

Difficulties Facing the Integration of the Disabled with Simple Mental Retardation in Basic Education Schools in the Governorate of Amman from the Point of View of Teachers

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Abstract

This study aimed to identify the difficulties facing the integration of the disabled with simple mental retardation in basic education schools in the governorate of Amman from the point of view of teachers, it aimed also to investigate the effect of some variables on the views of teachers, such as the system that apply the integration, schools that are not applicable to the integration, Gender (male, female), educational experience, and level of education, and trained teachers on the integration. The study sample consisted of a group of teachers in the integration schools were chosen randomly, with a sample (150) teachers, whom (127) males and (23) females. To achieve the objective of the study a questionnaire about the difficulties of integrating people with disabilities in regular classrooms was distributed to 150 teachers in Amman 1st Directorate of Education (127) males and 23 females. The researcher then retrieves the questionnaires and data collection, and then analyzed the data statistically. The results were analyzed for each paragraph in the questionnaire by using appropriate statistical methods such as means and standard deviations and t-test. The results showed apparent variation in the means and standard deviations of the views of teachers about difficulties facing the integration of simple mental retardation disabled students because of the different categories of variables : systems applied in the integration , the schools that are not applicable to integration , gender , educational experience , and level of education , and trained teachers . It also showed no statistically significant differences ($\alpha = 0.05$) due to the impact of the integration , no statistically significant differences ($\alpha = 0.05$) due to the effect of gender , no statistically significant differences ($\alpha = 0.05$) due to the impact of specialization, no statistically significant differences ($\alpha = 0.05$) due to the impact of the qualification, no statistically significant differences ($\alpha = 0.05$) due to the impact of training teachers. Results showed that there are positive attitudes of teachers towards the integration of disabled students in regular classrooms.

Key Words: Integration of the Disabled , Simple Mental Retardation

Introduction:

Nowadays, most communities began taking much care of retardation . since it is one of the biggest problems that almost scientists and specialists face a certain community. It is also a multi-dimensional problem gets into health, social, psychological, medical. Vocational and rehabilitated dimensions.

Those entangled together. So, it is not easy to cooperate among concerned people (Carnine & Granzin, 2001). Medical ,social and educational specialists tried to investigate the nature , causes, preventive and the best courses to tackle this phenomenon and take care of the half-witted people (Willi amson, Mec Leskey, Hoppey, Rentz, 2006).

WHO's reports indicated that (10%) are retarded out of industrial states in (1978). Whereas the expanding ratio is of (2-3%) of the whole population. Researching in retardation issues has acquired a great attention in the late decades (Abosi, 2000). This is actually presented by developing, educational and rehabilitating qualitative programs for this category of the retarded.

It is possible to guarantee the sources provided for instead of being the people with special needs put in institution of special education, the number of specialists who care about them have recently increased tom lay them in less –restricted areas (Hudson, Browder and Wood ,2013). They all call for integrating them with their normal consorts so that they can get benefits of abilities and possibilities shared among.

By doing so, the retarded may become rehabilitated and productive power instead of being consumed group with dead power (Rae, Murray, Mc Kenzie, 2010). The retarded therefore have the right to have good lives evenly as others do; not a favor to mention. According to the Federal Law (94/142) (1994) has given the right to the retarded to integrate with other students in the State schools (Wiilamson, Mc Lesky, Hoppey and Rentz, 2006).

When they become integrated with state schools, next to their normal consorts, it needs then practical reorganizing laws, construction, individuals, students, parents and teachers as well (Jarar, 2012). The teacher has a significant role in every step of educational process, he/she is the key of getting it done; he/she is also the corner stone in the whole process, too. He /she is responsible for the instilling the values, skills and knowledge into the children's' minds. Others consider a teacher as a person who affects the learners' attitudes and behaviors. While (Wangnen & Blackorby ,1999) assure the great role that the teacher does for the special education. So, they see the success of education of people who have special needs is tied to teachers' good preparation (Meqdad, 2008). The greatest challenge the teachers face, is to inform the retarded and to persuade the counterpart ones that they all belong to one society. As they have to work as one team, they need practical training to deal with such kind of people and to recognize strategies and techniques to learn them (Casebolt & Hodge, 2010).

Mental retardation has been defined by AAMR (American Association of Mental Retardation):" It is an essential lack in the current functional performance, it is described with low function of mental performance coupled with two or more adoptive skills, using the source of society, self-guidance, safety and health, functional academic dimensions, leisure and independent work skills that may be shown before 18 age of life." Whereas psychometric adopted by Binet and Simon to measure the intelligence. It goes with tests of intelligence where they are provided with quantitative data to investigate the state of retardation. For years went by, the ratio of intelligence was considered below (70) as an indicator to distinguish between the retarded and the normal (Yeha, Sayed Obied, 2005). After the mental retardation is being classified according to the retardation ranks; widely and expanded used. Since it depends on the level of mental functional performance on one hand ,and on the rank of development and maturity as well as deficiency in adoptive behavior on another.

The retardation can be classified into:

- simple retardation: with an average of (85) who are learnable, with (55-70) rank of intelligence ratio. It is noticed that children are able to learn and get an advantage of normal educational programs; they can read, write and calculate, but they are developing gradually.
- intermediate retardation: the ratio of intelligence for this category is of (35-50) or (40-55) ranks.
- severe mental retardation: with a rank of (20-30) or (25-40). (Al Quert, 2001).

Mental retardation is still a social problem being suffered by certain group of people in primitive and progressive , poor and rich societies (Bouck, 2006).

Upon stating a above, the researchers see to integrate these people who have suffer simple retardation with the normal to achieve the completion. And to provide them with life experiences in and out the classrooms.

The Problem of the Study:

The problem of the study is derived from the researchers' feelings the significance of integrating children whom have simple retardation with the normal within classrooms; increasing the mutual interactive and communicative relations. In the light of the significant role the teachers play in achieving the goals of integration, this study sought investigating the teachers' point of view.

Questions of the Study:

- 1- What difficulties dose integration the retarded with simple disorder with non-retarded individuals in the basic-learning encounter from the teachers' points of view?
- 2- Are teachers' points of view different in integration individuals who have simple retardation from (systems applied in integration, schools which do not apply integration, gender (males, females). learning experience, learning grade and getting training courses?

Procedural Definitions:

- Attitudes: are acquired psychological or mental nervous preparation to a negative or positive response towards people, objects, situations or environmental symbols stir that response.
- Basic schools: they are a group of Jordan state schools, providing basic education from the first grade up to ninth.
- Mental retardation: indicates to an individual between 3-20 years old, and being mentally disabled to pursuit his/her education at normal schools, and allowed to learn and train according to special methods.
- The retarded who have simple retardation: is a person whose intelligence ratio is between (55-70) and able to learn.
- Integration: it is the process involve the retarded individuals, with simple retardation, in a full or partial learning day at state school classrooms, taking care of providing him/her special needs to increase their opportunities in learning.

Literature Review and Previous Studies:

- Several researchers conducted studies that showed the difficulties facing them integrating the retarded students with non-retarded ones in normal classrooms. For instance, (Casebolt & Hodge , 2010) conducted a study investigating the analysis of physical education teachers to teach them physically. Where concerns and frustrations the teachers reacted, were recorded and had no enough support in this field, nor were prepared enough to teach that group.
- (Falin , 1995) conducted a study showed that the teacher who, taught at school which had no retarded individuals reflected negative attitudes towards the integration process itself, in comparison to those had retarded ones , reflected positive attitudes teaching at schools had educational support to teach the students (Al Rubani & Al Gamri, 2009).
- (Habayeb & Abdullah, 2005) conducted a study investigating the headmasters and teachers' attitudes towards the integration of handicapped students at normal schools, the findings indicated to positive attitudes made; where the kinetic handicapped came onto the first rank, audio, visual successively. The findings also indicated to no statistical function differences in the attitudes to integrate the three states in public schooling; being attributed to the gender, employment, experience, specialization, destination and qualification.
- (AlSabah & Shar'h, 2010) indicated to the current attitudes among headmasters and teachers as well as guardians in public schools in Mexico, in a study conducted by Todd (1995) to integrate the retarded with others in normal classrooms. The results found showed that suitable places to teach in, amending the educational methods, amending in curricula used and specialized to treat them psychologically are to be provided.
- (Al-Asqar, 2005) conducted a study investigating the headmasters and teachers' attitudes in Governorate of Tulkarum in Palestine investigating students whom were in need for special care at public schools, and recognizing the effects of gender, qualification, years of experiences and current jobs.
- (Awadh, 2006) in his study conducted to investigate the teachers of the two sexes for the lower basic grade in Qalqyliyah Governorate in Palestine, studying the integration of students with special needs in public schools, also investigating the impact of gender, years of experiences, qualification and their specializations. The findings showed positive attitudes of teachers for the integration process, where there no differences of gender, year of experiences, qualification and academic specialization variables.
- (Alahgeyeb & Abdullah, 2005) indicated in their study of (Forlen & et al ,1996) that investigating the teachers' attitudes towards physical and mental retarded children with fully or partially according to the severity of retardation, non-retarded ones.
So, the results were lower than expected, and the more sever the retardation was, the less acceptance recorded. Where teachers supported the partial integration of students who had simple retardation. In addition, teachers at private schools adopted the idea of integration more than the teacher of state school did. While teachers' experiences became less accepted.
- (Matr, 20020 conducted a study aiming the impact of integration at physical education courses based on qualitative and quantitative performances for basic skills of the retarded who were learnable. The results again showed incompatibility between the two learning (integrated and non-integrated) environments. Developing the qualitative-kinetic performance among the learnable retarded children comparing to their normal counterparts.

- (O’Niell & Dalton , 2002) aimed at increasing the cognitive skills between a female and male children whom had simple experience of retardation in learning the pre-reading skills through ordinary colored, attractive, and sound-recording stories.

Approach and Procedures:

- The population of the study consisted of female and male teachers of integrating schools of First Amman Education Directorate of (830) in the second term of schooling 2013/2014.
- The sample of the study: the sample was consisted of a group of school teachers at the integrated schools, they were simple and randomly selected of (150) teachers, (127) male teachers and (23) female ones.. it is shown in table (1) how they were distributed according to the variables of the study:

Table (1): repetitions and percentages according to the study variables:

	Categories	Repetitions	Percentage
Integration	Yes	24	16.0
	No	126	84.0
Gender	Male	127	84.7
	Female	23	15.3
Major Field	Mathematics	28	18.7
	Arabic Language	40	26.7
	Other	82	54.7
Qualification	Diploma	22	14.7
	Baccalaureate	81	54.0
	High Diploma	24	16.0
	Higher Studies	23	15.3
Training Courses	Yes	25	16.7
	No	125	83.3
	Total	150	100.0

The tool of the study:

Questionnaires have been distributed among female and male teachers at schools of integrating in First Amman Education Directorate, the researcher designed those questionnaires consisted of (33) items for each. The tool of the study consisted of several variables like the gender of teacher [male or female] , specialization, scientific qualification and whether gaining training course or not.

The validity of the study:

To make sure of the stability of the tool, it has been verified by (test-retest) method to apply the test, it has also repeated after two weeks on another group, out of the sample, consisted of (20) teachers of both genders. Person correlation coefficient therefore has been calculated between two times of calculations.

The stability coefficient calculation has also been applied by internal consistency according to Cronbach Alpha equation as shown in table (2) which illustrates the internal consistency coefficient according to Cronbach Alpha, the stability of repetition of domains and the too as a whole. So, the values are taken in account for the purposes of this study.

Table (2): the internal consistency coefficient Cronbach Alpha and the stability of repetition of domains and the total rank.

Domain	Stability of Repetition	Internal Consistency
Qualified manpower		0.72
Valuable possibilities for the retarded	0.93	0.75
Acceptability of communicating with the retarded	0.89	0.71
Implementing the syllabus and instructing methods	0.91	0.79
Implementing instructing skills	0.88	0.75
Total rank	0.90	0.83

Variables of the study:

- independent variables:
- ** gender (male , female).
- ** specializations (Mathematics, Arabic Language, Other).
- ** qualification (Diploma, Baccalaureate, High Diploma, Higher Studies).
- **training courses (yes, no).
- ** the subordinate variable (integration the retarded with others in normal classrooms from the teachers' points of view).

The procedures of the study:

This questionnaire has been distributed on 150 teachers of both genders at Amman 1st educational directorate (127) males and (23) females. The researcher after that got back the questionnaires and data collected, then she analyzed this statistically.

The statistical analysis:

These results are analyzed for each item in the questionnaire using the adequate statistical methods like the means and standard deviations and T tests as well.

The first question: What difficulties dose integration the retarded with simple disorder with non-retarded individuals in the basic-learning encounter from the teachers' points of view?

To answer this questions, the means and standard deviations for difficulties of integration the retarded who suffer simple retardation for basic education from the teacher's points of view have derived as seen in the table below:

Table (3): the means and standard deviations for difficulties of integration the retarded who suffer simple retardation for basic education from the teacher's points of view:

Rank	No	Domain	Mean	Standard deviation	Level
1	2	No available possibilities for the retarded	3.11	.698	
2	1	No qualified human cadre provided	3.02	.581	
3	3	No acceptability communicating with the retarded	2.83	.575	
4	4	No syllabus nor instructing methods are applied	2.48	.887	
5	5	No instructing skills are carried out	2.73	.745	
		Total rank	2.87	.479	

Table (3) shows that means are of (2.37-3.11) where domain "No available possibilities for the retarded" came on the first rank with higher mean of (3.11) . where "No instructing skills are carried out" domain came on the last rank of (2.73) and the mean for the tool as a whole (2.87).

Means and standard deviations of individuals of the sample on each item have separately estimated, they were then as follows:

Table (4): the means and standard deviations for difficulties related to qualified manpower descended according to the calculation of the means:

Rank	No	Items	Mean	Standard deviation	Level
1	8	It is not necessary for the teacher about integrating to have enough information on how to communicate with the retarded	3.52	1.225	
2	3	I do not believe that training courses I have offered already , were sufficient	3.22	1.122	
3	6	I do not believe that preparing program pre-service have improved me to communicate with such group of students	3.14	1.182	
4	2	I do not believe that usual students have enough awareness o how to communicate with their retarded classmates	3.08	1.173	
5	5	I do not believe that the specialist in retardation is well-acquainted to communicate with the retarded students	3.05	1.131	
6	1	I do not believe that the teachers are qualified to communicate with the retarded	3.01	1.126	
7	7	I do not believe that preparing specialized teachers effect the integrating the retarded with the usual students negatively	2.67	1.257	
8	4	I do not believe that I need training courses on how to communicate the retarded	2.45	1.138	
		No qualified human cadre provided	3.02	.581	

Table (4) shows that means are of (2.45-3.52) where item (8) provides for not being necessary for the teacher about integrating to have enough information on how to communicate with the mental retarded students” came on the first rank with mean of (3.52) Where item (4) which provides for “ I do not believe that I need training courses on how to communicate with the retarded“ came on the last rank of (2.45) and the mean for qualified human cadres as a whole (3.02).

The difficulties related to providing available possibilities for the retarded individuals:

Table (5): the means and standard deviations for difficulties related to providing possibilities for the retarded descended according to the calculation of the means:

Rank	No	Items	Mean	Standard deviation	Level
1	9	I believe that school playing grounds are suitable for the retarded	3.29	1.245	
2	10	I believe that classrooms at normal schools do not provide suitable learning environment	3.24	1.230	
3	11	It is not necessary that educational environments for the retarded are the normal school classrooms with their non-retarded	3.19	1.174	
4	12	I believe that integrating the retarded will not give them a chance to communicate socially with others	3.05	1.134	
5	13	I believe that gathering the retard in special classrooms at normal schools will not gain the acceptability of normal students and teachers	3.03	1.135	
6	14	I believe that the retarded do not learn by imitation with their non-retarded ones	2.85	.995	
		No valuable possibilities for the retarded	3.11	.698	

Table (5) shows that means are of (2.85-3.29) where item (9) provides for” I believe that school playing grounds are suitable for the retarded” came on the first rank with mean of (3.29) Where item (14) which

provides for “ I believe that mental retarded do not learn by imitation with their normal students “came on the last rank of (2.85) and the mean for providing valuable possibilities for them as a whole of (3.11).

Table (6): the means and standard deviations for difficulties related to accepting the to communicate with the retarded descended according to the calculation of the means:

Rank	No	Items	Mean	Standard deviation	Level
1	18	I believe that integrating the retarded within normal classrooms effect positively in attaining the normal students	2.97	1.135	
2	20	I see that integrating them does not enhance the principle of equality among others	2.91	1.012	
3	21	I feel comfortable that the retarded are being in the classrooms	2.89	1.132	
4	15	I do not prefer integrating them in a single part of a day in normal classrooms	2.88	1.141	
5	19	I believe that integrating them does not change the normal teachers' attitudes , nor the students' positively.	2.88	1.111	
6	22	It is easy to adopt with those students with the normal ones	2.87	1.076	
7	16	I believe that the positive attitudes are more than the negative ones regarding the integrating	2.83	1.071	
8	17	I believe the integrating program increases the rapprochement between the retarded and the non-retarded students	2.77	1.006	
9	23	I believe that integrating them with others do not increase more burdens than I got	2.71	1.179	
10	24	It is not better to separate the retarded at special schools	2.64	1.249	
		No acceptability communicating with the retarded	2.83	.575	

Table (6) shows that means are of (2.64-2.97) where item 18) provides for” I believe that I believe that integrating the retarded within usual classrooms effect positively in attaining the usual students” came on the first rank with mean of (2.97) Where item (24) which provides for “It is not better to separate the retarded at special schools “came on the last rank of (2.64) and the mean of “No acceptability communicating with the retarded” as a whole of (2.83).

The difficulties related to implementing the curricula and instructing methods:

Table (7): the means and standard deviations for difficulties related to implementing the curricula and instructing methods are descending according to the calculations of the means:

Rank	No	Items	Mean	Standard deviation	Level
1	28	I think it is not difficult to get the retarded students for some scientific concept that need mental skills	2.63	1.149	
2	26	I think curricula always suit the retarded students	2.48	1.191	
3	27	I think it is easy to prepare techniques suit the usual students and the retarded ones at the same time	2.45	1.262	
4	25	I think integration the retarded students with the usual ones will not lead to attention about individual differences made by the teachers among the two categories	2.37	1.261	
		Not implementing curricula and instructing skills	2.48	.887	

Table (7) shows that means are of (2.37-2.63) where item (28) provides for” I believe I think it is not difficult to get the retarded students for some scientific concept that need mental skills” came on the first rank with mean of (2.63) Where item (25) which provides for “I think integration the retarded students with the usual ones will not lead to attention about individual differences made by the teachers among the two categories “came on the last rank of (2.37) and the mean of “not implementing instructing skills” as a whole of (2.48).

The difficulties related to implementing instructing skills.

Table (8): the means and standard deviations for difficulties related instructing skills descended according to the calculation of the means:

Rank	No	Items	Mean	Standard deviation	Level
1	32	I think I can present the context by two instructing methods at the same time to suit the two categories	2.92	1.261	
2	33	I think it is easy prepare tests suit the two categories of students	2.81	1.392	
3	29		2.75	1.300	
4	30	I think it is easy to use contextual evaluation with these students	2.70	1.079	
5	31	I think the applied instructing methods always suit them	2.49	1.091	
		Not implementing instructing skills	2.73	.745	

Table (8): shows that means are of (2.49-2.92) where item (32) provides for "I believe I can not present the studying content by two methods at the same time to fit the two categories" came on the first rank with mean of (2.92) Where item (31) which provides for "I believe that applied instructing methods always suit those students" came on the last rank of (2.49) and the mean of "not implementing instructing skills" as a whole of (2.73).

The second question: Are teachers' points of view different in integration individuals who have simple retardation from (systems applied in integration, schools which do not apply integration, gender (males, females). learning experience, learning grade and getting training courses?

To answer this question, the means and standard deviations have been derived according to the teachers' points of view towards the difficulties of integrating the retarded individuals who have simple mental retardation upon (the system applied the integration, schools which do not apply that system, the gender (female, male), educational experience, educational grade, gaining courses as demonstrated in table (9).

Table (9): the means and standard deviations...from the teacher's points of view towards the difficulties of integrating the students who have simple retardation according to the applied systems of integration with the non-applied ones , the gender, the educational experience and educational stage and gaining courses

			Qualifie d human cadre	Providing available possibilitie s for the retarded	Acceptability of communicatio n with the retarded	Implementin g curricula and instructing methods	Implementin g teaching skills	The total ran k
Integration	Yes	M	3.02	3.34	2.88	2.46	2.71	2.92
		S	.802	.872	.906	1.179	1.111	.788
	No	M	3.01	3.06	2.83	2.49	2.74	2.86
		S	.533	.655	.493	.826	.658	.398
Gender	Male	M	2.97	3.02	2.83	2.45	2.76	2.84
		S	.513	.579	.484	.849	.646	.403
	Female	M	3.24	3.62	2.83	2.66	2.58	3.02
		S	.847	1.033	.948	1.081	1.155	.771
specializatio n	mathematics	M	2.93	2.96	2.98	2.41	2.89	2.88
		S	.480	.407	.392	.845	.506	.315
	Arabic	M	2.91	2.89	2.82	2.59	2.71	2.81
		S	.501	.643	.498	.713	.594	.391
	Other	M	3.10	3.27	2.79	2.45	2.69	2.90
		S	.639	.766	.655	.978	.868	.559
Qualification	Diploma	M	2.80	2.98	2.78	2.52	2.75	2.78

		S	.457	.555	.352	.361	.506	.312
	Baccalaureate	M	3.08	3.19	2.87	2.47	2.80	2.92
		S	.556	.631	.589	.946	.699	.413
	High diploma	M	3.13	3.09	2.89	2.53	2.64	2.90
		S	.585	.799	.791	1.036	.985	.695
	High studies	M	2.88	2.96	2.73	2.43	2.57	2.75
		S	.715	.909	.430	.908	.816	.548
Courses	Yes	M	2.67	2.77	2.80	2.50	2.66	2.71
		S	.508	.612	.493	.743	.696	.427
	No	M	3.09	3.18	2.84	2.48	2.75	2.90
		S	.572	.696	.592	.916	.755	.483

M: stands for the means and **S:** stands for standard deviations

Table (9) shows apparent contrast in the means and standard deviations from the teachers' points of view towards the difficulties of integrating the retarded individuals who have simple retardation due to the differences of the category of variables (the applied system of integration, the schools which do not apply that system), the kind, the educational experience, educational grade, gaining courses as well. And to show the statistical function differences among the means, it was adopted the multiple fivefold of analytical contrast on the domains table(10) and analyzing the fivefold analysis for the tool as a whole, as table (11) illustrates it.

Table (10): shows the multiple fivefold contrast analysis for the effect of the system applied for integrating, the systems which are not, the social gender (female, male), educational experience, educational grade and the courses gained on the domains :

The source of contrast	Domains	Total of squares	Ranks of freedom	Intermediate of squares	Value of differences	Statistical function
Integration Hotling=.053 H =.206	Qualified human cadre	.000	1	.000	.001	.971
	Providing available possibilities for the retarded	1.187	1	1.187	2.810	.096
	Acceptability of communicating with the retarded	.003	1	.003	.010	.922
	Implementing curricula and instructing methods	.039	1	.039	.048	.827
	Implementing teaching skills	.069	1	.069	.121	.728
Gender Hotling =.088 H =.039	Qualified human cadre	.731	1	.731	2.361	.127
	Providing available possibilities for the retarded	3.399	1	3.399	8.047	.005
	Acceptability of communicating with the retarded	.008	1	.008	.024	.876
	Implementing curricula and instructing methods	1.200	1	1.200	1.466	.228
	Implementing teaching skills	.469	1	.469	.827	.365
Specialization Wilex =.903 H = .165	Qualified human cadre	.213	2	.106	.344	.710
	Providing available possibilities for the retarded	1.646	2	.823	1.948	.146
	Acceptability of communicating with the retarded	.662	2	.331	.971	.381
	Implementing curricula and instructing methods	.704	2	.352	.430	.651

	Implementing teaching skills	.613	2	.307	.540	.584
Qualification Wilcoxon =.859 H =.130	Qualified human cadre	1.878	3	.626	2.022	.114
	Providing available possibilities for the retarded	.642	3	.214	.507	.678
	Acceptability of communicating with the retarded	.318	3	.106	.310	.818
	Implementing curricula and instructing methods	.017	3	.006	.007	.999
	Implementing teaching skills	.851	3	.284	.500	.683
Courses Hotelling =.133 H =.004	Qualified human cadre	1.847	1	1.847	5.966	.016
	Providing available possibilities for the retarded	1.217	1	1.217	2.882	.092
	Acceptability of communicating with the retarded	.010	1	.010	.030	.863
	Implementing curricula and instructing methods	.002	1	.002	.002	.963
	Implementing teaching skills	.049	1	.049	.086	.769
Error	Qualified human cadre	43.654	141	.310		
	Providing available possibilities for the retarded	59.555	141	.422		
	Acceptability of communicating with the retarded	48.112	141	.341		
	Implementing curricula and instructing methods	115.397	141	.818		
	Implementing teaching skills	80.000	141	.567		
Total	Qualified human cadre	50.322	149			
	Providing available possibilities for the retarded	72.666	149			
	Acceptability of communicating with the retarded	49.280	149			
	Implementing curricula and instructing methods	117.333	149			
	Implementing teaching skills	82.600	149			

Table (10) shows the followings:

- there are no statistical function differences ($\alpha = 0.05$) attributed to integration in all domains.
- there are no statistical function differences ($\alpha = 0.05$) attributed to the gender in all domains except providing available possibilities to the retarded; the differences were for the sake of females.
- there are no statistical function differences ($\alpha = 0.05$) attributed to the specialization in all domains.
- there are no statistical function differences ($\alpha = 0.05$) attributed to the qualification in all domains.
- there are no statistical function differences ($\alpha = 0.05$) attributed to the course in all domains apart from the qualified human cadre; the differences were for the sake of whom have not submitted the courses.

Table (11): analyzing the impact of binary contrast applied the integrating system with non- applied ones, the social gender (females , males), educational experience, educational grade and the courses on the total rank.

The source of contrast	Total of squares	Ranks of freedom	Intermediate of squares	Value of differences	Statistical function
Integration	.015	1	.015	.065	.799
Gender	.359	1	.359	1.564	.213
Specialization	.022	2	.011	.047	.954
Scientific Qualification	.401	3	.134	.582	.627
Courses	.359	1	.359	1.565	.213
Error	32.347	141	.229		
Total	34.163	149			

Table (11) shows the followings:

- there are no statistical function differences ($\alpha = 0.05$) attributed to integration.
- there are no statistical function differences ($\alpha = 0.05$) attributed to the gender.
- there are no statistical function differences ($\alpha = 0.05$) attributed to the impact of specialization.
- there are no statistical function differences ($\alpha = 0.05$) attributed to the impact of scientific qualification.
- there are no statistical function differences ($\alpha = 0.05$) attributed to impact of courses.

Upon the finding shown above, there are positive attitudes reflected by the teachers towards integrating mental retarded students in usual classrooms, and this study therefore matches other results concluded by some studies aforementioned such as Forline's study (1995). Habayne and Abdullah's study (2005), Al Ashaqr's (2005), Awadh's (2006) and Abed El Al's(1998). But it is different from Casebolt and Hopdge's (2010).

Discussing the results:

Should the retarded children participate in schooling terms of integration , feel welcomed and accepted by others, they certainly gain self-confidence and appreciation in their lives. This softens the retardation, makes them realize their abilities sooner, feel belonging to the society they live in, helps them acquire new skills to encounter the hardships of life, gain several learning opportunities and social attitudes as well. Thus, they feel more developed and socially desirable.

In addition, integration encourages the personal, social and behavioral patterns which enables them to lean on their selves rather than leaning on their mothers, helps them be connected to mental process during entertaining and amusing with their usual consorts. Since integration enables parents feel their retarded children involve in the society, teaches parents new learning skills to deal with their children. However, when the parents see their retarded children play and interact with the non-retarded individuals they began thinking more closely and realistically about their children and make them feel comfortable towards their improving mentally.

Moreover, integration has several educational and academic advantages for students and teachers as well such as retarded children gain academic accomplishments due to involving them in the community in writing, language comprehension and receiving language more than being acquired at private schools for being isolated therein. In addition to, enhancing the teachers' educational and personal experiences in dealing mentally with retarded students. Therefore, integration gives teachers opportunity to communicate with retarded students; this basically reflects another advantage for non-retarded students to get rid of some weak points.

Recommendations of the study:

In the light of the findings in this study, the researcher recommends the more significant ones:

- identifying a few criteria to adopt integration the retarded children among the state schools.
- Increasing the number of resources rooms at the state schools.
- Rehabilitating the infrastructure of the state schools to meet the demands of various retardations, helping the adoptability and gaining better learning opportunities.
- Providing special centers provided with diagnosing equipments to evaluate the children who have mental retardation more comfortably; or appointing more governmental centers so that different cases of retardation may consult them across government in HKJ.
- Developing employees at the state schools, teachers of Arabic, Mathematics, supervisors of resource and curriculum rooms and educational counselors in particular.

- Developing studying curricula as well as activities to meet the demands of all students specially the retarded ones.
- Reducing the number of students in usual classrooms, and providing the necessarily appliances needed to apply the educational programs.
- It is necessary to provide the educational institutions with qualified human cadre to supervise upon teachers and retarded students as well.
- It is necessary to dense the programs of awareness of the retarded students' families and evaluate the slices of domestic society by reviewing the acceptability of the retarded in the society.
- Implementing similar studies to face the difficulties of integration the retarded at schools from the parents and teachers' points of view on one hand, and the retarded himself/herself and the related institution on another.

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