which calls for getting rid of the sheltering large institutions by replacing them with small sheltering ones that close as much as possible to the living conditions of the normal common ways of life in the community , unless mainstreaming emerged in the United States included at the American Law No. (94-142) for the year 1975, which stipulated the need to provide the best educational methods and professional care for people with disabilities with their normal peers, it means : " education of people with special needs in regular schools with their normal peers and to prepare them to work in the community with their normal colleagues ."

Kaufman and others identified in their studies " educational, social and temporary integration for children with special needs who are able to integrate with their normal peers depending on the planning process and ongoing educational programming as described in the responsibilities of those in charge of education" (Kenneth 2002).

(Kauffman) confirms in his study that that integration of recent trends in special education, including enrollment of children with special needs of light mental disability in regular primary schools besides taking measures to ensure their beneficiary from the educational programs offered at these schools.

(Madden) and (Slanin) believe that integration means the need for disabled students to spend as long as possible time with their normal colleagues at the regular classes in addition providing them with special services if it is necessary.

(Stephens) clarified in his study that mixing in understanding the process of integration does not mean the education of all children with disabilities in regular classes, but it means securing of learning opportunities based on equality by sending them to organized educational most convenient to meet their needs as in many cases is this organization in regular classroom, if this cannot be implemented at all the times, but in some instances at the least. This process is so-called pyramid of special educational services as included by a study conducted by (Al Quraiti, 2001) where he called it hierarchy for special education programs and its level of services. (Deno, 1970) included in his study that its base forms the least restrictive conditions where its top forms the most restrictive conditions.

Concept of Comprehensive Integration

The right of all students regardless of the type or severity of the disability, which suffer to study in classes appropriate to their age with their normal peers in neighborhood schools who live with them to provide support in these schools and regular counseling from specialists in special education.

A group of specialists chose the term integration (Integration), to express the process of special needs education, training and care with their normal peers, and distinguishes between the owners of this view are four types of integration as set out in a study conducted by (Salem ,1416 H.):

1- **(Locational Integration)**, it refers to development of the mentally retarded in special classes attached to normal schools.

2 - **(Functional Integration)** means involvement of the mentally retarded with normal students in use of available materials, curriculum and courses whether for full or part of the time. (Masoud, 1984)

3 - **(Social Integration)** it refers to involvement of the mentally retarded with normal students in non-academic activities such as: playing games, trips and art education.

4 - **Community Integration**: This means the opportunity for the mentally retarded for life in the community after they graduate from school or rehabilitation centers for guaranteeing them the right to work and rely on themselves after God as much as possible . (Carcinoid, 1987)

(Khatib, 2004) confirmed in his study that there are common elements to most definitions, which dealt with integration as follows:

1. Education of people with special needs in regular schools
2. Adoption of the needs and individual characteristics of the student to determine the appropriate educational alternative to him
3. Cooperation between special education teachers and regular classroom teachers, within the same educational system

4. Educational and social integration to the maximum extent possible for a student with special needs
5. Partial and full integration
6. Maintaining isolated conditions for students with severe special needs

Forms of Integration: -

Integrating methods of people with special needs is different from one country to another according to their capabilities and the type and degree of disability where it extends from just putting people with special needs in a special classroom in annexed to the regular school to integrate them fully in the regular semester with providing them with what they need of special services as follows:

- **Social Integration (Normalization)** , it means integration of normal individuals with abnormal ones in field of employment and housing, this of integration is called (Occupational Integration) .The aim of this kind of integration is to provide opportunities for social interaction and natural social life between normal and abnormal individuals (Rousan 1998) .

- **Spatial Integration:** It is the simplest form of integration of student with special needs as they do not share their normal counterparts in the study within the regular class, but the disabled child joins a separate special classrooms attached to regular school, with the opportunity to deal with his peers in normal school for the longest possible period of the school day in the various educational activities such as: (physical education, camps, art education, break, trips.) (Quraiti, 2001)

- **Partial Integration:** The child is enrolled in the regular semester to study one or more courses with his normal colleagues, in addition to that he receives a special assistance individually in a special room (References Room) attached to the school on a daily fixed schedule ... and usually a teacher or more deals with special education who prepared specifically to work with people with special needs.

Full Integration: It can be represented in two forms: -

A – Normal Class and Special Services

The child enrolls in a normal classroom while he receives special assistance from time to time, on an irregular basis in certain areas, such as: reading, writing or arithmetic as such assistance is provided by special education teacher (Itinerant) who conducts visits to the school twice or three times a week.

B- Assistance inside the Normal Classroom

The child enrolls in a normal classroom, where he shall be provided with necessary services for him in the classroom so that the child can succeed in this position, these services may include: use of teaching aids or prosthetic devices, or private lessons.

There are those classified forms of integration represented by steps for integration and not in the form of fixed types. (Wood, 1991)

Integration Justifications

- 1 - Apparent change in social attitudes toward children is normal from negative to positive aspects.
- 2 - Emergence of laws and regulations that have become explicitly for providing for the right of the abnormal child to receive health care, educational and social like his colleagues from normal educational in less constrained environments.
- 3 - Growing number of abnormal children in some countries, especially developing countries, with limited number of special education centers , which makes it difficult to enroll students with special needs in such centers , therefore, integration may be one of the solutions to this problem .
- 4 - Emergence of some educational philosophies , which supports the integration of exceptional children in regular schools and for a number of the most important justifications for providing natural opportunities for children of non- normal and maintain a normal distribution to children in school. (Rousan, 1998)

Objectives of the Integration

- 1 - **Personal Authority:** Development of personal skills of the individual to the extent that reaches to personal autonomy.
- 2 - **Social Validity:** Development of social skills of the individual in order to adapt and interact with others.
- 3 - **Professional Competence:** Through development of professional skills and vocational rehabilitation in the light of his abilities and capabilities so that he will become able to work and obtain his professional and livelihood independence. (Qamish and Alsaideh 2008)

Rousan 1998 indicated in his study through his revision to the number of goals expected to be achieved as a result of the application of the idea of merging all its forms, including:

- 1- Removing the stigma associated with certain categories of special education and related term such as disability, where child's sense of integration that he enrolled in school and is not in a normal center bears the name of a disability, leaving a positive psychological effect on him.
- 2 - Increasing opportunities for social interaction between the children of normal and extranormal, whether in the

classroom or in other school facilities.

3 - Increasing the appropriate educational opportunities to learn, where they work and classroom activities of different teaching and evaluation methods to increase the chances of real learning, especially for abnormal students.

4 - Amendment trends toward special education classes, where integration programs that are working to change attitudes and changing staff, administrators and students from negative to positive towards the category of special education.

5 - Providing educational opportunities to the largest possible number of categories of special education as work integration program on student enrollment is normal in regular classes, especially the gifted people with light mental disabilities, the blind, the deaf and those with learning difficulties, it is not available for each of these categories of educational services at the centers of their own, but limited to the rate of acceptance of them while not received a high percentage of these categories of educational services because of the difficulty absorbing these centers for all categories of special education.

6 - Providing economic cost needed to open the centers of special education, requiring construction of school employees and school supplies for the economic cost is high, and hence the reduction of special education centers shall work to provide economic cost on the one hand and the enrollment of students with special needs in regular schools and specifically that their number is higher than the number of private centers where it absorbs special education classes with less cost, as the school buildings, staff and the necessary equipment are available, (Rousan, 1998)

Elements of Integration

There are indispensable key elements when working with people with special needs which require cooperation and coordination among them and our concept of integration, this policy requires planning and configuration of the place, whether classroom or school, as well as for those in charge of education and training of the child in that environment (The teacher and the specialist) in addition to the guidance of the family, and preparation of the local environment, which the child comes from and returns back after the completion of the program to disseminate what they have learned and employed within his actual living reality (Sadiq, 1998).

Benefits of the Integration and the Community

Everyone has the right to education and to prove his existence to be an individual an influential activist or affected as education is only a preparation for life. Disabled is human being that has the right to be an individual that has full rights especially the basic ones such as: Medical treatment, care and education.

1- Benefits of Integration for disabled child:

- The disabled child when participating in integration classes as he receives welcoming and acceptance from others, that gives him a sense of self-confidence, as well as making him feel his value in life by accepting his disability, where is aware of his abilities and early potentials besides his feel of belonging to members of the community in which they live (Lynch et al, 1999).
- The disabled child in integration classes acquire new skills which support him in learning about solving life's difficulties along with his acquirement of a number of educational opportunities and social practices which helps him in obtaining more appropriate social growth (Bradley & Others , 2000) .
- Integration provides the child with personal, social, behavioral model for understanding and communication, as well as reducing his dependence on his mother as it adds a mental intellectual means connection during play of the disabled child with his normal colleagues (Kashef & Mansour, 1998).

2- Benefits of Normal Children Integration

Integration will help the normal child to get used to accept a disabled child along with feeling satisfied with people who are different from him as a lot of studies confirmed on the positive normal children when they find an opportunity to play with disabled ones continuously, besides in system of integration there is an opportunity to make friends among different people (Lynch & Others, 1999).

3- Benefits of Integration for parents

The system integration makes parents feels that disabled children are not isolated from society, as they learn new ways to teach their children as the parents start realizing the child's remarkable progress and his interaction with normal children, they begin thinking about the child in a more realistic manner. In addition to that the parents also suggest a lot of actions for dealing with like all other children who are at their disabled age, by applying this way; they improve the feelings of the parents towards their child, as well as to themselves (Lynch & Others, 1999).

4- Benefits of the Academic Integration

The integration of academic and educational benefits for both students and teachers, as follows:

Children with disabilities in positions of comprehensive integration investigating acceptable academic achievement significantly in writing, and understanding the language, and receptive language rather than investigating the special education schools in the Isolation system, adding to that: dealing with disabled children

in accordance with the system integration provides an opportunity for the teacher to increase the educational and personal experiences. The integration provides the perfect opportunity for the teacher to deal directly with disabled children in addition to that, this gives the teacher of integration classrooms to help normal and average child who suffers from some weaknesses.

5- Social Benefits:

- Integration encourages all members of society to the right of the disabled person and that the community should consider him as a member of his members whereas disability is not an excuse to isolate the child from his normal peers as if he were stranger and undesirable individual (Khadr, 1992).
- The integration of students with disabilities with their normal peers has an economic value to society as it employs the education budget more efficiently by placing them in their proper position and goes back to the students, including the benefits of a large.. Turned expenditure of educational uses is appropriate. (Such as: use of means of transport over long distances to reach the private schools) which is considered the main employers of funds are more productive and beneficial to the community (Bradley & Others, 2000).

Positives of Integration

1 - In terms of academic achievement, studies have shown that the integration policy has a positive impact on the children achievement with mild disabilities and such study conducted by Cook, et al (1991) and (Alkhcherma, 2002).

The studies findings in this field have shown that students with moderate and severe disabilities can achieve higher levels of educational achievement and outputs as well as in General education conditions as included in the studies conducted by Mercer & Denti, 1989, Stainback & Stainback,, 1990, Villa et al, 1992, Willis 1994). (Sartawi & others, 2000)

2 - As indicated in a study conducted by Alkhcherma (1995) that the effective impact of the integration in regular schools affects the level of improvement in social and linguistic skills and self-concept in children with special needs.

3- Minimizing the social and psychological differences between children.

4- Ending the suffering of the disabled child and his family from the stigma that may cause his presence in private schools.

5- Modifying family trends and viewpoints, as well as teachers from being negative attitudes to positive attitudes towards the disabled children.

6- Integration shall reduce the economic cost that spent on the disabled individual.

7- Integration leads to expand the base of services and special education integration (Qamish and Alsaideh, 2008)

Obstacles and Negative Aspects of Integration

(Ashley, 1979) confirmed in his study in spite of the benefits achieved by the integration but the trends are opposed to the idea of the integration where it considers that the idea of the integration could create of various educational problems including the following:

1- A problem for providing a specialist of special education in regular schools which means it is difficult to provide a special education teacher as well as a room for sources and educational means for each category of special education.

2 - A Problem for accepting management of the regular school, and their employees to the idea of integration specifically at the private school students, it can work to apply the principle to integrate for increasing the gap between students of normal and abnormal in terms of the difficulty of acceptance and cooperation with them by mocking their behavior and imitating them, which increases neglecting of these abnormal students.

3- The problem of conveying the study material to abnormal students, because of the difficulty of having a teacher's assistant.

4 - The problem of preparing educational plans for abnormal students, which means the lack of individual attention to children enrolled in the integration.

5 - The problem of increasing social isolation among normal and abnormal integration programs, especially when circumstances do not allow the abnormal children from participating in different school activities: social, athletic, artistic and other which increases the chances of frustration and distress among category of disabled children (Rousan, 1998).

Difficulties for Application of the Integration:

There are many problems facing the integration application process, it is important to recognize these problems and understand the reasons behind them, in order to overcome and handle its kind in the interest of students with special needs, the most important of these problems are as follows:

- Inability of some disabled children to get to school due to their disability or living far away from the school.
- Refusal of regular schools to accept disabled children for fear of not being able to deal with them.

- Non- prevalence and acceptance of integration concept in the community especially the families of students with special needs.
- Neglecting and disregarding of disabled children in regular school, especially from their teachers.
- Lack of readiness of the regular educational system in terms of designing school with the equipment and aids for the disabled.
- Lack of adequate knowledge of teachers on how to deal with disabled children.
- Some normal peer misconduct and refusing to accept their colleagues with special needs in their environment.

Ministry of Education of Jordan Experience in Disabled Integration:

The Department of Education Counseling at Ministry of Education in Jordan since the eighties has given high importance to the abnormal students.

In 1994 Special Education Department was established at the Ministry of education. In 1996, the department was developed to the Directorate of Special Education which includes three sections: Educational Counseling, Remedial Education, and Distinguished programs. In 2008, the Department of outstanding programs was developed to the Directorate for gifted students that include three sections: Care, discovering and programs of the gifted students.

In the 1982, a survey was conducted for educational students with special needs in schools of the Ministry of Education in which 1645 disability cases were observed, which are distributed on the schools in the Kingdom, including physical, visual, mental, psychological, hearing and articulation disabilities. (Abu Gazal & Jaradat, 1986)

The first experiment for integration started at the schools of the Ministry of Education in 1983 at one school in Amman districts at the elementary level where it was merging 12 students from the deaf in that school where it has total students were 280 , that school was chosen for a number of reasons as the most important one is its closeness to one of special education centers for the hearing disability besides preparations for the school to apply the idea of integration along with availability of appropriate school building as well as accessibility to educational services by the disabled in addition to cooperation of the council of parents and teachers for success of the integration experiment, besides training and qualifying the normal students to cooperate regarding the integration where they were offered films from hearing disability then arranging reciprocal visits between normal students and their deaf colleagues , as the educational counselor at the school to educate students to the objectives and plan of integration, that experiment was carried out in accordance with the steps, including development of deaf children in a special class for the deaf , and then joining the deaf students in regular classes for some time , afterward, processing their enrollment in the regular class for some time , after that the deaf student will spend his rest of the time in his classroom and finally integrate deaf students in regular classes at all the time .

The second experiment in the field of integration was in 1983-1984 at Naila Wife of Othman School where this school worked in cooperation with the Counseling Department at the Ministry of Education to upgrade the achievement level of the students , where the number of students with vulnerable achievement is ranging between 5-15 students in each section of the total 26 sections in that school as that experiment lasted for 20 days in which individual teaching methods were used in that experiment , make up studying periods and family visits , and the results indicated the success of that experiment for a number of reasons as the most important one is cooperation between the school administration and the council of female teachers and mothers in implementation of that experiment.

The third experiment began in 1987 in form of opening special classes at regular schools for slow learners and students with learning difficulties.

In the nineties of this century (1991) was the opening four special classes benefited 90 students in the schools of the Ministry of Education, in the following years the number of classes significantly in 1995, the number of special classes and resource rooms were 20, the number of beneficiaries students were 539 students with special needs schools in 2145.

Ministry of Education modified instructions on General Secondary Exams to commensurate with deaf students in terms of increasing the duration of the exam in addition to providing a sign language interpreter for the deaf where 8 deaf students enrolled for the General Secondary Examination in 1995 in which two of them were succeeded (Jaber , 1996) .

There are successful experiences of education in integration of blind students in their schools (Rousan, 1998). The great credit was for Higher Council for Disabled Affairs in showing integration policy at schools and universities, besides securing employment opportunities for disabled individuals later on.

Previous studies

A study was conducted by Stephens & Brown (1981) aimed to measure teachers trends to the normal classes regarding the disabled students where the study sample consisted from (1430) male and female teachers, in that

study a scale of (25) items was used .The study conclusions indicated that 61 % support of the study sample concerning integration of disabled students in regular classes, while 39 % of the teachers reject the idea of integration.

Stainback & athers (1985) conducted a study aimed to identify the effectiveness of integration programs and the extent of its success, which confirmed that success of programs to integrate disabled children with moderate disability can be achieved through school teachers modification through teaching methods as it serves the needs of disabled students, where they also find out failure of the integration lies in inability of teachers to adjust their training methods.

In a study aimed to test the integration programs for students with disabilities at eight schools in California State through conducting interviews with seventeen administrators and thirty one teachers, in the study twenty-seven disabled mentally and fifty-four of normal students were observed in the normal classrooms as were they randomly selected, besides four forms of the programs were identified whereas each one of these programs were developed and applied for each program unit separately. The study indicated that the administrators trends about programs to integrate disabled students were positive as well as trends of the most teachers were also the same. The behavior of the disabled has evolved significantly (Guerin & Szatlocky, 1974) to identify teachers trends a study conducted by (Sotel lano & Mc gettingan) about integration for various disabilities which concluded that teachers were more receptive to the integration process for students with learning difficulties more than students who have mental moderate retardation and susceptible to learn.

In a study conducted by Jaara (1988) entitled : “Trends of the teachers in government schools toward the physically disabled students” , which aimed to identify impact of gender and level of education on the attitudes of teachers towards the handicapped , The study showed a lack of statistical significant differences related to gender towards handicapped students . D r. Ali Samadi 792

Gickling & Theobald (1975) included in their study the teachers trends towards integration and indicated that 85% of the teachers are not prepared to deal with a class with disabled students while (62%) of the teachers as confirmed by (Szatlocky & Guarin, 1974) have positive attitudes towards the integration of disabled students with normal students.

Many problems appeared in a study conducted by (Kaufman & Athars) as Kaufman and his colleagues indicated in their study that the disabled integration issue is a behavioral and it has nothing to do with regular curriculum for grades when they were integrating disabled students in regular classrooms, but the problem of integration now, according to Law 142 is not in acceptance of non- acceptance of / disabled in United States as included in the Law No. 94. (Macmillan, 1982), but the problem is about how will they do effectively toward acceptance of the disabled.

Abu Hummus (1985) conducted a study entitled: “University Students Trends towards persons with disabilities, which aimed to identify impact of gender and educational level, place of residency regarding acceptance of disabled students. The study findings concluded a lack of statistical significant differences between the genders in terms of their attitudes towards disabled students, the high level of education increases the positive trends towards disabled students.

Questions of the Study:

The study attempts to answer the following questions:

The First Question: What are the trends of the first three classroom teachers in city of Irbid towards integrating disabled students with normal students?

The Second Question: What are the trends of teachers towards integrating disabled students for the social dimension?

Third Question: What are the trends of teachers towards integrating disabled students for academic dimension?

Fourth Question: What are the trends of teachers towards integrating disabled students for the psychological dimension?

Methodology of the Study:

The descriptive method was used to identify the phenomenon of the disabled integration as well as determining teachers' trends towards integrating disabled students in regular classrooms.

Study Members Community:

According to the statistics of Irbid 1st Directorate of Education in the academic year 2012 - 2013 study population consists of teachers working with the first three classes in the city of Irbid with number of classes (552) for first , second and third grades and the number of teachers who are teaching the first three class (1993) teachers.

The Study Sample:

The study community consists of (552) male and female teachers of the first three classes during the academic year 2012/2013 at the public schools of First Directorate of Education in the city of Irbid, the sample of the study consists of (193) male and female teachers as shown in Table (1) regarding distribution of individuals, the sample according to the variables of gender and experience on the first, second and third grades.

Table (1): the distribution of study sample

The Variable	The Level	The Grade							
		The First		The Second		The Third			
		The Number	The Percentage	The Number	The Number	The Percentage	The Number	The Number	The Percentage
Percentage	Male	15	7.8	16	8.3	23	11.9	54	28.0
	Female	52	26.9	47	24.4	40	20.7	139	72.0
	Total	67	34.7	63	32.6	193	32.6	193	100
Experience	Less than five years	15	7.8	19	9.8	18	9.3	52	29.9
	5-10 years	17	8.8	15	7.8	15	7.8	47	24.4
	More than 10 years	35	18.1	29	15.0	30	15.5	94	48.7
	Total	67	34.7	63	32.6	63	32.6	193	100

The Study Instrument: -

Hanini questionnaire was used (1989) to measure attitudes of teachers towards integration of people with disabilities in regular schools.

The Instrument validity

Arbitrators' validity was used to identify the level questionnaire validity, where they were displayed on a group of academics in special education and psychological counseling and measurement and evaluation in Faculty of Educational Sciences at Al al-Bayt University.

The Instrument reliability

Reliability coefficient was used by internal uniformity using Cronbach Alpha equation, where he arrived to the reliability coefficient (0.91), a high reliability coefficient leads the purposes of the study.

Instrument Description

A study instrument consists of two parts:

The first part: It consists of information relating to scientific qualification and years of experience.

The Second Part: The second part consists of the three dimensions of the questionnaire and distributed as follows:

- The social dimension: It includes the following paragraphs (1,2,3,4,5,21,22,23,24,25)
- Psychological dimension: It includes the following paragraphs (30,6,7,8,9,10,11,26,27,28,29)
- Academic Dimension: It includes the following paragraphs (12, 13,14,15,16,17,18,19, 20)

The Relative Scale of Questionnaire Dimensional (The Study Instrument)

The Number	The Dimension	Relative Scale
1	The Social Dimension	33%
2	The Psychological Dimension	37%
3	Academic Dimension	30%
	The Total	100%

Presentation and Discussion of the Study Results:

To answer the first question regarding attitudes of teachers towards integration of disabled students in the first three classes, means, percentages, standard deviation and significance level for each dimension of the scale

Table (1): Means and Percentages for the Total Teachers Trends concerning Integration the disabled Students with their Normal colleagues in First Three Classes based on Social, Psychological and Academic Scale Dimensions

The Dimension	The Mean	The Percentage	The Standard Deviation	Level of Significance
The Total Dimension	33.61	65.50	6.88	0.69
The Social Dimension	31.92	63.32	7.08	0.66
The Psychological Dimension	34.42	68.92	5.89	0.72
The Academic Dimension	32.41	65.12	6.92	0.68

* Statistical significant at level of ($\alpha = 0.05$)

Table (2) shows that the mean of the teachers trends on all the scale dimensions were (33.61) with percentage (65.50) , while the standard deviation of the dimension of the total was (6.88) and the significance level was (0.66) , as d this value has statistical significant and this percentage is positive whereas the remaining of the

social dimensions measure with mean (31.92) and a percentage of (61.11) , the standard deviation of the social dimension was (7.08) and the level of significance was (0.66) , the psychological dimension , the results showed that the mean of the sample of the study was (34.42) with percentage (68.92) and the standard deviation was (5.98) and the level of significance was (0.72) and the dimension of the academic dimension mean was (32.41) with percentage (65.12) and the standard deviation was (6.92) and the significance level was (0.68) , and the results shown in Table (1) are the values to all dimensions of a statistical significance as this is a positive indicator of teachers trends towards integrating of disabled students with their normal colleagues, as well as processing for providing integration programs , which was the aim of this study that conducted at the public schools , and this result is consistent with the positive trend of the teachers towards integration of disabled people with normal students.

Table (2): Means and percentages for teachers' trends towards integrating disabled students with normal students on the social dimension

Serial No.	Paragraph and Its Content	The Mean	The Percentage
1.	Program increases chances of integration of disabled students social interaction with their normal colleagues	3.33	67.4
2.	Integration program aims to reduce the social individual differences among students	3.65	68.4
3.	Integration program leads integration of disabled students to acquire new skills	3.63	68.2
4.	Integration program modifies integration teachers trends towards the disabled students	3.41	67.6
5.	Integration program works to integrate disabled people to increase their effectiveness in the life	3.22	66.2
6.	Integration program Leads to teach students with disabilities at regular schools to their isolation from the local community	3.88	57.63
7.	Disabled students cannot establish social relationships with normal students	3.11	63.95
8.	It Increases the isolation of disabled students in private institutions sense of security and stability	2.32	54.35
9.	Disabled students feel very ashamed of their disability in the normal classrooms	2.66	55.11
10.	It is Preferably that disabled children stay in private institutions	2.13	51.32
	Trends Degree on the Social Dimension	32.41	63.32

* Maximum score per paragraph (5) and the total for all paragraphs (50)

Table (2), answers the second question in this study, stating as follows: what are the attitudes of teachers towards integrating disabled students with normal students in the first three classes on a variable social dimension?

Objectivity was adopted in these answers with (60%) , which is above the point of objectivity trends is considered positive and below this level is considered negative , the results show that the trends were positive , according to the point of objectivity on paragraphs (1 , 2, 3, 4, 5.22) , while the trends were negative in paragraphs (21.23 , 24, 25) , as a point of objectivity where the trends on these paragraphs less than 60% , at the level of trends on the social dimension of all the paragraphs the percentage were (63.3 %) and this percentage was positive by point of objectivity , while results of this study are consistent with another study conducted by () , which concluded that the problem is due to lack of understanding of teachers to students with disabilities if they have a positive attitude towards integration with ordinary students .

To answer the third question, which examines the trends of teachers towards integrating disabled students with normal students in the first three classes on the academic dimension variable?

Table (3): Means and percentages for teachers' trends towards integrating disabled students with normal students in three classes on the academic dimension

Serial No.	Paragraph and Its Content	The Mean	The Percentage
11.	Disabled Students should be taught at regular schools	2.56	56.85
12.	It is Preferable that disabled students are enrolled in public education with the beginning of the primary stage	3.16	61.88
13.	Disabled have a fundamental right to receive education at the regular classes	3.48	76.12
14.	Integration of disabled students shall lead to give them the same opportunity available to the normal students	3.23	64.32
15.	Integration Program provides of disabled people the best solutions to confront the educational problems	2.88	59.35
16.	Disabled students shall develop better academic skills upon their integration	3.21	63.54
17.	Disabled students Should be merged with disabilities in general education in a part of the school day	3.22	64.03
18.	Disabled students with moderate and simple disability have to be integrated only in the program	3.84	76.42
19.	Difficulty of integrating depends on the disabled disability	3.86	78.85
20.	Disabled students enrolment shall affect on the program as a whole	2.36	51.02

* Maximum score per paragraph (5) and the total for all paragraphs (50)

Table (3) shows answers about the third question in this study stating that, what are the attitudes of teachers towards integrating of disabled students with normal students in the first three classes on a variable of academic dimension? As has already been mentioned objectivity adopted in these answers was (60%), which is above the neutral point with positive trends while the percentage below this level is considered negative. The results also show that the trend towards the integration of disabled students on the academic dimension was positive for objectivity paragraphs were (13.14 , 15, 17 , 18 and 19.20) , while negative trends on the same dimension of the paragraphs were (12, 16, 30) according to the point of objectivity where the trends on these paragraphs less than 60% , and trends at the level of the academic dimension to all the paragraphs with percentage (63.32 %) and this percentage points, according to positive and neutral. This result is consistent with the study conducted by (Stephens & Brown), with a positive trend with teachers to integrate the disabled students with normal students. To answer the fourth question, which teachers looking trends towards integrating disabled students with normal students in the first three classes on a variable psychological dimension.

Table (3): Means and percentages for teachers' trends towards integrating disabled students with normal students on the psychological dimension

Serial No.	Paragraph and Its Content	The Mean	The Percentage
21.	Integration helps in enrollment of disabled students in regular classes on their satisfaction with themselves	3.56	70.86
22.	Full integration of the disabled program desires and inclinations	3.44	68.32
23.	Integration program increases sense of the disabled that they are able to tender	3.88	72.56
24.	Program helps to integrate disabled confronted obstacles they face	3.21	68.21
25.	Disabled adapt better when they are integrated into the regular classes	3.11	67.42
26.	Integration program of the disabled students with their normal colleagues shall increase their self-confidence	3.55	71.12
27.	Increasing the integration program gap between the disabled and the normal ones	3.01	60.45
28.	Program increases their sense of integration of disabled excess sensitivity toward others	3.90	74.52
29.	Disabled students Feel upon the integration of inferiority and weakness	3.11	61.14
30.	Disabled students feel frustrated because they cannot keep up with their colleagues	2.61	51.55
	Trends Degree on the psychological dimension		64.77

* Maximum score per paragraph (5) and the total for all paragraphs (50)

Table (3), shows answers the fourth question of this study which , what are the trends of teachers towards integrating disabled students with ordinary students in the first three rows on a variable psychological dimension ? As has already been mentioned point of objectivity adopted in these answers and adult (60%), which is above the neutral point and positive trends below this level are considered negative. The results also suggest that the trend towards the integration of disabled students on the psychological dimension was positive and as a point of objectivity on all paragraphs , while the trends of this paragraph (51.55) which is less than 60% , and at the level of trends on the psychological dimension of all the paragraphs were percentage (64.77 %) and this percentage positive for all the paragraphs of the psychological dimension and by point of objectivity , this result is consistent with the findings of the study carried out by (Gickling & Theobald) of having positive attitudes of the teachers towards the integration of disabled students .

Recommendations:

The study concludes the following recommendations:

- 1 - Conducting training courses for all teachers of the first three grades to identify students with disabilities in all respects for importance of providing proper handling of each disability case.
- 2 - Providing classroom environment that facilitates tasks of disabled students and teacher for obtaining the best method of disabled students' integration.
- 3 - A need for conducting a study to identify the teachers' trends on integration of disabled students with their normal colleagues based on each teacher's specialization type.
- 4 - Passing and executing legislations in Ministry of Education for providing the best conditions for implementation of disabled students' integration programs.

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