



To What Extent Do Secondary Schools in Northern Emirate (Fujairah)  
Prepare Students with Special Needs for Inclusion in Higher Education?

الى اي مدى المدارس الثانوية في الامارات الشمالية (الفجيرة) تهيء التلاميذ ذوي الاحتياجات الخاصة  
للمدمج في التعليم العالي؟

**By**

**Student Name Kamal Ibrahim Masrieh**

**Student ID number 90130**

Dissertation submitted in partial fulfillment of the requirements for the degree of  
MED-Special Needs.

Faculty of Education

Dissertation Supervisor

Dr. EmanGaad

May-2012

## DISSERTATION RELEASE FORM

Student Name	Student ID	Programme	Date
<b>Kamal Ibrahim Masrieh</b>	<b>90130</b>	<b>MED-SN</b>	30-05-2012

Title
To What Extent Do Secondary Schools in Northern Emirate (Fujairah) Prepare Students with Special Needs for Inclusion in Higher Education?

I warrant that the content of this dissertation is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

I understand that one copy of my dissertation will be deposited in the University Library for permanent retention.

I hereby agree that the material mentioned above for which I am author and copyright holder may be copied and distributed by The British University in Dubai for the purposes of research, private study or education and that The British University in Dubai may recover from purchasers the costs incurred in such copying and distribution, where appropriate. I understand that The British University in Dubai may make that copy available in digital format if appropriate.

I understand that I may apply to the University to retain the right to withhold or to restrict access to my dissertation for a period which shall not normally exceed four calendar years from the congregation at which the degree is conferred, the length of the period to be specified in the application, together with the precise reasons for making that application.

Signature
Kamal Ibrahim Masrieh

## ABSTRACT

Secondary Education remains a challenge due to the way of teaching that focuses mainly on delivering a bulk of information in traditional ways. Large numbers of students are allocated to each teacher in the classroom. This study investigates the promptness of two of Fujairah governmental secondary schools preparing students with special education needs to be included in higher education. Qualitative and quantitative methods were utilized to consider the factors that affect the provision of services to these students. The researcher used a number of research tools including a questionnaire survey, semi structured interviews, and observation. The results show that the way of preparing special needs students to be reconsidered because until now, secondary schools include students with special educational needs for social issues rather than having the insight to bridge the gaps, and consider the factors that affect their academic achievement and self-esteem after the secondary school. Further research is deemed necessary to validate the results of the current study.

### Key words:

Special education needs, Least Restrictive Environment, Ministry of Education, United Arab Emirates, Gulf Corporation Council, Individual Education Plan, Learning Disabilities.

## المخلص

التعليم الثانوي يواجه بعض التحدي نتيجة طريقة التعليم التي تعتمد بشكل اساسي على اعطاء كم من المعلومات اضافة الى العدد الكبير من التلاميذ في الصف مقارنة بعدد الاساتذة. هذه الدراسة تبحث عن استعداد عدد من المدارس الثانوية الحكومية في منطقة الفجيرة من اجل دمج ذوي الاحتياجات الخاصة واعدادهم الى مرحلة التعليم ما بعد الثانوي. تم الاستعانة في طرق بحث عديدة من اجل اجاد العوامل التي تؤثر على مدى الخدمات المقدمة لهؤلاء التلاميذ وكذلك قام الباحث باستخدام عدد من ادوات البحث من اجل جمع المعلومات منها الاسئلة والمقابلات الشخصية والاعتماد على الملاحظات المباشرة. تشير النتائج التي تم الحصول عليها ان هذه المدارس تقوم بدمج ذوي الاحتياجات الخاصة من خلال التركيز على الجانب الاجتماعي دون العمل على تطوير الجانب الاكاديمي والعلمي.

## DEDICATION

To my dear wife Alia

## ACKNOWLEDGMENT

First of all, I would like to thank the Dean of Teaching and Learning Department at British University in Dubai, Dr. Eman Gaad for her continuous guidance and encouragement without her constant support. I would not have been able to complete this study.

I would also like to thank my family members; Wael, Tala, Sara, and especially my wife Alia for their patience, sacrifice, and support during the difficult time while writing this research.

My gratitude goes to the Ministry of Education- Department of Special Education Needs, secondary school principals and teachers for their time- It would have been difficult to get the necessary documents without their help. Finally I am grateful to the tutors and staff of the British University for the unlimited support.

## TABLE OF CONTENTS

DEDICATION.....	ii
ACKNOWLEDGMENT.....	iii
ABSTRACT.....	ix
List of Figures.....	vii
List of Tables.....	viii

### ChapterI:Introduction

- Background ..... 1
- Research Questions.....2
- Significance and rationale of the Study.....2
- Purpose of the Study.....3
- The United Arab Emirates (UAE) Context.....4
- Education System in the UAE.....4
- Special Education in the UAE.....5
- Organization of the chapters.....6

### ChapterII:Literature Review

- Methods Used in the Literature Review.....8
- Discussion of the Literature Review.....8
- Policy Framework Supporting Teacher Education for inclusion.....9
- Development of Education and Special Education in the Area.....9
- History of Special Education in the UAE.....10
- The Concept of Inclusion.....10
- Inclusive Education.....11

- Warnock Document.....13
- The Social Benefit and Academic Achievement of Inclusion at the Secondary school.....13
- Principals' Attitude and Perception Regarding Inclusion.....14
- Teachers' Attitude toward Inclusion.....15
- Pedagogy.....16
- Differences between Secondary and Postsecondary.....16
- Identification and Assessment.....17

### Chapter III: Methodology

- Design of a Framework.....19
- Purpose of the Study.....20
- Learning Theories.....21
- Research Questions.....22
- Techniques of Data Collection.....22
- ❖ Questionnaire Survey.....23
- ❖ Interviews.....25
- ❖ Observations.....27
- ❖ Ethical Issues of the Methodology.....28
- Validity and Reliability.....29
- The Study Limitations.....30

### Chapter IV: Presentation of Results

- Introduction.....32
- Data Collected from.....32
- ❖ Demographic Data Obtained from Participants.....33
- ❖ Training and Experience.....38
- ❖ Post- secondary Education.....42

- Presentation of Data Collected from Semi-Structure Interviews.....51
- Observation from Um Al-Moeneen Secondary School.....53
- Observation from Saief Bin Hamad Secondary School.....53

## Chapter V: Discussion of Findings, Recommendations and Conclusion

- Introduction.....54
- Discussion of Question number One.....54
- Discussion of Question number Two.....58
- Discussion of number Three.....64
- Conclusion.....66

References.....68

## Appendices

Appendix I. Permission letters.....77

Appendix II. Guidelines for Ethics in Education Research.....79

Appendix III. Dissertation Learning Contract.....87

Appendix IV. The Survey.....92

Appendix V. Semi- Structure Interviews Form.....98

Appendix VI. Transcription of Semi- Structure Interviews.....101

Appendix VII. Classroom Observation Form.....121

Appendix VIII. Transcription of Observation Form.....123

## LIST OF FIGURES

Figure	Title of Figure	pages
Figure1	Teachers Age Distribution	33
Figure 2	Participants' According to Gender	34
Figure3	Nationalities of Participants	35
Figure 4	How many students are in your school?	35
Figure 5	Approximate number of students with disabilities like: physical disabilities,visual and hearing impairment...	36
Figure 6	Participants according to experience	36
Figure 7	Type of school were you currently working	37
Figure 8	Years of regular teaching in your school	38
Figure 9	Years of special education teaching	39
Figure 10	How many have you been a principal at the secondary school?	39
Figure 11	Do you have any specific special educational needs qualification?	40
Figure 12	Please indicate the number of courses in special education you have received	41
Figure 13	Teachers' Perception	41
Figure 14	Students with special needs should be assessed	42
Figure 15	To increase success rate in Post- secondary school	43
Figure 16	The school that include students with special needs	43
Figure 17	Inclusion programs are too expensive to be implemented	44

## LIST OF TABLES

Table	Title of Table	Pages
Table1	The curriculum issued by M.o.E is modified	45
Table2	Specific accommodations should be documented on the (IEP)	46
Table3	The materials covered during the academic years	46
Table4	The results of tests should determine how much students with special needs are ready	47
Table5	Governmental secondary school has adequate trained staff to implement the inclusion program	48
Table6	The social interaction for students with special needs inclusive setting	49
Table7	The understanding of inclusion program is important for its success	49
Table8	Include and prepare students with special needs	50



# Chapter I

## INTRODUCTION

### 1.1 Background

Nowadays, everyone has the right to be educated and mainly students with SEN. The United Nations acknowledges the fact that “education is a basic human need and a prerequisite for the achievement of development” (United Nations Resolution 45/199 and 50/143).

Education is considered the corner stone of any society; educating students with special needs (SEN) become the core of the educational system worldwide. According to Salamanca statement and Framework for action (UNESCO, 1994) the right of education of every individual, as mentioned in the 1948 Universal Declaration Human Rights the statements insist on several points; every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.

It also stated that those who have special education needs must have access to regular schools which accommodate them within a child-centered pedagogy. Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, and building an inclusive society and achieving education for all. Moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost- effectiveness of the entire educational system.

Every child with disability should be provided a free appropriate public education. With the emphasis on educating students with disabilities beside their non-disabled peers to the greatest extent possible.

As per IDEA, students must be educated in the Least Restrictive Environment (LRE), which means:

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (IDEA Section 612 (a)(5)(A), 2004).

## 1.2 Research Questions

The quality of the questions should be objective, relevant to each other, clear, specific to the topic to be discussed, answerable, and interconnected. Hence, the following are the research focused questions:

1. To what extent do secondary schools in Northern Emirate (Fujairah) prepare students with special needs for inclusion in higher education?
2. What are the factors that affect the provision of services offered to students with SN in Fujairah secondary schools?
3. What could be recommended to prepare such students for University?

## 1.3 Significance and Rationale of the study

Actually, the UAE is one of the countries that believe in the right of all to be properly educated in order to help in the development of the country. There are many researches conducted in the UAE discussing the inclusion of students with special needs in different ways like attitudes of teacher towards inclusion (Gaad, 2004; Gaad & Khan, 2007).

While other studies dealing with separate case studies of a child with certain special needs and how to have the right to be included in the school system, this study explores the ways the governmental secondary schools, working under the authority of Ministry

of Education, prepare the students with special educational needs (SEN) to face the challenges, and avoid any encountered problems in the future.

The study investigates the services provided by these schools to help students with to pursue their higher education. Also, the study investigates the curriculum modifications, staff attitudes towards preparation of the students' transition to Post- secondary level. According to Moffett (2000), teachers need to be sensitive to the educational needs of students with special needs, and utilize strategies such students need to learn, if they are to be provided with the most appropriate educational services. In addition the study will pinpoint how the school principles' and the staff coordinate to alleviate the challenges that can be consider as an obstacles in the students' way. A better understanding of the issues and concerns of professionals at the secondary level will permit the staff working with these students to have the ability to evaluate and improve the services they provide to students who plan to pursue a college degree.

Furthermore, the educational programs and provisions in Fujairah government schools are studied to find out how the students with SEN are supported in a professional way and whether they are provided with the necessary and essential preparation to make them ready for a new experience Post- secondary school. Based on the results of the study, the some recommendations will be offered for better changes in order to control and bridge any gaps between secondary schools and higher education.

#### 1.4 Purpose of the Study

The aim of the study is to explore how the secondary schools in Fujairah accommodate students with SEN to prepare them for a successful postsecondary education. Typically, the way students with SEN received their education in high mainstream is to certain extent different from the secondary level in many ways. For instance, the setting at higher education provides less contact between students and teachers, the courses require too much reading and well preparation and search of the given assignment. Also, students have unstructured time management. Moreover, the researcher in the study will try to assess if the secondary schools train students' with SEN to acquire

the important knowledge and skills needed for their careers. These skills are, for example, self-awareness, selecting the appropriate job and engage in self-advocacy.

The study involved four schools in Fujairah Educational Zone. Also, it was designed to identify whether the class teachers, and principals have clear strategies and an organized plan in order to strengthen the students' needs and to overcome their weaknesses and at the same time to consider if the staff dealing with the students gain the abilities, capabilities and the positive attitude towards presence of such students in their mainstream. As this study seeks the preparation of students in secondary schools in order to access easily the Post-secondary, the researcher will try to identify the basic skill deficiencies, these students have been found to lack proficiency in the use of several higher order skills that are required for mainstream success such as paraphrasing, self-questioning, theme writing, error monitoring, and test taking (Schumaker, & Deshler, 2006). The recommendations offered can highlight to certain way on the deficiencies in the preparation of students with SEN and to have the best future practice from secondary to postsecondary level.

## 1.5 The United Arab Emirates (UAE) Context

A federation of seven semi-autonomous Emirates established on December 1971 is called the UAE. It is situated on the Arabian Gulf, and surrounded by many other Gulf countries like Saudi Arabia and Oman. The country characterized by desert weather with minimal rainfall in the year. The seven Emirates are governed by Supreme Council of rulers which has the highest authority in the country. It has a continuous record of human development in all fields such as economic, education, health care systems, housing and environment (Gaad et al, 2006). The last decade showed a revolution in the infrastructures, economy, tourist and other different fields, which allow this country to be classified as one of the fastest growing countries in the world.

The UAE has important criteria in comparison with other Arab countries that is the free market economy based on oil and gas production, trade and light manufacturing. The economy provides citizens with a high per capita income, but it is heavily dependent on foreign skilled and unskilled workers (Bureau of Democracy, Human Rights, and Labour, 2003).

## 1.6 Education system in the UAE

The UAE offers free education to all local male and female students from kindergarten to university. The educational system is divided into groups: government schools and private sector (Gaad et al, 2006). Both sectors are under the authority of the MoE although the role of the MoE varies in both of them (Bradshaw et al, 2004).

Education is compulsory until grade 9 this basic education has two cycles; cycle 1 is for grades 1 to 5 and cycle 2 is for grades 6 to 9 and then secondary, in addition to private education including national and foreign schools that are operated under the supervision of the MoE (Gaad et al, 2006).

The educational system is still in need of improvement to adapt well to the needs of modern economic development (Gaad et al, 2006). However, universities, colleges, and modern schools have been opened with programs based on English as a medium of teaching providing their students with better programs and enhanced education system (Kapiszewski, 2000). As the educational system shown improvement and developed well in the last few years, still the need to empower the special education in UAE should be considered a priority in the plan of ministry.

## 1.7 Special education in the UAE

Transitional services include activities designed to prepare the students with special needs to move from one stage, or from one environment to another, and from school to activities of public life so that he is able to rely on himself to the maximum extent possible. The inclusion of children with learning difficulties and special needs in mainstream school is not a wide and for more than 30 years governments across the world have tried to include children with learning difficulties into regular schools (cited in Reynolds, C. Federal law 29).

According to Bradshaw, Tennant and Lydiatt (2004), the percentage of people with disabilities in the UAE appears similar to the world wide average, that is, 8–10% of the population.

The Ministry of Education and Youth is also involved with students with disabilities via two separate departments: one for the private school system, the other for the public schools. Currently, a specific categorical system for identifying and supporting students with disabilities does not exist formally.

Special education services within the UAE public school system currently focus on an early intervention system. Young students in kindergarten and grade one levels are usually identified through a school-based team process, then assessed by an educational psychologist and/or speech- language pathologist, and finally accepted for extra support. Identified students are then assigned either to a special education classroom or to resource room support(Bradshaw et al.,2004).There is a maximum of 12 students in a special education classroom and a maximum of five in a resource room at any given time. The support system in special education classrooms operates up to about the fourth grade level. After that, all students with special needs are integrated into general education classrooms.

In November 2006, the United Arab Emirates Federal Government passed the UAE Disability Act (FederalLawNo.29/2006) to protect the rights of people with disabilities. One of the principles of this new law is that people with special needs must be provided with equitable access and related facilities in all new property development projects (AlRoumi,2008).This law stipulates that persons with disabilities enjoy an inherent right to life on an equal basis with others; recognizes that all persons are equal before the law; prohibits discrimination on the basis of disability; ensures the right to own and inherit property and control financial affairs; and protects their physical and mental integrity(EmiratiNewsAgency,2008).

## 1.8 Organization of the chapters

The research study is organized in five chapters; the first chapter includes education in general followed by special education in theUAE. Then the research questions are included, in addition to a brief coverage of the UAE context.

Chapter two discusses the literature review starting by a short introduction followed by the bodies of literature and the theories included and other primary authors in the field. Chapter three includes the methodology used and the rationale behind using this study like interviews, observation and questionnaire survey.

While chapter four discusses the results in details to see how the schools prepare students with special needs to be ready to move to higher education, chapter five provides a detailed discussion, recommendations which aim to improve and bridge the gap presented in the study, conclusion, and suggested ideas for future research.

## Chapter II

### Literature Review

#### 2.1 Methods used in Literature Review

The researcher used different databases and searched online to identify previous research and journals about how students with SEN prepared in governmental secondary schools to be ready to move with less barrier to postsecondary level. As a result, the main databases extensively used were the Education Resources Information Center (ERIC), and Education Research Complete (ERC) many articles and research papers were obtained from these academic sites since there was too much difficulty to get any information from free sites or any non-professional general sites. The search focused on the library of the British University in Dubai (BUID) to have an access on the textbooks and journals dealing with the discussed research subject.

#### 2.2 Discussion of the Literature Review

The body of the review literature is subdivided into many sections with clear subtitles and coherent organization relevant to preparation of students with SEN in governmental secondary education to transfer to higher level which is considered more accessible for the researcher and the reader to follow during the reading.

On one hand, the researcher reads so many articles in order to decide what could be present specifically in the review that related to the discussed subject. On other hand, the time is considered as sword with double edges. So, many points to be covered in the review like focusing on, policy framework supporting teacher education for inclusion, development of education and special education in the area, history of special education in UAE, the concept of inclusion, inclusive education other worldwide articles discussing the main aspects of such preparation.

### 2.3.1 Policy framework supporting teacher education for inclusion

In many countries teacher issues are high on policy agendas and in particular there is an increasing attention given to teacher education for inclusion. Peters and Reid (2009) The proposed advocacy model, based on principles of inclusive education and disability studies, must be part of a larger societal reform in response to inequity and exclusion. In turn, disability/ diversity reform must challenge the pervasive view of e.g., disability as a personal tragedy rather than as a social construction. Garcia-Huidobro (2005) points out that equity must be at the centre of general policy decisions and not limited to peripheral policies oriented to correct the effects of general policies that are not in tune with a logic of justice or prevention. Kyriazopoulou and Weber (2009) developed a tool for monitoring developments towards inclusive practice. Within their indicators for legislation, they recognised the need for legislation on education to address the quality of training for teachers, psychologists, non-educational personnel, etc. with special regard to dealing with diversity. Colebatch (2000, as cited in Gaad 2011) states, “[p]olicy is what government decides to do” (p. 61) and that support of the legislation was achieved when the first law for special needs was passed in 2006 in UAE.

When policy makers and those involved in general education teacher preparations consider the design and implementation of programmes, special education is ‘*rarely on their radarscreens*’ (Rosenburg et al., 2007). Reynolds (2001) points out the difficulties of focusing on values in an output driven system and the need to look longer term beyond that which can easily be observed / tested. There is a need to recognise that legislation, funding, curriculum, assessment and accountability should be considered holistically if they are to support a move towards more inclusive practice in which teacher education plays a key role.

### 2.3.2 Development of Education and Special education in the Area

The educational system in GCC countries for instance, being relatively young, is fertile ground for research. The governments of most of the nine examined countries have placed educational reform, with special education as an important part of such a system, high on their list of priorities Gaad (2011).

The UAE is trying to establish a sophisticated educational system, like the ones in the United States (US) and United Kingdom (UK).Thalhami (2004, as cited in Gaad 2011) claims that the country was “determined to reserve the tide of history by modernizing without totally yielding to western prototypes and models of development”.

In fact, a study conducted by Farooq (2007) reflects the real situation of some students with special needs throughout his unpublished dissertation her focus was towards the current situation of local students with Autism spectrum disorder (ASD) in Dubai.Farooq, (2007, as cited in Gaad 2011).

### 2.3.3 History of Special Education in the UAE

Since 1979, the provision of special education programs and services in the United Arab Emirati (UAE) has evolved and expanded to recognize a wider variety of categories of special education. In addition, in 2006, special education programs and services in the UAE were expanded to include the delivery of services to students up to the 9th grade cited in (school for All).Also, in the past, the Ministry of Education in the UAE primarily provided special education programs and services to students with intellectual disabilities (previously referred to as mental retardation) in community or center-based educational programs, while students with visual, hearing and physical disabilities received their education in general education classrooms and received support from regular and special education teachers cited in (school for All).

### 2.4 The concept of Inclusion

In the educational field the term “inclusion” is relatively considered a new concept; inclusion involves a process of reform and restructuring of the school as a whole, with the aim of insuring that all pupils can have access to the whole range of educational and social opportunities offered by the school (Mittler, 2000, as cited in Gaad 2011).In fact the idea of inclusion is considered clear in many countries. However, in realitythe concept of inclusion in most of Arab countries and Gulf region is still need more understanding and practice to reach to the core of inclusion process.

The UAE is considered a multicultural country and therefore, the inclusion concept will perceive in different ways affected by background, race and culture of the people living in the country. As a result, the concept of inclusion is still controversial and many people can explain inclusion in different ways according to their understanding.

Inclusion is seen as a part of an international phenomenon due to recent civil rights movements and global changes (Dyson, Gallannaugh, & Millward, 2003, as cited in Gaad 2011). However, Gaad (2011) mentioned that in a few countries, whilst integrating, the child is given the minimum amount of support to ensure the experience is meaningful. Levels of support range from full one-to-one support in the mainstream class through to just settling a child in for the first few minutes of a lesson.

Accommodation, modification and provision are often associated with the term inclusion, and this applies in this part of the world too. Issues related to strategies through which schooling becomes accessible to learners with special needs are a part of the concept too. However, there is not much confusion about curriculum adaptation and flexibility to cater to differences in learning associated with such provision. Frederickson and Cline (2002, p.81, as cited in Gaad 2011) have referred to a number of factors that contribute to successful inclusion of which appropriate curriculum is an important feature.

#### 2.4.1 Inclusive education

The inclusive education for students with SEN in UAE is still under two ministries the Ministry of Social Affairs (MOSA) and Ministry of Education (MOE) and this is considered, to certain extent, a barrier in front of the inclusive education process. According to Gaad (2004b) this dual management is not only questioned from a human rights perspective, but also questions have been raised about its efficiency.

Inclusion of learners with special needs in mainstream schools is an international phenomenon that is making its way to the UAE.

Keeping in line with the trend of 'education for all', and reaffirming the pledge in the Salamanca Statement, the world leaders declared that they would make sure of the protection of the right of education of every child, without any discrimination and that includes disability (UNESCO, 1994). The UAE was rather slow in responding to this declaration and latter issued the Federal Law No. 29/2006), on the rights of people with disabilities, including those with special needs, to be educated (Farouk, 2008, as cited in Gaad 2011).

The all new federal law for the rights of persons with special needs was declared after being long anticipated by many stakeholders, parents and disability advocates. The law in general aims at protecting the rights of the person with special needs by providing them with appropriate services in three main areas: education, health and employment. In the education field, the law guarantees access to equal opportunities to education with all educational organizational for learners with special needs cited in Gaad (2011).

Students with SEN may have some trouble in different stages of their studying in schools. However, it is possible to solve and minimize any barrier if the education system has a clear vision and supported by the law. As a result, preparing students at the secondary stage required the collaboration between parents, school, and the society to reach to the target which is succeeding in postsecondary level.

According to the Education Act 1996 cited in Gaad (1998) a child has a "learning difficulty" if:

- a- 'He has a significantly greater difficulty in learning than the majority of children of his age.
- b- 'He has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in schools within the area of the local education authority'.
- c- 'He is under the age of five and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) when of or over that age'.

## 2.4.2 Warnock Document

In a study conducted in UK the government has produced a document of major significance of special education in England, Scotland and Wales (Karagians and Nesebit, 1981). This document is well known as Warnock Report in 1974 saw the establishment of the Warnock Committee, leading to the publication of the Warnock Report 1978, which was named after Mary Warnock, the chair of the inquiry whose remit was to look at the needs of children with SEN.

A summary of the main points in Baroness Warnock's pamphlet is as follows:

- Inclusion and statements are not working and a new commission is needed to look into the whole area of SEN provision;
- Small specialist school provision is needed;
- Bullying of children with SEN is inevitable in mainstream schools;
- Statements should only be used as passports to special schools;
- SEN should only be catered for in mainstream schools when it can be supported from within a school's own resources.

## 2.5 The social benefit and academic achievement of inclusion at the secondary school

The aim of any educational system is to provide a basis of theory for the students. Teaching students with special needs is no exceptional; the purpose of any Individual Education Plan (IEP) is to put to students with SEN an achievable goals. The same objectives and expectations should be included in any inclusion program and should move them into the general education setting. The social interaction and benefit for both students with SEN and their non-disabled peers in inclusive classroom is well documented (McDonnell et al., 2002). Rea et al. (2002, as cited in Bentolila, 2010) conducted a descriptive study to compare the performance of middle school students identified as having specific learning disabilities (SLD) served in inclusive setting, as compared to similar students being served in a pull-out special education program.

The results demonstrated that students educated in inclusive settings earned significantly higher grades in all four areas (language arts, mathematics, science and social studies). Also, the analysis of the tests revealed a higher score for those students with SLD receiving instruction in an inclusive model compared to those educated in a pull-out setting.

In another study, Cawley et al. (2002, as cited in Bentolila, 2010) focused on the academic performance, social adjustment and attendance of both the students with disabilities and their non-disabled peers. The results of the study indicated that in the area of academics, the students with disabilities passed the districts final exam for science at the same rate as their non-disabled counterparts.

## 2.6 Principals' attitudes and perception regarding inclusion

At the school site level, the principal is highly influential in every aspect of the school (Fullen, 2001). The results of a study conducted by Praisner (2003 as cited in Bentolila 2010) yielded that the principal was seen as having a strong influence on the placement decisions of the IEP team, despite the fact that the decision was made by the team. Additionally, the past experiences principals had with students with disabilities also influenced their attitude towards inclusion. Finally, the study indicated that principal preparation programs had to address inclusion in their course of study as the data indicated principals with more exposure in this area had a more positive attitude towards inclusion.

Another investigation conducted by Carter and Hughes (2006) investigated the perspectives of general and special educators, paraprofessionals, and principals regarding the inclusion of high school students with severe disabilities. The results determined that teachers identified barriers to inclusion limited time to plan together, lack of resources, and behavior challenges. Principals play an important role in controlling planning time, resources, and discipline plans, and, therefore, can have an influence on these potential barriers and attitudes towards inclusion Carter and Hughes (2006 as cited in Bentolila, 2010).

The students with SEN should be given opportunities to learn in a least restrictive environment and this can be seen from the moral and ethical issue before any related law. Theoharis(2007, as cited in Bentolila, 2010) conducted an empirical study to investigate how principals address issues of social justice in their school.

### 2.6.1 Teachers attitude towards inclusion

The attitude of teachers is a very important variable in the success of including students with exceptional learning needs in regular classrooms (Stewart, 1990, as cited in Gaad, 2004). In a study that was set to examine General Education teachers' attitude towards including students with disabilities in the regular classroom in the UAE, Alghazo and Gaad(2004) found that teachers in the UAE tended to have negative attitudes towards the inclusion of students with disabilities in the regular education classrooms. Results also indicated that male teachers had more negative attitudes than female teachers towards inclusion. The study showed that the years of teaching experience was influential in determining teachers' acceptance of inclusion. As teachers gained more experience, they seem to be more accepting of the inclusion of students with disabilities in their classrooms (Alghazo&Gaad 2004). Hastings and Oakford (2003as cited in Ellis et al 2008) summarise previous research on teachers' attitudes towards inclusion. Children with less severe special educational needs, who are less demanding in terms of teachers' input, are generally viewed more positively in terms of inclusion than children with severe disabilities.

Typically children with intellectual disabilities or emotional or behavioural problems are rated less positively by samples of teachers and student teachers (Avramidis et al 2000aas cited in Ellis et al 2008). Ellins and Porter (2005 as cited in Ellis et al 2008), in a single-school study of secondary teachers' attitudes to SEN, found departmental differences. Teachers of the core subjects – English, Maths and Science – had less positive attitudes than teachers of foundation and more affective' subjects, and pupils with SEN made least progress in Science, where teacher attitudes were the least positive.

## 2.6.2 Pedagogy

Alexander (2008a as cited in European Agency 2010) writes that culture is 'so pervasive a shaper of education and educational realities that it cannot possibly be ignored' (p. 19). Alexander defines pedagogy as 'the observable act of teaching together with its attendant discourse of educational theories, values, evidence and justifications. Florian (2007) writes that teachers need to understand difference accounted for as an essential aspect of human development in any conceptualisation of learning. She adds that teachers need to be disabused of the idea that they are not capable of teaching all learners. Ainscow et al. (2007) point to the need to see teacher development as more than simply learning to implement centrally mandated practices. Darling-Hammond (2006 as cited in European Agency 2010) agrees that teachers need to know how and when to use a range of practices to accomplish their goals with different students in different contexts, rather than being subject to the pendulum swings of polarised teaching policies.

## 2.7 Differences between secondary school and postsecondary

Students with learning difficulties may face a lot of challenges once move from high school to postsecondary level. First, learning disabilities are hidden disabilities, because they are not physically evident or noticeable in general contact with the student (Field, 1996; Getzel & Gugerty, 1996, as cited in Janiga, S. et al. 2002).

The differences between secondary and postsecondary education also create problems for students with LD. Typically, the university setting provides less student-teacher contact and larger class sizes (Lerner, 1997 as cited in Janiga, S. et al. 2002). College courses usually require long range projects and infrequent evaluations, in contrast to the short-term assignments and frequent grading experienced in high school.

College students have more unstructured time to manage and often lose their familiar support network of family and friends. Although all students in college experience these new learning conditions, students with LD are at greater risk for failure because of their inherent learning difficulties (Lerner, 1997).

Their ability to self-assess strengths, deficits, interests, and values is often impaired, and they may find decision making to a difficult and problematic process (Cummings et al., 2000; Levinson & Ohler, 1998 as cited in Janiga, S. et al. 2002). Thus, students with LD need assistance to determine the specific accommodations they need and to make career decisions. Also, they must acquire self-advocacy skills; they must learn how to communicate their own strengths and weaknesses to professors in order to receive appropriate accommodations (Cummings et al., 2000, as cited in Janiga, S. et al. 2002). However, the identification of students who need these services is often difficult (Gajar, 1992, as cited in Janiga, S. et al. 2002).

The majority of the referrals received by postsecondary programs that serve students with disabilities are from parents or self-referrals prior to admission, but a large proportion of students are identified after they already have experienced difficulties with the college curriculum (Gajar, 1992).

The responsibilities of the students also rely on how to identify appropriate supports, select their courses, and monitor their utility of requested accommodations. Schools should help students realize that they must be qualified for admission into postsecondary institution and must remain eligible by maintaining satisfactory performance, both academically and socially. Therefore, it is critically important that students understand the specific nature of their disabilities and related legal rights and responsibilities (Shaw, Madaus. & Banerjee, 2009).

## 2.8 Identification and Assessment

The frequent use of the phrase identification and assessment may lead to a tendency to assume that there is something very definite, almost scientific about this process and to an undue confidence in the accuracy and consistency with which, having identified and assessed, the term special educational needs is applied to pupils. What teachers therefore are experiencing is the existence of a mixture of modes for identifying pupils with SEN and understanding and interpreting the term 'SEN'.

Despite efforts to frame it otherwise, the term SEN, probably partly due to its incorporation of the words 'special' and 'educational', is inevitably and inextricably linked with the traditions of 'special education' that are based on the medical model of identifying, assessing, labelling and treating (Ellis et al 2008).

What can be said from the literature is that the term 'special educational needs' neatly conveys the inherent dilemma for those who seek to identify what it is. The 'SE' (Special Educational) within the term ensures some continued legitimacy for special education with its labels, specialist teachers and schools, while the 'N' (Needs) is more in keeping with an emphasis on the social and contextual factors that contribute to the quality and range of learning opportunities offered to individuals and groups of pupils. This coexistence of different approaches to identifying SEN, and the resulting difficulties and confusion for teachers is perhaps a positive indicator of, and a necessary transition stage within evolving inclusive practice. It is professionally sound and appropriate for teachers to question their confidence in and understanding of the use of the term 'SEN' as this may lead to the encouragement of approaches to identification and assessment that focus more on learning than labeling (Ellis et al 2008). The Audit Commission (2002) focusing on England and Wales commented that:

“...there may be many children for whom the SEN label might no longer be appropriate or necessary, as schools become more adept at responding to the diversity of needs in today's classrooms” (Audit Commission 2002, pp 52).

The focus on the individual as the source of being 'special' (i.e. different from the norm) is an inheritance from the medical model of disability where identification involved examination and testing to identify how far the individual's development varied from the 'norm' (i.e. the population of same aged peers). The purpose of this form of assessment allowed for individuals to be categorised so that 'special' treatment could be allocated. The justification of this model was to provide educational opportunities for disabled people (Ellis et al 2008).

## Chapter III

### METHODOLOGY

#### 3.1 Design of a Framework

In this chapter, the researcher's concern is to design a framework for his research in order to guide and redirect the process in an organized way. Furthermore, the components of the framework in this chapter include:

- Purpose of the study: the researcher tries to find out the ways the secondary governmental schools prepare students with SEN to be ready and able to promote to higher education. Further details will be considered during the chapter of discussion.
- Theory: several learning theories discuss different aspects of human's life. However, this study includes two learning theories of Piaget and Vygotsky that seem to a certain extent related to the study.
- Research questions: the researcher proposed one main question, and other two sub questions.
- Methods: different techniques used to collect and analyze the data. Like questionnaire survey, semi structure interviews, and observation. In order to gather necessary data that can answer the researched questions.
- Validity and reliability: validity is concerned with whether the findings are 'really' about what they appear to be about. (The consistency or stability of a measure; for example, if it were to be repeated, would the same result be obtained?) (Robson, 2002).
- Study limitations: this study has many limitations that are discussed in details at the end of this chapter.

### 3.2 Purpose of the Study

The purpose of this study is to explore the way of preparing students with SEN in Fujairah Governmental secondary school to be included in Post-secondary mainstream, factors affecting such preparation, and what is offered to those students. To fulfill this purpose, a qualitative research study of gathering and analyzing data based upon surveys, teachers' interviews and students with SEN observations.

The qualitative methodology used in this study to provide an approach into the students with SEN attending regular governmental secondary schools. Qualitative research can be considered as the super ordinate concept, joining different research approaches with certain common characteristics as well Bogdan and Biklen (2003). The data collected for qualitative research depend more on verbal and visual than in numbers. When analyzing the gathered data, statistical procedures are also not used, but instead predominantly qualitative analysis, the essence of which is searching for codes in the analyzed materials (Bryman, 2004).

Qualitative research has many advantages; one advantage of the qualitative methods in exploratory research is the use of open-ended questions which allow the participants to respond by using their own words. Also, it allows the researcher the elasticity to investigate the initial response of the participants. So, the researcher should listen carefully to the participant's responses during discussions and persuade them to elaborate on their answers. Qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific setting, such as "real world setting [where] the researcher does not attempt to manipulate the phenomenon of interest" (Patton, 2001, p. 39).

A number of collecting data methods were used in the study. These qualitative methods were thought to be the best to use as the research aimed to obtain different issues and opinions regarding how the governmental secondary schools set a plan through data comparisons across participants and between these different methods (Hill, LeGrange & Newmark, 2003). Qualitative methods were appropriate to this investigation as it produced detailed data from a small group of participants (Coll & Chapman, 2000).

### 3.3 Learning Theories

The educational system has been applying the cognitive development theories of Piaget and Vygotsky for many years. The way children learn and mentally grow plays a central role in their learning processes and abilities. By understanding the progression of cognitive development teachers enable themselves to better cater to the unique needs of each child.

By using hints and pointers from teachers, parents, and peers who have already grasped the desired concept, children are able to form their own path toward a solution and by doing this eventually to self-regulate, or think and solve problems without the help of others (Slavin, 2003, p.44). Piaget believed that intelligence came from action. He held that children learn through interacting with their surroundings and that learning takes place after development.

Alternatively, Vygotsky felt that learning happens before development can occur and that children learn because of history and symbolism (Slavin, 2003, p.30, 43). Vygotsky (1978) also believed that children value input from their surroundings and from others. There is no specific way to teach students with special needs; instead varying the methodologies of learning can have better outcome for students with SEN.

As a result, for inclusion to be effective and include all students without discrimination based on learner special needs the governmental schools must be prepared in all aspects. Moreover, the secondary schools must have a framework of how students with SEN can transfer into postsecondary education with advanced prepared background and clear provision. In addition, most of the learners with SEN enter postsecondary education need a remedial courses. Even when they receive remediation, these students are less likely to earn a degree or certificate than students who do not need remediation (Wirt et al., 2004 as cited in Bangser M. 2008).

### 3.4 Research Questions.

The proposed study's research questions:

1. To what extent do secondary schools in Northern Emirate (Fujairah) prepare students with special needs for inclusion in higher education?
2. What are the factors that affect provision of services offered to students with SN in Fujairah secondary schools?
3. What could be recommended to prepare such students for University?

### 3.5 Techniques of Data Collection

The data in this study collected through different approaches; questionnaire surveys, semi structure-interviews, and observation were conducted to support the validity and reliability of the research and support the results.

The study was carried out in the first semester of the year 2011, and the reasons behind conducting the study during this period is basically related to exploring how such assigned secondary schools have special preparation for the students with SEN in the upcoming studying years, in addition to meeting the teachers and school principals after they return from their annual leave and being ready and willing to participate in the study. Triangulation has risen an important methodological issue in naturalistic and qualitative approaches to evaluation [in order to] control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology ( Mathison, 1988 p. 13).

Patton (2001) advocates the use of triangulation by stating "triangulation strengthens a study by combining methods. This can mean using different kinds of methods or data, including using both quantitative and qualitative approaches". According to Cohen et al (2000:112) triangulation is the "the use of two or more methods of data collection in the study of some aspect of human behavior".

Hence, the three methods of data collection questionnaire survey, observation, and semi- structure interview were used in the study. Triangulation is “a research approach employing more than perspective, theory, participants, method or analysis” (Robson, 2002:553 as cited in Phillips, 2005).

One of the primary disadvantages of triangulation is that it can be time-consuming. Collecting more data requires greater planning and organization—resources that are not always available to lead researchers (Thurmond, 2001). Other disadvantages include the “possible disharmony based on investigator biases, conflicts because of theoretical frameworks, and lack of understanding about why triangulation strategies were used” (Thurmond, 2001, p. 256 as cited in Lisa A. Guion, 2002).

### 3.5.1 Questionnaire survey

A questionnaire survey is considered an excellent tool to be used in this research, because the research questions addressed the perceptions, attitudes, and self-evaluations of the participants. “The primary advantage of questioning people is that it is the only way to elicit self-report of people’s opinions, attitudes, beliefs and values” (Sproull, 1995, p. 167 as cited in Safhi, 2009). The survey questions should be designed to help achieve the goals of the research and, in particular, to answer the research questions (Robson, 2002). Teachers believe that the supports of the principal and other school leaders are critical in order for them to implement inclusive practices (Daane et al., 2000; Hammond & Ingalls, 2003).

On one hand, the researcher carefully considers the covering letter that involved who is carrying out the research, and why. On the other hand, it should be short, clear and concisely state contact details and it is useful to mention how long it should take to complete the questionnaire. The purpose of the questionnaire and the ethical protocols of the British University in Dubai (BUID) were explained in the cover page. The survey consisted of twenty seven items comprising multiple choice questions, yes or no, Likertscale and open ended questions.

The survey components were carefully planned and divided into three sections: section one includes the demographic data of the participants and consists of seven questions designed to consider the background of the teachers regarding years of experience, types of students with special needs enrolled in the school, type of school the teacher is currently working in. Section two was designed to identify the training and experience of the participants and it involves six questions concerning if the teacher holds any qualification in special educational needs, number of courses in special education received, years of studying in the field and other related questions.

Moreover, section three introduces a Likert- scale that contains twelve items measuring preparation in Post- secondary level. For example, the scale included statements like: materials should be modified in secondary schools, enough resources to meet the needs of students with SEN and specific accommodations that should be included in individual education plan(IEP) and many other items in the scale that measure the students need in postsecondary level. In the Likert scale, the respondents were asked to indicate their response with each statement by selecting according to their choices: Strongly agree, Agree, Uncertain, Disagree, Strongly disagree.

The items stated in the scale are not specifically concerned with teaching children with SEN; however, the researcher considers items as absolutely needed for teaching and preparing students for the universities, college or even vocational institutes with full awareness about the knowledge and skills needed to meet their requirement in the future. The last two questions were about general issues of teachers experience in preparing students to move to Post- secondary level. The survey was used to explore how the staffs in secondary governmental schools in Fujairah deal with students with SEN in a way that fits the students to be ready to transfer to Post- secondary stage. The questionnaire was distributed at the beginning of the scholastic year. This time was carefully chosen because the teachers had just come back from their annual leave more comfortable and ready to participate in different tasks assigned to them and before the time of the examinations through which they are too busy.

A pilot draft of the questionnaire was distributed by the researcher to the teachers of assigned schools, in addition to the coordinator of the dissertation in order to be checked and evaluated. The final set of the questionnaire survey was modified according to suggestions in order to increase and improve the quality of the survey, and then resent to the participants to answer.

The survey was to be distributed to four secondary schools but two schools were involved. Because, the coordinator of the special educational needs in MoE at Fujairah district informed the researcher that inclusion of students with special needs were in two secondary schools, the first one was Um Al Momenen secondary school for girls in Fujairah near the airport and the other one was Saief Ben Hamad secondary school for boys in Merbeh. As a result, around 53 copies of the survey were circulated to participants in both schools; only thirty six copies were received.

### 3.5.2 Interviews

Semi-structured interviews were designed in this study as it afforded some flexibility to both the researcher and the interviewee (Freebody, 2003). Semi-structured interview has predetermined questions, but the order can be modified based upon the interviewer's perception of what seems appropriate (Robson, 2002). In this study, the researcher used semi-structured interview in a designed questions to analyze the interview in an easier way.

The interviewer's approach is considered an important aspect because the way the participant's convey the attitude and feelings is considered highly valuable and useful. The anticipated and practiced roles exert a great effect on the success of the interview and have particular strengths on the honesty and the ethical issues of the interviewees. Moreover, interviews have some weaknesses and limitations, however. Interviews should involve an essential interaction among the individuals; and their cooperation is considered vital. In certain situations the interviewees may feel uncomfortable to share their hopes to explore, and are unwilling to participate in an open way, or they may be unaware of recurring patterns in their lives.

The questions issued by the interviewer may not evoke long narratives from participants because of a language barrier, cultural and ethical factors or because of a lack of necessary skills needed to conduct the interview in proper way.

The semi-structured interview questions underwent a pilot test by the research coordinator and other experts in the field of education. After minimal modifications on the questions, the researcher was ready to start meeting the teachers. The interview's participation was voluntary and privacy was considered.

The interview allows the participants to express their opinions and perceptions in their own words (Best & Khan, 1993; Coll & Chapman, 2000). The interviewees were with the student's teachers, the school principal, and the school social workers. The interviews took around three months to be completed; it extends from October till December, 2011. The researcher asked the school principals to set a timeframe to complete the interviews, and necessary permissions were also taken from the interviewees to avoid any interruptions during the teaching days. Most of the interviewees were Arabic native speakers. So, the interviews carried out in Arabic to allow the teachers to express their thoughts and feelings openly and without any restrictions.

In order to avoid any ethical concern mainly in the school where all the teachers are female, audio-taped is not used. As a result, the researcher depends on notes taking during the interview. The length of each interview was around forty minutes. The researcher conducted nine semi-structure interviews in two secondary schools four males, and five females. The level of education of the participants and the years of varied in the field of education in UAE.

The semi-structured interviews conducted in different places in the schools. It is carried inside the principal office, in the teacher's room and in the social worker's office. The researcher guided the process of interview with each participant alone. The purpose behind individual interview is to avoid the effect of influencing the ideas of each other which will be difficult to control and also allow the researcher to write the accurate responses answers during the discussion. All the notes taken during each interview were written immediately to make sure that the interviewees thought are carried out accurately and before the starting of the next interview.

### 3.5.3 Observation

The third method used in the data collection in this study was observation. Observation includes taking detailed notes and recording the actions, events, and behaviors of the participants in the setting selected for the research study. The researcher used a special observational form to facilitate writing his notes in details and in organized way to ease carrying on the descriptions of what has been observed.

The observation method is considered an important technique through which the observed participant's behavior is determined and the significant of deeper values and beliefs can be assessed in a real life. Observation can range from a highly structured, detailed notation of behavior structured by checklists to a more holistic description of events and behavior (Marshall, 2006). Participant observation demands firsthand involvement in the social world chosen for study. Immersion in the setting permits the researcher to hear, to see, and to begin to experience reality as the participants do. Ideally, the researcher spends a considerable amount of time in the setting, learning about daily life there. Personal reflections are integral to the emerging analysis of a cultural group, because they provide the researcher with new vantage points and with opportunities to make the strange familiar and the familiar strange (Glesne, 1999 as cited in Marshall, 2006).

The researcher took the permission from the two schools secondary principals in Fujairah to visit the school settings in different time but, with limited observations to students with special needs in their classes. The idea behind scheduling the observation is to avoid time consuming. Observation included different students, classes and subjects on a non-participant basis.

Furthermore, the class teacher was informed before the researcher enters the classroom, in order to minimize the distraction and having a better control during the observation.

The researcher tries to focus on the actions and interactions between the class teachers and the students with SEN, and to find out if they are included in class activities.

During one of his observations, he found a real harmony between the students with SEN and their peers inside the classroom. The data collected were documented and described in details.

#### 3.5.4 Ethical Issues of the Methodology

- The researcher asks for a permission letter from the British University in Dubai the place where he studies in order to be sent it to the MOE to allow him to conduct his research. After getting the approval from Fujairah educational district, the letter includes some details about the purpose of the study and asks the principals of the schools to cooperate as much as they can to facilitate the mission of the researcher to reach his goals in the study conducted at their schools.

- The survey was designed in clear and simple English sentences. To respect the privacy of the participants the researcher insists in the front page that there is no need to mention any names.

- The questionnaire was sent at the beginning of the first semester to get a good response from the participants. Moreover, the staffs of the schools were less busy and had a time to be included without work overload.

- The researcher assured the interviewees that their personal information and the responses gathered during the discussion would be confidential.

- The researcher informed the two school principal and mainly the secondary school for girls that their rules and regulations would be abided. Furthermore, any interview with female teachers should be announced and scheduled prior to the interview.

- The use of tape recorder was so difficult mainly with the female teachers because of cultural sensitivity, so the other way was taking notes in the form of short hints. However, the researcher faced some barriers in conducting the sub-details because listening to details and writing them down was really hard.

- Although the researcher has explained to the teachers the goals of the research still some of them refused to be involved in the interviews, as a result the researcher had to respect their rights to be exclude themselves from the study.
- The researcher always insists on taking the permission from the class teacher before entering the class for observation, and the teachers were informed that the data collected during the observation would be only used in the research study.
- Note taking is the only way used during class observation. Thus, audio tape recordering was never used due to ethical and cultural considerations.
- The researcher clarifies to the teacher that the purpose of his observation is not the methodology used in teaching but, to continue collecting the necessary information about the interaction of students with special needs inside the classroom.

### 3.5 Validity and Reliability

The traditional criteria for validity find their roots in a positivist tradition, and to an extent, positivism has been defined by a systematic theory of validity. Within the positivist terminology, validity resided amongst, and was the result and culmination of other empirical conceptions: universal laws, evidence, objectivity, truth, actuality, deduction, reason, fact and mathematical data to name just a few (Winter, 2000 as cited in Golafshani, 2003).

The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable (Joppe (2000, p. 1, as cited in Golafshani, 2003).

Insofar, the researcher throughout his study considered the validity and reliability to be conducted as soon as possible. On one hand, with regards to validity, the researcher tries to measure the data collected in an accurate way depending on his objectivity; integrity, honesty, and collecting in depth the context related to the research.

On the other hand,with regards to reliability any research study said to be reliable if the same resultsconducted by other researcher reach to almost same outcome.

### 3.6 The study limitations

The study had various limitations, which affect the results of this research to be generalized. First, the sample of participants included in the study is relatively small compared to thesame studies in other countries. The reason behind is related to the number of students with SEN enrolled in the secondary public schools is considered low even with the Federal law that give the right to all students with SEN to be fully included in the school. In addition to that, the concept of inclusion at secondary school level is still unfamiliar to some of the teachers teaching students indirectly during this stage.Moreover, the researcher has been informed that four secondary schools will be available to conduct his research study. But, unfortunately at the beginning of September the researcher knew that inclusion is implemented only in two secondary schools at Fujairah district.

The researcher observed that most of the cases in the two secondary schools (boys and girls) were mild cases ranged from students with visual and hearing impaired to students with physical disability. However, this put in mind an important pointwhich is the chance of other students with SEN that have moderate to severe disabilities to have the right to be enrolled in governmental public schools.

The second limitation of this study is the questionnaire. The survey was written only in English and the majority of the teachers in both secondary schoolshave Arabic background. So, in order for the researcher to control such a situation a translation and rephrase to some questions were done. However, based on the results it seems that most of the participants did not answer the last set of the questions either because they do not understand fully the idea or, due to lack of experience with students need SEN.

At the same time the semi-structured interview was also prepared in English. So, during the interview the researcher has to rephrase the questions and ask them in Arabic, even by doing this, some of the answers were not related to the questions asked.

The third limitation was that the time to conduct interviews is relatively short, and this was due to either the participants were too busy teaching or some of them were unwilling to share in the study because they have been informed that sharing in the study is voluntary.

A further limitation was that most of the documents found in the schools were in Arabic. In addition to that the researcher found these documents useless because most of the records, and data were private copies issued by the MoE to be used officially by the schools. Finally, another limitation is that it is not allowed to photocopy any data that can be considered related to the study. It takes a long administrative process in order to have an access to take the permission to read in details some of student's documents. As a result, the researcher could not have the chance to go in details to look or to translate these documents into English.

## Chapter IV

### Presentation of the Results

#### 4.1 Introduction

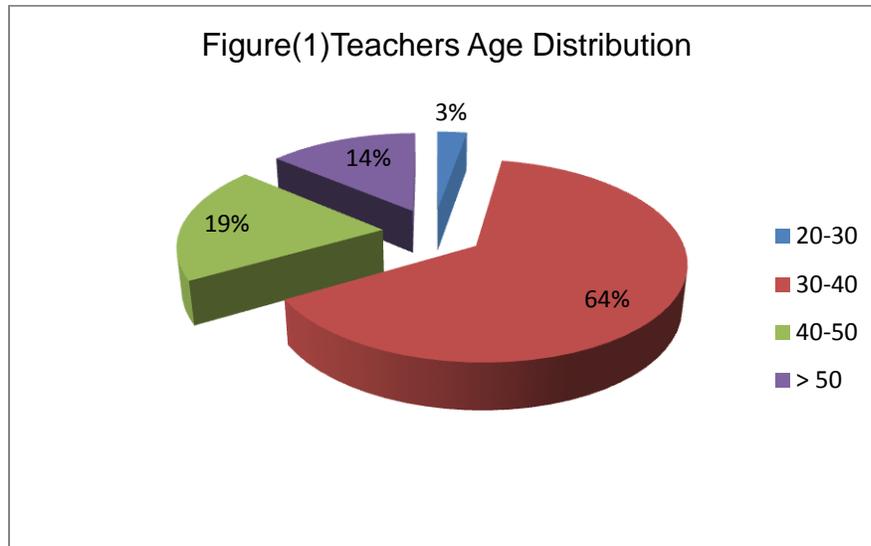
The aim of the study was to explore how governmental secondary schools in Fujairah prepare students with SEN to be included in higher education (University and College). Moreover, other the purpose of the study is to consider the factors that may affect such preparation and at the same time to find out what kind of support can be offered to the students to transfer to Post- secondary level.

The results of the study were collected by a triangulation method in order to be consistent and objective. As discussed in the previous chapter a questionnaire survey, semi structure interview and observation were used in this study. In this chapter, the researcher is going to discuss the collected data from each method.

#### 4.2 Data collected from Questionnaire survey

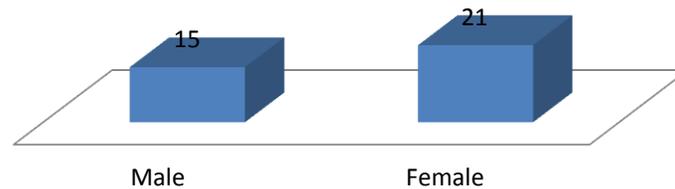
The questionnaires were sent to two governmental secondary schools in Al Fujairah district area. The first school was Um Al Momenen secondary school for girls, while the other school was Saief Ben Hamad secondary school for boys in Merrbeh. The researcher received 36 surveys out of 48 distributed in both schools. 12 unfinished surveys were removed, and the rests were selected to be analyzed. The researcher represents the two secondary schools through figures and histogram.

#### 4.2.1 Demographic data obtained from participants:



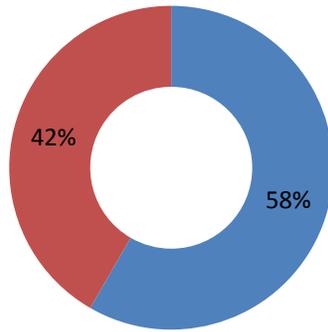
As shown, the results of teachers' age distribution in figure one, 3% of the teachers' age lie between twenty and thirty. Moreover, 64% of the ages are between thirty and forty, and this can give an important view that the majority teachers on both secondary schools are in the middle-ages which considered a factor that affected the provision and application of inclusion in the place they are working. Still, 19% of the teacher's age is between forty and fifty and 14% of the teachers are above fifty years. In a study conducted by Alghazo and Gaad (2004) the results showed that the years of teaching experience was influential in determining teachers' acceptance of inclusion. As teachers gained more experience, they seem to be more accepting of the inclusion of students with disabilities in their classroom.

Figure (2) Participants' According to Gender



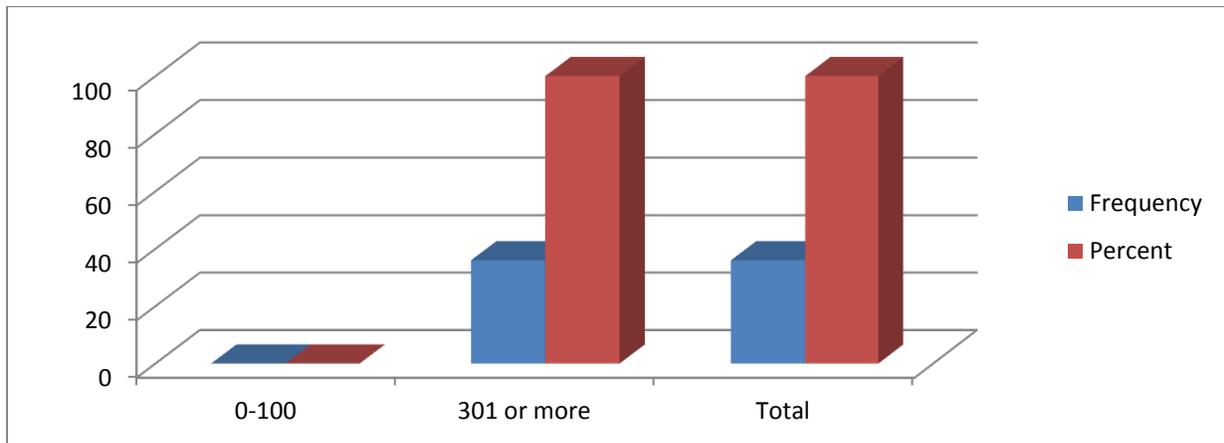
In figure two, the total numbers of the participants were thirty six, distributed as twenty one female, and fifteen male. On one hand and according to alghazo and Gaad (2004), the results of their study indicated that male teachers had more negative attitudes than female teachers towards inclusion. In other, study carried out by Gaad (2004) her study focused on social construction that plays a key role on males not selecting teaching as a professional career. Similarly, it limits choices of, and marginalizes teacher with special needs. We see that this society has constructed teaching in general as a feminine carrier, and the result is a severe shortage of local male teachers. Despite money, and encouragement, males still do not like to be teachers because society considers teaching feminine. On another hand, Gaad (2001) considered the society of UAE is a caring society that is nevertheless strongly driven by social construction of individuals in general and individuals with disabilities in particular. Furthermore, Gaad continued to mention that female as mothers may be more sympathetic in relation to the continuing of care of children with mental disabilities.

Figure(3)Nationalities of Participants



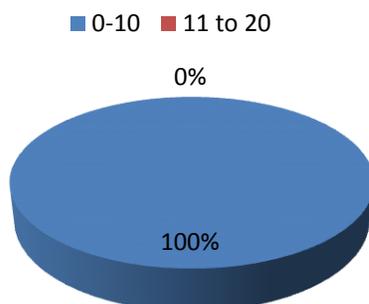
In figure three, forty- two of the respondents were non-local; whereas fifty eight of the teachers in both secondary schools were local. According to the researcher, the majority of the teachers in secondary school of girls were female.

Figure (4) How many students are in your school?



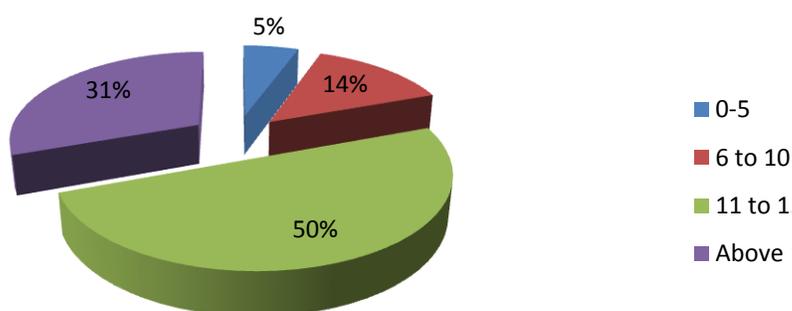
The results in figure four showed that the total number of students attended in each secondary school exceeds three-hundred students. Hence, it is important to think that include students with SEN with their normal peers can lead to better interaction and learn values from each other at the regular classroom. At the same time, it is very necessary to prepare and include more students' with SEN in the secondary schools since the number is still relatively small compared with non-disabled students.

Figure (5) Approximate number of students with disabilities like: physical disabilities, visual and hearing impairment...



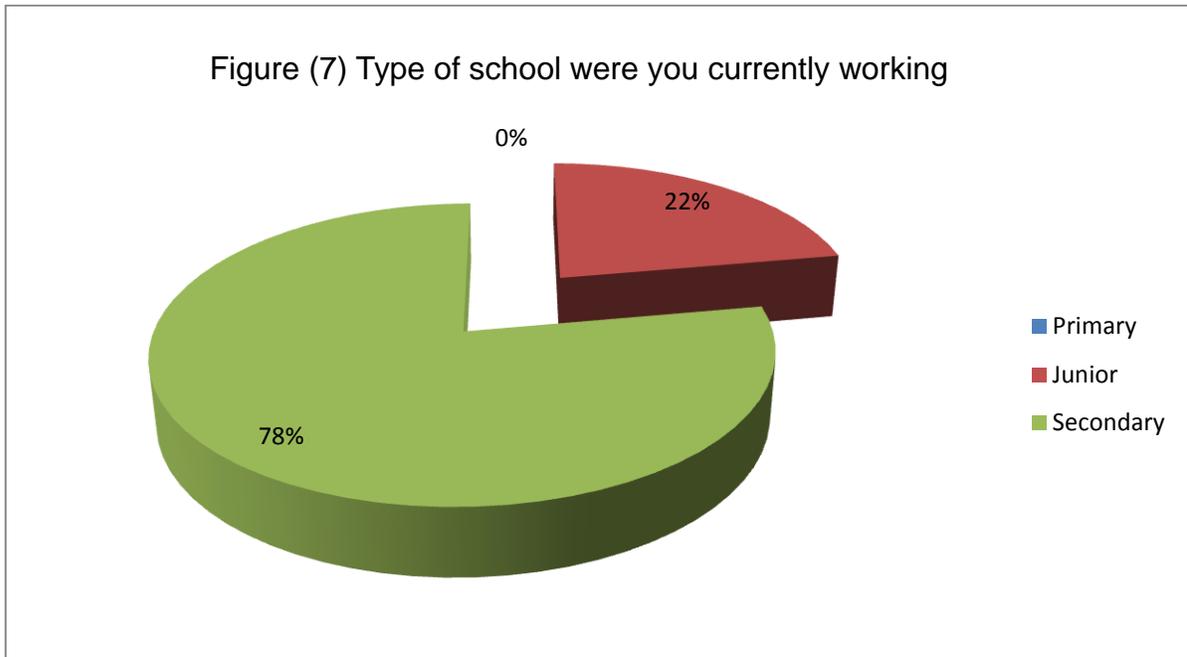
In figure five, the respondents in both secondary schools (boys and girls) have shown that the number of students with special needs less than ten. Still, this number is considering low in compared with the total number of students in both schools.

Figure (6) Participants according to experience



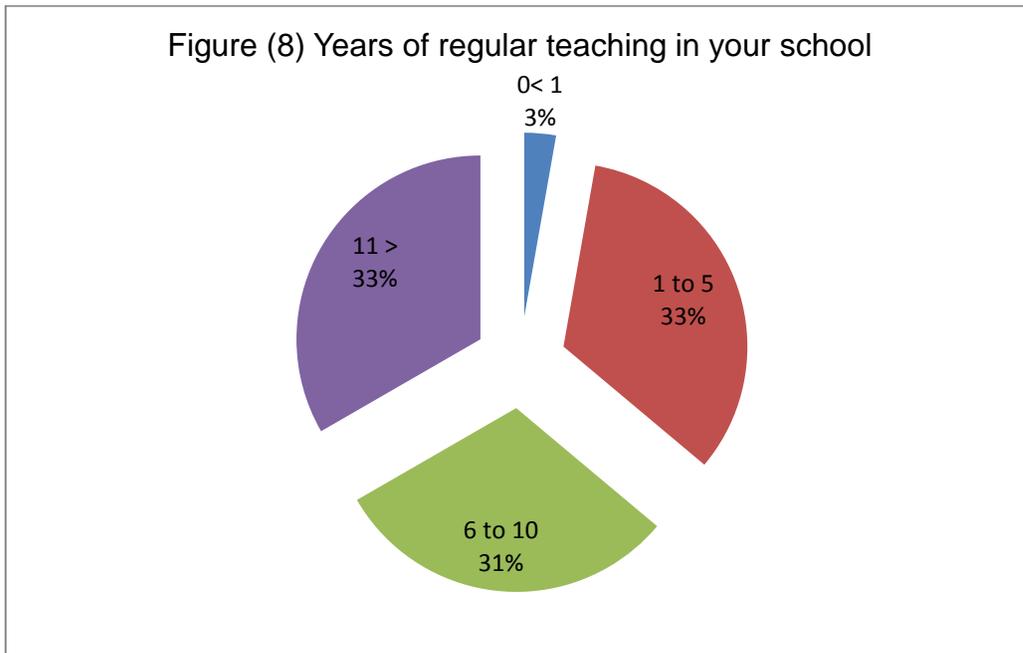
The teachers in figure six have different teaching experience in secondary school 5% of participants have around five years of experience in the field of education. Meanwhile, 14% have an experience between six to ten years in teaching. Moreover, the majority of the teachers have a long experience in education. However, 31% of the participants their experience exceeded sixteen years. The acceptance of students' with SEN in the regular classroom is affected by teachers' years of experience in teaching. More, Gaad (2004) discussed such a factor in details that is as educators gained more experience in teaching (12 years or more),

their acceptance of including students with disabilities increased, with the less-experienced teachers demonstrating relatively lower levels of acceptance for inclusion.



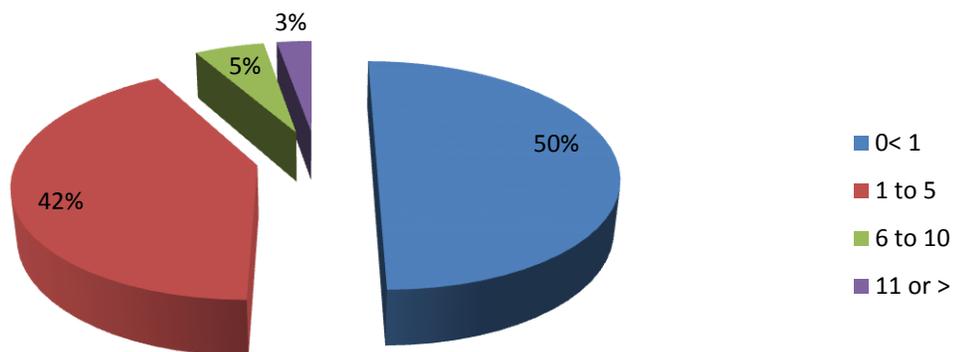
Participants were asked to identify the type of school they are working in. The results are shown in figure seven the majority of the teachers' 78% are working in secondary schools. 22% of the teachers are working in junior schools. As seen from these results it is very important to prepare the teachers through attending a different workshop of how to deal and prepare students with SEN in order to get better achievement in transferring students with disabilities to University.

#### 4.2.2 Training and Experience



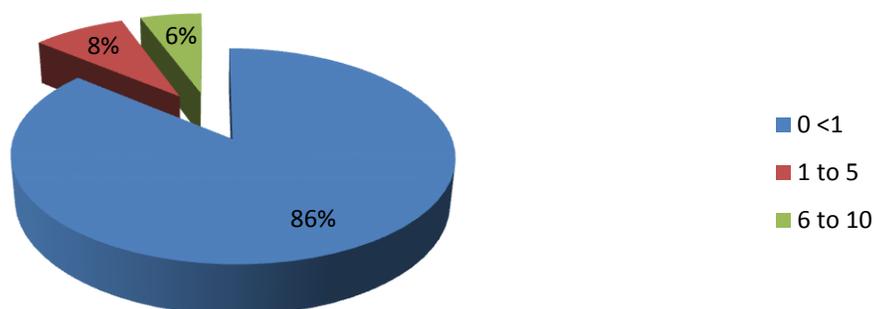
Most of the participants have at least one year working in the same school. The results as shown in figure eight, 3% of the participant has an experience within one year. In addition to 33% of the respondents have an experience between one to five years. More, 31% of the teachers' their experiences lie between six to ten years. Furthermore, 33% of the participants have more than eleven years of experience. As discussed by many researchers the teachers that have more experiences this can exert a positive attitude towards inclusion of students with SEN in the classroom.

Figure(9)Years of special education teaching

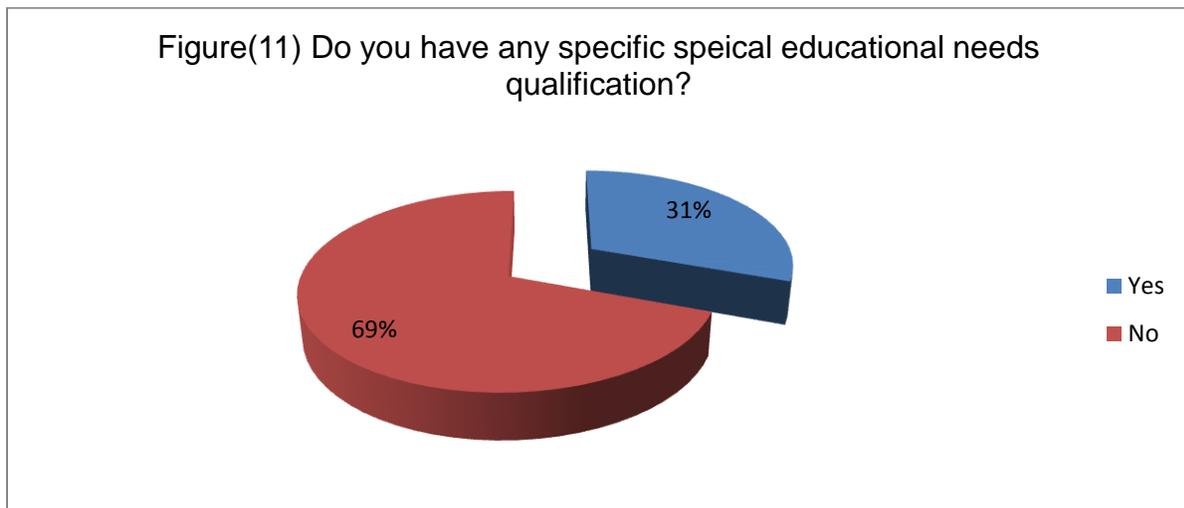


The results showed that about 50% of the participants, as presented in figure nine did not have any years of experience in teaching students with SEN, and that give an indication that the majority of teachers are unqualified to teach students needs special care. Moreover, this can exert a negative impact on the way of preparation of the students with disabilities in their secondary schools. However, 42% of the respondents had some experience in special education, but they did not specify the number of years exactly or the type of training received, and only 5% had some teaching in special education. Still, 3% had little experience in teaching of special needs.

Figure (10)How many have you been a principal at the secondary school?

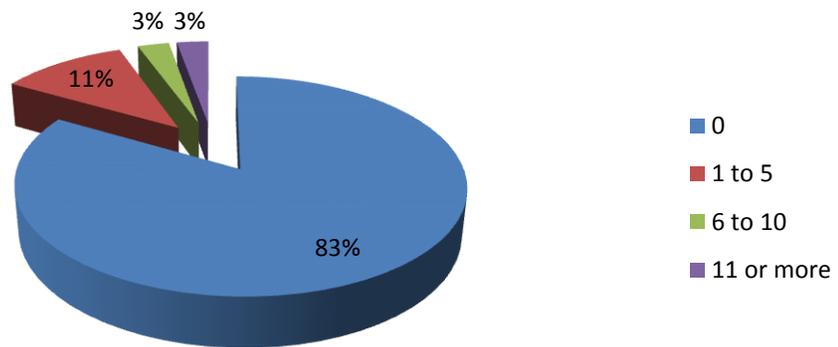


The figure ten showed that 86% of the respondents had no experience as principal. In a study carried by Gaad (2004) results revealed that school management staff revealed that it would be difficult to implement inclusive classes because regular teachers may not have skills and relevant knowledge in special needs education. In addition to that Gaad added administrative responsibilities were also a concern of some of the managers as they considered inclusion of such children as an extra administrative load on an already overwhelmed staff. As a result the positive attitude of the secondary school principal has a direct effect on succeed the inclusion in the regular classroom. Moreover, 8% of the participants had one to five-year managerial experiences. Meanwhile, only 6% had six to ten years of experience as principal.



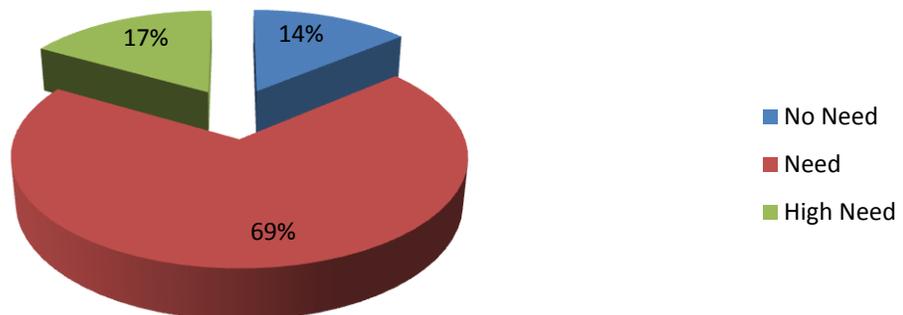
The results of figure eleven showed that the majority of the respondents 69% have no qualification in special educational needs. Hence, to be able to include students with SEN in the regular classroom, the teachers working in secondary school may need to acquire the necessary skills and to obtain new knowledge. Only 31% are qualified may be through workshops and conferences they attend because they have time for academic study, and this gave them an opportunity to teach students with disabilities.

Figure (12) Please indicate the number of courses in special education you have received



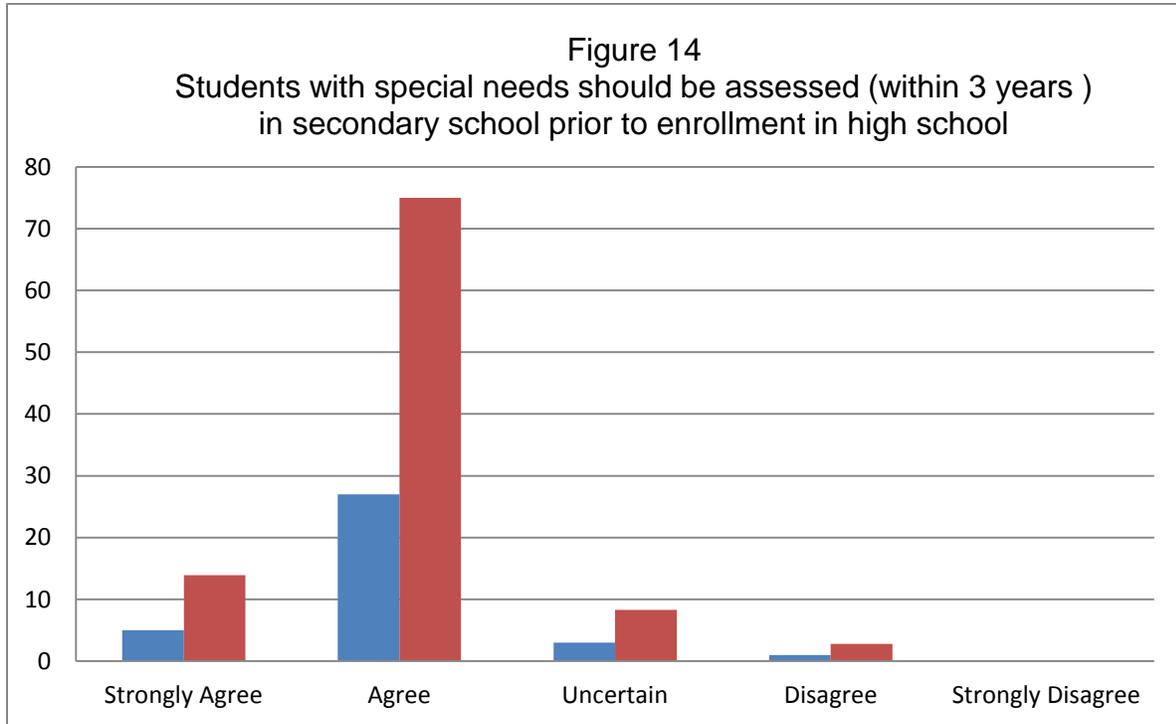
As figure twelve shows, 83% of the participants did not receive any courses in special education. The teachers can gain knowledge and have the necessary skills through attending regular conferences at different times of the academic year, and this can lead to better understanding of the students need. In addition to, 11% of the respondents received few courses that are one to five. Meanwhile, 3% had received six to ten courses only. Still, 3% had attended more than eleven courses.

Figure (13) Teachers' Perception



The results of figure thirteen showed that, 69% of the participants mentioned the importance of a teacher with special needs experience in secondary school. While, 17% of the participants considered experienced teacher is a high need. Still, 14 % had a different approach that is no need for an expert teacher in special need.

### 4.2.3 Post- secondary Education



As shown in figure one 14 % of the participants strongly agree that students with SEN must have an assessment within three years in secondary school prior enrollment in university. Meanwhile, 75 % agree to have such an option to the students, and this gave better chance for the students with disabilities to be well- prepared and assessed in the secondary level in order to minimize and control the obstacles during their academic life in higher education. However, 8% of the respondents did not give a clear answer. Still, 3 % disagree for certain reasons to provide any assessment to the students.

Figure (15 )

To increase success rate in post secondary school the teaching materials should be modified

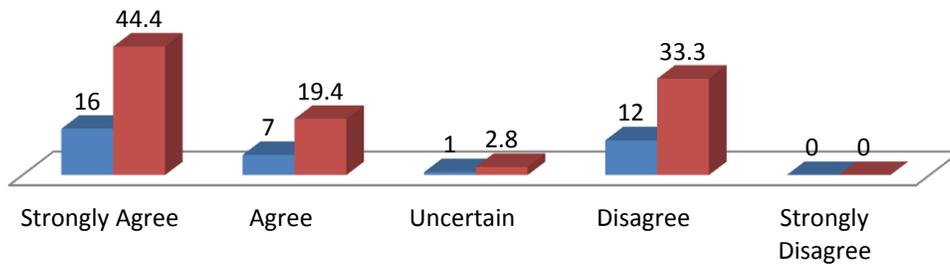
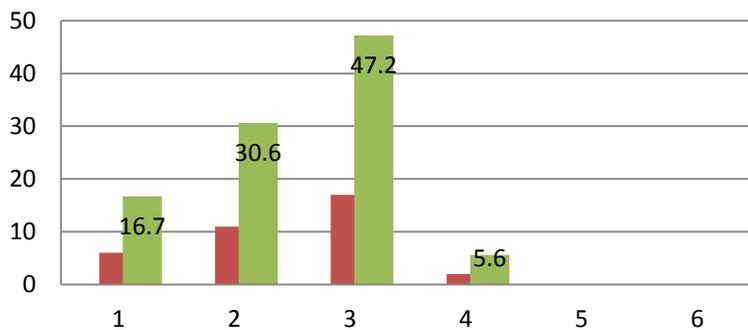


Figure three reflects the respondents' opinions regarding the modification of the teaching materials. 44% had mention that they strongly agree to modify the materials to ease the difficulties those students with learning difficulties may face during studying years in the secondary school. Still, 19.4% have same attitude and agree to modify the curriculum. Moreover, 3% did not mention any response towards the materials to be modified. However, 33% and this considered relatively large number disagree about any changes to the teaching materials, and this may be related to the barriers they could face in teaching two different curriculums at the same time.

Figure16

The schools that include students with special needs have enough resources to meet their needs



The results in figure three shows that 16.7% were strongly agreed that the schools have adequate resources to support the needs of students with learning disabilities. However, 31% of the participants agree that the supplies and resources are maintained to the students with SEN. Moreover, 47% of the teachers did not reply in a clear view regarding the resources' availability in their school. Still, 5.6% totally disagree that what included in the schools was not enough to meet the needs of the students to be able to continue in the secondary schools.

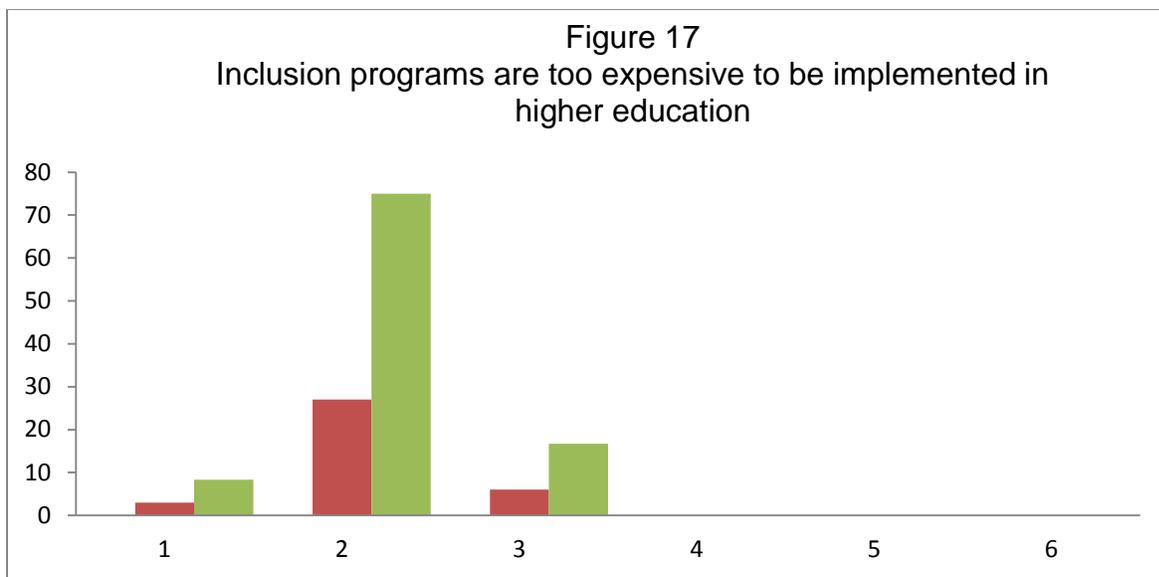


Figure four indicated 8% of the respondents considered the programs of inclusions are highly cost to be implemented in the University. In addition to 75% agreed the application of inclusion rate is costly and need a lot of funding and support from the ministry to succeed. While 17% have no idea if these programs are highly expensive to be awarded to the students with learning disabilities. In UAE, the government fully supported the education to all Emirati students and in particular, for the students with certain SEN.

Table-1 The curriculum issued by Ministry of Education is modified to meet educational needs of the students with disabilities		
Scale	Frequency	Percent
Strongly Agree	5	13.9
Agree	14	38.9
Uncertain	3	8.3
Disagree	11	30.6
Strongly Disagree	3	8.3

In table one, the results showed that 14% of the participants strongly supported the idea that the MoE has modified a curriculum which met the educational needs of the students with certain learning difficulties. Furthermore, 39% agreed the issued curriculum can facilitate the difficulties, and problems faced the students with SEN during their years of studying in secondary school. Unless, 3% did not have any intention if the modified materials can provide any guiding for those need such as changes. However, around 31% consider the adaptation of the teaching materials could not add any changes to the learning process and as a result students with any kind of learning difficulties will not get a benefit. Still, 8% strongly disagreed the curriculum modification could affect the students' performance in the secondary level and in turn in higher education.

Table-2 Specific accommodations should be documented on the individualized education plan (IEP) to assist students to be accepted Post- secondary class		
Scale	Frequency	Percent
Strongly Agree	8	22.2
Agree	24	66.7
Uncertain	4	11.1

In table two, 22 % of the respondents totally agreed the individualized education plan (IEP) of the students with SEN must include the necessary accommodations and adaptations that considered essential tool can be used to monitor the students' strength. Moreover, 67% agreed on the importance of modification to be documented since this can minimize the barriers that could face the students in their transitional period. Furthermore, 11% did not reply about any specific accommodation to be included in student's documents.

Table-3 The materials covered during the academic years prepare qualified students with disabilities for Post- secondary education		
Scale	Frequency	Percent
Strongly Agree	4	11.1
Agree	25	69.4
Uncertain	2	5.6
Disagree	4	11.1
Strongly Disagree	1	2.8

The results shown in table three showed that 11% of the participants strongly agreed the teaching materials in secondary schools prepared students with learning difficulties to be able to alleviate the problems in higher education and to manage in a proper way their needs in this new life. Furthermore, 69% agreed the materials issued in secondary schools could prepare students with SEN to continue their education in order to have the same qualification as their peers. Moreover, 5.6% had no specific opinion regarding the preparation of competent students able to continue in University in the same way as in the secondary level. However, 11% disagree on such an issue in that the presence of the teaching subjects can have an effect on the students with learning difficulties may be of dissimilar teaching strategies and teaching methods Post- secondary. Still, 3% totally have different point of view and in that the subjects in the secondary schools are different from that at higher level so the present materials cannot have any effect.

Table-4 The results of tests should determine how much students with special needs are ready to transfer from secondary school to higher education		
Scale	Frequency	Percent
Strongly Agree	3	8.3
Agree	24	66.7
Uncertain	7	19.4
Disagree	1	2.8
Strongly Disagree	1	2.8

The data of the above table reflects on one hand, 8% of the respondents argued the results of the examinations could give an idea on how the students with learning difficulties are able to continue their studying in the University as in pre higher education level.

On another hand, 67% of the participants have same feeling, and believe on the test results that should give a picture on readiness of the students to continue their education in the same manner. However, 19% have no idea if the results mean anything regarding the students with SEN preparation. Moreover, 6% have totally argued in different scale between 3% disagreed and other 3% strongly had other opinions in that the exam results only an effect on the students with learning difficulties qualification and preparation to move to Post- secondary level.

Table-5 Governmental secondary school has adequate trained staff to implement the inclusion program		
Scale	Frequency	Percent
Strongly Agree	15	41.7
Agree	15	41.7
Uncertain	2	5.6
Disagree	3	8.3
Strongly Disagree	1	2.8

The results of table 5 showed that 83% of the participants had a positive attitude which is the secondary schools have qualified and well trained teachers could be able to apply the inclusion program issued by the ministry in an appropriate way which will be reflected in a better outcome on students' level and readiness at secondary level and the stages after. At the same time, staff with special education expertise can lead their teachers through implementation of IEP, develop behavior management plan, and can help social skills interaction among students. Unless, 3% had no specific consideration on the presence of skilled staff can apply the program of inclusion. However, 11% had different outlook that is the schools were they are working did not include up to the level staff having the capabilities to put into service the inclusion program.

Table-6		
The social interaction for students with special needs with their peers in inclusive setting display an appropriate behavior for these students in higher education		
Scale	Frequency	Percent
Strongly Agree	3	8.3
Agree	27	75.0
Uncertain	5	13.9
Disagree	1	2.8

In table six 83% of the respondents strongly agreed on the importance of social interaction between students with SEN and their peers at school level which can increase self-confidence, learn how to manage and control miss behavior and strength self-independency which in turn lead to well-prepared students ready to take full responsibility in Post- secondary education. 14% had no response if such interaction can display an appropriate behavior at University. Meanwhile, 3 % disagreed that the social relationship could affect students' performance after secondary level.

Table-7		
The understanding of inclusion program is important for its success		
Scale	Frequency	Percent
Strongly Agree	17	47.2
Agree	14	38.9
Uncertain	4	11.1
Strongly Disagree	1	2.8

The table eleven results showed 47% of the respondents have the same opinion on the significance of the understanding the importance of success of inclusion programs because this can lead to better accepting of students with SEN in schools and this can exert an academic and social support to the students and their peers.

Furthermore, 39% had agreed in order for inclusion to be efficient, the respondents must understand the process in depth and this can be through attending different conferences and workshops and employed a qualified trained staff with necessary skills to act with the colleagues as one team. Additionally, 11% did not express any idea in the importance of considerate the inclusion program in order to implement it effectively to the students with SEN. Still, 3% have totally disagreed that for inclusion to succeed the staff must understand the process and work together.

Table-8 Include and prepare students with special needs in secondary school is the most appropriate to continue their higher education		
Scale	Frequency	Percent
Strongly Agree	8	22.2
Agree	23	63.9
Uncertain	5	13.9

The results of table eight showed 86% of the respondents had a positive attitude towards include and prepare students in well manner to help students to be able to face the challenges in higher education. Meanwhile, 14% disagreed on inclusion of the students with SEN may be because the participants consider such an action a time wasting. The majority of the participants kept the last two questions empty and did not answer the open ended questions.

### 4.3 Presentation of data collected from semi-structure interviews

The second method used in the study is the semi-structured interviews which conducted in two different secondary schools on separate visits. The group targets of the researcher were administrators, class teachers, and related students with SEN. The researcher used a tool that includes predetermined prepared questionnaire. Some of the questions were modified based on the interviewee understanding of the questions. The findings of the interviews were analyzed and the summaries of the results were as follows: [see the appendix for results of semi-structure interviews]

- ❖ The academic provisions in girls' secondary schools were to include and prepare students to be part of the society, to help the students to express their ideas and feelings and to share their experiences with the society in a normal manner. However, in boys' secondary school there were no clear academic provisions.
- ❖ In both schools there were no specific preparations for students with SEN to be ready to transfer to higher education. Unless, in the girls' secondary school some of the teachers have an individual efforts in doing a remedial action plan at the weekend to strengths on the weaknesses of the students to be able to adapt as their peers, mainly in scientific subject like mathematics and science. In addition to scientific trips two times per annum to keep those students in contact with everything up dated.
- ❖ The two secondary schools do not have any curricular modifications of the teaching subjects but instead of that physical layout, construction observed to aid students using the wheelchair to move easily in the school premises.
- ❖ Both Schools have few students with SEN can be classified as mild cases. Still staffs in two secondary schools do not have any idea if the MoE followed up these students after finishing their secondary school.

- ❖ There are no specific problems in the secondary schools in dealing with students having disabilities, since the majority of the students included having physical disabilities except for two girls with hearing and visual impairments.
- ❖ There were no teachers holding qualification in dealing with SEN, but most of the teachers attended workshops and conferences issued by the ministry since few years ago.
- ❖ Majority of the teachers in both secondary schools believed that students will continue at the university in the same manner as they did in their schools because most of the included students having physical impairments. Meanwhile, other teachers the students may have some problems in the subjects at higher education and the way they well behave with their peers.
- ❖ One of the school's principal mentioned that until know the purpose behind inclusion is totally social and not an academic one. Still, some of the teacher hoping for the students with SEN to find a job in the Ministry of Education in order to advocate to their colleges and to have an active role in their society.
- ❖ Teachers in both secondary schools do not received any kind of incentives except some of them take certificate based on the workshops they asked to attend.

#### 4.4 Presentation of data collected from observation

The researcher did his observation in two secondary schools at Fujairah district area. Both schools have common points to share like the presence of resource rooms used by the teachers, computer rooms, school nurse, and the social specialist. The following results were the summary of his findings.

#### 4.4.1 Observation from Um Al Moamneen Secondary school

The secondary school Um Al Momenen isa governmental school for girls has around four hundred students studying in different level in its premises. The numbers of students included under the category of SEN were seven cases only. During the class visit the observer did not realize any differentiation provided to one of the student's had hearing impairment but instead of that the teacher explained the lesson to all students in that class normally with minimal contact with that student. The teachers in different classes during the observation were used the available teaching aids in their hands with the use of different techniques depend on the type of lesson. Moreover, the curriculum used is the same as issued by the ministry and so there was no differentiation regarding the curriculum for the students with SEN.

#### 4.4.2 Observation from Saief Bin Hamad Secondary school for Boys

In the secondary school, Saief bin Hamad for boys the number of students included only two students, the first one using a wheel chair while the other one had short stature due to genetic abnormalities. The teachers present their teaching materials in their classes in a usual way, because they consider such students having normal mental capabilities but, with some physical disabilities. Recently, the school introduced changes in the physical layout construction to help the students to access easily to the school. The researcher had the chance to attend one math class in this school. The student was able to answer many questions related to measurements of units.

During his visits to both schools the researcher did not observed the presence of a specialist dealing with the students had special educational needs. The two secondary schools had a regular visit by coordinator sent by the MOE- special needs section to discuss the learning process and to introduce solution to any problems that could appear for the two students during the academic year [see the appendix for observation notes on both secondary schools.

# Discussion of Findings, Recommendations and Conclusion

## 5.1 Introduction

In chapter five, the researcher tries to discuss in details the findings of the data collected through the study. The purpose of such analysis is to explore the readiness of the governmental secondary school at Fujairah to facilitate the process of preparns to get ready for higher education. To achieve the objectives of the study, several methods were implemented to collect the information including questionnaire survey, semi-structure interviews, and observation. The findings of the previous chapter were used in the discussion in order to find an answer to the researched questions. Since question number three requires providing recommendations the researcher will discuss it in a separate chapter with the conclusion.

## 5.2 Research question one: To what extent do secondary schools in the Northern Emirate (Fujairah) prepare students with special needs for inclusion in higher education?

The results showed that despite inclusion should involve all the students with SEN in the secondary school, still the process in its early stage at Fujairah area. For example, in Um Almomenin secondary school for girls, there are only seven cases; two of them were using a wheelchair while other five have medical disorders. Whereas, Saief Bin Hamad secondary school for boys, there are two mild SEN cases enrolled. One student on wheelchair, while the other having congenital disorder.

The department of Special Education in the ministry is responsible for inclusion through set plans and tries to implement them throughout the years in real situation.

During one of the unstructured interviews with the one of the special education coordinator at the Fujairah Education district, he mentioned that the process of inclusion was new and the administrators in special- education department at the MoE worked hard to include and assess students with learning disabilities.

The students with special education have to be monitored and assessed in the early stages of education under the category of the cycle one where teachers, parents, and teacher with special-education qualification in addition to another specialist all working as a team to formulate an Individualized Education Plan (IEP) to be used as a data base to evaluate the progress of students.

In the intermediate-level students with SEN are continued to be evaluated through preset goals during the academic year. Moreover, such a plan is evaluated periodically based on achieved measurable outcomes. Then the unachieved objectives are reevaluated to find a new accommodation suitable for the student's disabilities. However, the researcher in the two secondary schools did not find any IEP related to any of the students but instead there were only recommendations that discuss their health problems and what should be done by the school principals to alleviate the barriers during the studying years. As a result, the few numbers of students with SEN in both schools were evaluated based on test scores and class teacher recommendations.

The secondary schools in Fujairah should prepare students with learning disabilities in a proper way suitable to their needs, which can help the students be qualified for admission to colleges or vocational field. In order to answer the first question in a meaningful way, the preparation should include the following points for example teachers with special education need qualifications, the importance of teacher attitude towards inclusion, curriculum, and preparation of school environment.

### 5.2.1 Needs for qualified teacher in secondary school

The preparation of qualified teachers and enrolling them in secondary school to teach students with SEN has been considered an important issue. The UAE federal law number 29 issued in 2006, protects and gives the right and opportunity to all students to be educated and fully included in any educational or vocational institutions. As a result, a large number of governmental schools the MoE has a crucial role not only in the selection of a specific group of supervisors to be trained but also should be encouraged and supported teachers who are willing to continue their education and gain the necessary specialist qualifications. In order to achieve such a plan, it is anticipated that this would involve colleges, and universities supporting the development of specialist qualifications, covering the knowledge and skills for the teachers wishing to specialize in SEN.

When the researcher visited the two secondary schools and asked if the teachers were prepared in professional ways that enable them to teach students with SEN at secondary level, the answer was obvious. Despite policy developments and commitment to the philosophy of inclusion, this lack of preparation has remained a consistent factor.

In general, the school educational improvements of any kind are dependent on the learning skills and self-confidence of teachers in taking proposals into their classrooms. Put simply, once in their classrooms, teachers are policymakers (Fulcher 1989). Consequently, teacher education at both the pre- and in-service stages has a key role to play in supporting reform. More specifically, the research evidence indicates the importance of school-based staff development, including “peer coaching” arrangements among teachers that encourage experimentation with new classroom practices (Joyce and Showers 1988, Ainscow 1995).

### 5.2.2 The importance of teacher attitudes to include students with SEN

The data indicated that the majority of the respondents have eleven years of experience which in turn should reflect a positive attitude towards inclusion. This goes in line with a study conducted by Gaad (2004) who stated that as educators gained more experience in teaching ( 12 years or more), their acceptance of including students with disabilities increased, with the less- experienced teachers demonstrating relatively lower levels of acceptance for inclusion.

Furthermore, it is so important to focus on attitudes because the person's actions and behavior are affected by attitudes. As a result, teachers' attitudes may influence the way they interact, judge, and value the students with disabilities. Moreover, for the policy of inclusion to be implemented in an efficient and successful way it depends on educators being positive about inclusion. Hence, if the teachers do not have constructive attitudes towards students with SEN during their studying years, it will be difficult to change and achieve an inclusive schooling in any country.

Short and Martin (2005) suggest that the acknowledgement of the connection between educators' attitudes, and the success or failure of an inclusionary program is significant, but little data exist on teachers' attitudes. They also argue that although the beliefs of educators play a major role in the success or failure of inclusion, an important concern of educators is the time element, particularly where there is no team teaching or collaboration.

### 5.2.3 Preparation of the School Environment

It has been found that the ministry through the department of special needs prepare the physical layout of the schools with slopes that help the students using the wheelchair to easily access easily the doors. Moreover, the toilets were reconstructed based on universal standards to fit those with disabilities. Also, classrooms were supported by different equipment like data-show, overhead projector, facilitate understanding to students.

However, one of the secondary schools consists of two floors and a lift is not available, so the principal had to place the included students in first floor until they finish their secondary education.

Moreover, the school bus is supplied by elevator so students on wheelchair never use such kind of available aid, but instead they go to school using their families own transportation. The secondary schools need to provide the necessary services needed for the students with disabilities. For example, the written examination should be taken by the students with SEN with the presence of committee that consists of three teachers; the first teacher writes down the answers given to her by the students while the others act as proctors to avoid cheating and achieve the exam in a transparent manner. Moreover, human assistants include, Staff for students with SEN, hearing, speech, reading aids, and differentiated teaching materials were not available. The class size should be small mainly those with students with disabilities.

Furthermore, the time of the examination should be extended to provide extra time for those students with disabilities to adapt in the educational process. In addition to, that the school premises and corridors should have specific protective devices that keep the students with disabilities free from getting hurt. The doors should have glass and opened to inside and if possible automatically to allow students with disabilities to easily access their ways.

**5.3 Research question two: What are the factors that affect the provision of services offered to students with SEN in Fujairah secondary schools?**

### **5.3.1 Philosophy of Inclusive Education**

The provision of support and equal access to educational programs and services for students with special needs and gifts and talents are the priorities of the educational policy in the United Arab Emirates. This is reflected in the philosophy of inclusive education. (School for All).

Although, inclusion should involve all the students with SEN in the school, the process is still in its early stage at Fujairah area. Hence, those students have the rights and opportunities to be part of the services provided for free in UAE. At the same time, the programs issued by the ministry should be revised regularly and be more focused to fill the gap between the secondary and higher education.

### 5.3.2 Assessment and Identification

Students with special-education needs are identified and assessed in the early stages of the school years from the kindergarten to 9<sup>th</sup> grade in order to provide the necessary services based on their learning needs. The assessment is conducted by the MOE through multidisciplinary evaluation team from the zone where a comprehensive evaluation is performed to identify the students need and develop an Individualized Education Plan (IEP). However, in the secondary level, the process of identification and assessment need to be continued. Also, other advanced assessment tools to guide those with disabilities to transfer with a solid background knowing their limitations to join the university with few obstacles need to be reconsidered. That is to say, it is possible to adopt a policy of inclusion and then try to incorporate and modify the existing policy to become suitable to all education levels.

### 5.3.3 Curriculum

The results highlighted the importance of having modified curriculum to those with SEN. It is important to implement at governmental schools of UAE a curriculum framework that is comprehensive, flexible and include programs that can assess the strengths and weakness of students with disabilities and prepare those in secondary schools to be ready for college. This will also fill the gaps between the primary, middle, secondary stages and the university. The curriculum should be accessible all its aspect, goals, objectives, content, the instructional methods, interaction, and the environment can lead to active participation of all students.

Furthermore, the ministry should develop an accessible curriculum from the beginning rather than acting with adaptations based on the circumstances. Teachers also should be trained and prepared on curriculum adaptation in order to effectively implement the contents based on the students' needs.

However, until now what is available in the secondary schools in Fujairah area is a general curriculum through which all students studying cover the same materials regardless of their ability. Based on the researcher observations, it seems that the students included in these schools are physical impairments. In other words, there were no other students with any sensory, motor, or mental disabilities. As a result, curriculum is not adapted at least at the secondary level, until now.

#### 5.3.4 Transition planning considerations

There are many considerations to be taken into account once talking about the transition from high school to Post- secondary education for students with disabilities such as:

- A different postsecondary environment

The students' with SEN should be fully informed about the differences that are expected at the Post- secondary education. A balance must be considered between supporting their current needs and preparing students' for more challenging environment they will enter. Students' high school experiences should gradually be adjusted to fit what they will encounter in postsecondary activities (Jones, 2002). In addition, the instructional environment differs when moving from secondary to postsecondary education settings (McGuire, 2010). These differences include a decrease in instructional time combined with increasing expectations for independent work, less frequent assessment of student performance, and less structure but more freedom (Brinckerhoff et al., 2002).

- Early involvement by students in the transition planning

The transition process should be started early in high school and allow students to participate actively in the plan. Any discussed decisions should consider the students' interests and goals.

This process requires that students be provided with opportunities to become aware of options, to reflect on them in setting short- and long-term goals, and to assess the progress that is being made toward achieving their goals (Kohler & Field, 2003).

- Development of self-determination, self-advocacy, and other skills

When students with SEN enter postsecondary education they will be expected to play an increased role in identifying necessary supports. This underscores the importance of including the development of self-determination and self-advocacy skills as part of the high school transition planning process (Kohler & Field, 2003). Although, students with learning difficulties find their ability to self-assess strengths, deficits, interests, and values is often impaired, and they may find decision making to be a difficult and problematic process (Cummings et al., 2000; Levinson & Ohler, 1998). They should learn how to introduce their strengths and weaknesses to center services at the university through a proper way of communication in order to receive the appropriate accommodations suitable to their disabilities. Therefore, it is critically important that students understand the specific nature of their disability and related legal rights and responsibilities (Shaw, Madaus, & Banerjee, 2009 as cited in Shaw F. Stan 2009).

- The involvement of family and community in an inclusive transition planning process

In addition to student participation, the transition planning process should also include parents and other family members, educators representing multiple disciplines (for instance, special and general education teachers, and school counselor) a transition specialist (Eckes & Ochoa, 2005).

Parents are considered the key role in every decision taken in formulating the IEP, in advocating the children in their community for best social and academic life. However, at the college student with disability is the one who has access to available educational opportunities equal to their peers.

- The use of technology

There should be careful planning for the provision and/or transfer of technology, as needed. The transition process should include identification of funding sources for the technology, as well as timely training for students in the use of the technology (Mull & Sitlington, 2003). Assistive technology plays an important role in the provision of instruction based on universal design. In a universally designed classroom, teachers can provide students with the tools necessary to adapt methods and materials to their individual needs, flexible goals for learning, and continuous assessment (Hitchcock, 2001).

- The need of accommodations and supports

The students at two secondary schools were evaluated through their performance in the tests and there is no IEP for any one of them. As a result the main accommodations needed are related to physical layout. However, in the college the course modification is rarely allowed. An accommodation needed for one or even multiple courses might not be needed or reasonable in all courses (Shaw, Madaus, and Dukes 2010). Furthermore, the use of technology at the university also needed to be adapted according to the need of the student with disability because at secondary level those students rarely have access to educational technology as in the college. A study comparing students with and without disabilities by (Debell and Chapman, 2006 as cited in Shaw F. Stan 2009) indicated that the rates of computer and internet use are both about 10 percentage points lower for those with disabilities.

### 5.3.5 Provision in secondary school

All secondary schools in Fujairah should assess the students' current level of education that are willing to enroll into their premises to ensure that they build upon the pattern of learning and experience already established during the child's primary school. Moreover, such schools should be aware that primary schools are required to transfer to them the school records for all students within allocated time of students ceasing to be registered at the school. Hence, it is crucial to receive the school records and copies of statements of all students with special education needs as early as identified by the ministry of education. Furthermore, when students with special needs is admitted to secondary school, the school should be have the student's file with detailed information about the student education background from the special education department of the ministry of education.

In addition to the detailed good information from the student's file; copies of IEP should be added to the student's documentation. This information can help the assigned committees established by the ministry to reassess the student's weaknesses and strengths in order to modify the curriculum, provide the necessary support based on students special needs if possible.

The cooperation between the primary and secondary schools will reflect on smooth and successful transition for all students which in turn this will lead to effective attention on students' progression at secondary school. Furthermore, the secondary school has a vital role on continuing observation and assessment process to provide regular feedback on their achievements and experiences, and that the outcomes of such an ongoing assessment form the basis of the students to improve their learning skills and working on their weakness with the support of the school teachers and in that the students with SEN can join Post- secondary school with more self-trust in developing their learning capabilities.

### Research question three: What could be recommended to prepare such students for University?

The current study intended to investigate how the secondary schools in Fujairah prepare students with learning disabilities to be able to transfer to higher education. Based on the analysis of the findings of the study, the researcher considers the following recommendations are permanent. Moreover, a lot of cooperation and collaboration between the ministry, the schools, and the community should be encouraged who plan to continue their education in colleges or in vocational institutions. As a result, the followings are recommended:

1. The federal law No.29/2006 provides the students with special needs the full rights and protection to be included in the school. However, new laws and legislations are needed. Thus, a policy with clear strategies, systematic monitoring and evaluation processes on how to prepare those students with SEN to transfer to the higher education should be developed and implemented and be a priority in order to encourage and provide the opportunity to acquire knowledge and skills at the secondary level and allow to continue their academic life at the university with minimal gaps and barriers.
2. Encourage the formation of multi-committees from the Faculty of Education in the ministry and other university services to provide different types of support like review the documentation of the students with SEN to consider their limitations and to recommend solutions, summarizing the appropriate educational accommodations and arrange exam proctoring that need specific preparation. However, the real challenges and responsibilities of suggested proposed members from different educational services are to fill the gaps of the studying skills for those with disabilities at middle, secondary, and after joining the first year of the college.

The reason behind such a suggestion is related to a fact that the students with SEN reach the secondary grades lacking the skills and strategies that are considered necessary for school success. Furthermore, the time needed for those students to acquire the study skills is considered complex to all teachers working in the teaching field.

3. The department of education in the UAE has a crucial role in providing the teaching system at a secondary level with a modified curriculum that is flexible and applicable to the students with learning difficulties. Regrettably, the existing curriculum goals of secondary schools allow students to focus on grasp knowledge more than the required skills, strategies and to acquire the critical thinking to help them to meet the challenges in the first year of the university. Additionally, the ministry with the cooperation of student's family and all related professionals at a secondary level should continue working and developing the student's IEP.
4. Provide more professional development workshops, conferences and access to a variety of flexible training opportunities and routes for teachers and principals in secondary schools. This will lead them to gain the necessary experience and exert a positive attitude toward inclusion.
5. Support the teachers in inclusive classrooms in different ways including needed equipment and resources for better teaching varieties. Moreover, the use of consulting teaching, instructional assistants, teacher assistance team work.
6. An open communication should be delivered to all the students in the inclusive classroom to explain the need for curriculum modification and the need to provide special instructions during the examination.
7. Encouraging all teachers working in education and in particular those in secondary school to assume responsibility for all students whatever their special needs through equipping all teachers with the needed knowledge and professional skills so that they can meet any challenge.
8. Promoting the use of appropriate technology available in the secondary school for improving access to the study materials and achieving the set goals. Moreover, students with SEN should have the potential to use the technology by frequent training and this can support educational inclusion by meeting students' specific needs.

9. Enhancing teachers' to use different learning strategies in the classroom for example cooperative learning this may increase the social acceptance of students with SEN with their peers and promote positive self-esteem which improve satisfying peer relationships between the students.
10. Encouraging remedial programmes in collaboration with special education needs department in the ministry would be effective in improving the education level for students with SEN.

## Conclusion

This study focused on how the secondary schools in Fujairah prepare students with special education needs to be included in the university. Additionally, the study discusses the factors that affect the provision of services given to those students. Furthermore, the recommendations suggested regarding the students with disabilities to access to higher education with more self- trust and confidence. A literature review was carried out to understand the application of inclusion in the countries that believe in inclusion as a human right and how they support and stand behind their students to continue their academic performance until they reach the college. The researcher used different types of methodology, including questionnaires, semi-structured interviews, and classroom observation in two secondary schools.

Results showed that inclusion of students with disabilities in the secondary schools at Fujairah district needed to be considered because few students with health impairments were included. Meanwhile, the inclusions of those with other impairments were not observed, and in going back to the federal law, the ministry is committed to providing the ways and techniques and all the necessary measures to ensure the full inclusion of students with special needs.

Furthermore, a lot of efforts and collaborations are needed and considered a priority between different departments of the ministry and academic services in the university to find out the best preparation for students with SEN at the secondary level, solving problems, and promote the prerequisites that fit those disabled to participate in the first year of college.

In conclusion, the study found that it is important to bridge the gaps in preparing students with special needs to transfer to Post- secondary level. All are responsible, the ministry of education, the parents, schools, and the community to develop an education system that considers the needs of those with learning disabilities that allow students to gain the power, acquire skills, be decision makers, and to advocate for themselves. Hence, students with SEN can have the opportunity to look for better educational future and play a key role in their society.

## References

- Ainscow, M. (1995), "Education for All: Making It Happen". Support for Learning, Vol. 10, No. 4, pages 147-57.
- Alghazo, E. & Gaad, E. (2004) *General education teachers in the United Arab Emirati and their acceptance of the inclusion of students with disabilities*, British Journal of Special Education, 31 (2) p. 94-99.
- Al Roumai, M. (2008). *New rights and protection marked for UAE residents with special needs*. Available on line:  
[www.guide2dubai.com/.../327-New-rights-and-prot](http://www.guide2dubai.com/.../327-New-rights-and-prot) (accessed February, 2008).
- Alan Bryman .(2004). *Social Research Methods*, (Paperback, 2004), Oxford University Press.
- Alexander R. (2008a) *Education for All, the Quality Imperative and the Problem of Pedagogy*, CREATE (Consortium for Research on Educational Access, Transitions and Equity) Research Monograph, No 20, University of London Institute of Education.
- Ainscow, M., Conteh, J., Dyson, A. and Gallanaugh, F. (2007) *Children in Primary Education: demography, culture, diversity and inclusion* (Primary Review Research Survey 5/1), Cambridge: University of Cambridge Faculty of Education.
- Audit Commission (2002) *Special Education Needs: A Mainstream Issue*. London: Audit Commission.
- Best, J. W., & Kahn, J. V. (1993). *Research in Education* (Seventh ed.). New Jersey: Prentice Hall.
- Bangser, M., (2008). *Preparing High School Students for Successful Transitions to Postsecondary Education and Employment*. Washington, DC: American Institutes for Research, National High School Center.  
Available from:  
<http://www.betterhighschools.org>
- Bogdan, R. C & Biklen, S. K. (2003). *Qualitative Research for Education: An introduction to Theories and Methods* (4th ed.). New York: Pearson Education group. (pp. 110-120).

Bradshaw, K., Tennant, L., &Lydiatt, S. (2004). *Special education in the United Arab Emirati: Anxieties, attitudes and aspirations*. International Journal of Special Education, vol (19), no. (1), pp. 49-55.

Banerjee, M. (2010). *Technology trends and transition for students with disabilities*. In S. F. Shaw, J. W. Madaus, & L.L. Dukes, preparing students with disabilities for college success: A practical guide for transition planning (pp. 115-136). Baltimore: Brookes.

Bentolila, J. (2010). *Secondary School Inclusion Rates: The Relationship between the Training and Beliefs of School Site Principals and the Implementation of Inclusion*, FIU Electronics Theses and Dissertations. Paper 324.

Available on line:

<http://digitalcommons.fiu.edu/etd/324>.

Costenbader, V. &Janiga S. (2002) *The Transition From High School to Postsecondary Education: A Survey of College Service Coordinators*, Journal of Learning Disabilities, Vol. 35, No.5, pp. 462-468.

Cummings, R., Maddux, C.D., & Casey, J. (2000). *Individualized transition planning for students with learning disabilities*. The Career Development Quarterly.vol(49), no.(1) pp. 60.

Cawley, J., Hayden, S., Cade, E., & Baker-Kroczyński, S. (2002). *Including students with disabilities into the general education science classroom*. Exceptional Children, 68(4), 423–435.

Carter, E. W., & Hughes, C. (2006).*Including high school students with severe disabilities in general education classes: Perspectives of general and special educators, paraprofessionals, and administrators*. Research & Practice for Persons with Severe Disabilities, vol31, no.(2), pp. 174–185. Colebatch, J.,(2002). Policy, second edition, Maidenhead, Open University Press.

Cummings, R., Maddux, C., & Casey. (2000). Individualized transition planning for students with learning disabilities. The Career Development Quarterly, vol(49), p. 60-72.

Coll, R. K., & Chapman, R. (2000). *Qualitative or Quantitative? Choices of methodology for cooperative education researchers*. Journal of Cooperative Education., vol (35),no.(1), pp. 25-35.

Darling-Hammond, L. (2006) Constructing 21st Century Teacher Education. *Journal of Teacher Education*, 57 (3), 300.

Dyson, A., Gallannaugh, F., Millward, A.(2003). Making *space in the standard agenda: developing inclusive practice in schools*. *European Educational Research Journal*, vol (2), no,(2), pp. 228-244.

Deshler, D.D, &Schumaker, J.B. (2006). *Teaching adolescents with disabilities: Accessing the general education curriculum*. Thousand Oaks, CA: Crowin Press.

Department of state, Beraue of Democracy, Human Rights and Labor Website. Available online at:

[www.state.gov/g/drl](http://www.state.gov/g/drl) (accessed September 25, 2003).

DeBell, M., & Chapman, C. (2006). *Computer and internet use by students in 2003* (NCES 2006-065). Washington, DC: U.S. Department of Education, National Center for Education Stastic.

European Agency for Development in Special Needs Education.( 2010). *Teacher Education for Inclusion – International LiteratureReview*, Odense, Denmark: European Agency for Development in Special Needs Education.

Available from:

[http://ec.europa.eu/dgs/education\\_culture/index\\_en.htm](http://ec.europa.eu/dgs/education_culture/index_en.htm)

Eckes, S., & Ochoa, T. (2005). *Students with disabilities: Transitioning from high school to higher education*. *American Secondary Education*, 33(3), 6–20.

Education Statistics. Washington, DC: U.S. Government Printing Office. Retrieved February 1, 2007, from:

<http://www.arkleg.state.ar.us/data/>

HigherEdRemediation/submissions/Remediation%20and%20Graduation%20NCES%202004.pdf.

Fulcher, G. (1989), *Disabling Policies?:A Comparative Approach to Education Policy and Disability*. London: Falmer.

Farouk, K. (2008). *Current status of educating emirati learners with autism spectrum disorder in Dubai*. Unpublished Med dissertation, British University, Dubai,

- UAE. Frederckson, N., & Cline, T. (2002). *Special education needs, inclusion and diversity: A textbook*. Maidenhead, England: Open University Press.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Freebody, P. (2003). *Qualitative Research in Education*. London: Sage Publications.
- Florian, L. (2007) Re-imagining special education. In Florian, L. (ed.) *The SAGE handbook of special education*. London: SAGE publications.
- Gaad, E. (2011) *Inclusive Education in the Middle East*. Routledge.
- Gaad, E., (2004) *including learners with exceptional learning needs in regular schools in the United Arab Emirati*. International Journal of Diversity in Organizations, Communities and Nations, Vol. 4, p.159-165. Common Ground Publishing Pty Ltd.  
Available on line from [www.Diversity-Journal.com](http://www.Diversity-Journal.com)
- Gaad, E. (2004b). *Pre-service teachers' attitudes towards a career in special education in the United Arab Emirati*, College Student Journal, 38, issue (4), pp. 619-631.
- Gaad, E., & Khan, L. (2007). Primary mainstream teachers' attitudes towards inclusion of learners with special educational needs in the private sector: A perspective from Dubai. International Journal of Special education, vol (22), no. (2), pp. 95-109.
- Gaad, E., & Thabet, R. (2009). Needs assessment for effective inclusion in United Arab Emirati government schools. International Journal of Interdisciplinary Social Science, vol (4), no. 6 pp. 159-173.
- Gaad, E., arif, M. & Scott, F. (2006). *Systems Analysis of the UAE Education System*, International Journal of Educational Management, vol.20, no. 4. Pp. 291-303.
- Golafshani, N., (2003). *Understanding Reliability and Validity in Qualitative Research* Publisher: Nova Southeastern University, Vol (8), no. ( 4), pp. 597-606.  
Available from:  
<http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf>
- Guion. L., David, D., and McDonald, D., (2002). Triangulation: *Establishing the Validity of Qualitative Studies*, University of Florida, FCS6014.

Available on line:

<http://edis.ifas.ufl.edu>.

Gajar, A., Goodman, L., & McAfee, J. (1993). *Secondary schools and beyond: Transition of individuals with mild disabilities*. New York: McMillan.

Hitchcock, C. (2001). *Balanced instructional support and challenge in universally designed learning environments*. *Journal of Special Education Technology*, 16(4), 23–30.

Hastings, R. P and Oakford, S (2003) *Student Teachers' Attitudes Toward the Inclusion of Children with Special Needs*. *Educational Psychology*.23(1) pp 88- 94.

Individuals with Disabilities Education Act. (2004). Individuals With Disabilities Education Improvement, [[Page 118 STAT. 2647]] Public Law 108-446 108th Congress  
Obtained from:

<http://idea.ed.gov/download/statute.html>

Janiga, S. (2002). *The Transition From High School to Postsecondary Education for Students with Learning Disabilities: A Survey of College Service Coordinators*, *Journal of Learning Disabilities* September/October 2002 vol(35)no.(5), pp. 463-470.

Jones, M. (2002). *Providing a quality accommodated experience in preparation for and during post-secondary school*. Minneapolis, MN: National Center on Secondary Education and Transition. Retrieved January 5, 2008, from <http://www.ncset.org/publications/viewdesc.asp?id=198>.

Joppe, M. (2000). *The Research Process*. Retrieved February 25, 1998.

available from:

<http://www.ryerson.ca/~mjoppe/rp.htm>.

Joyce, B. and B. Showers (1988), *Student Achievement Through Staff Development*. London: Longman.

Kohler, P. & Field, S. (2003). *Transition-focused education: Foundation for the future*. *Journal of Special Education*, 37(3) 174–184.

Kapiszewski, A., ( 2006). *Arab Versus Asian Migrant Workers in the GCC Countries*, United Nations Expert Group Meeting on International Migration and Development in the Arab Region, Beirut 2006,

[http://www.un.org/esa/population/meetings/EGM\\_Ittmig\\_Arab/P02\\_Kapiszewski.pdf](http://www.un.org/esa/population/meetings/EGM_Ittmig_Arab/P02_Kapiszewski.pdf)

Lerner, J. (1997). *Learning Disabilities*. (7<sup>th</sup> ed.) Boston: Houghton Mifflin.

Lovely, J., (2002). *Supporting special educational needs in secondary school classrooms*. David Fulton. London.

Levinson, E.M., & Ohler, D.L. (1998). *Transition from high school to college for students with learning disabilities: Needs, Assessment, and services*. The High School Journal, 82(1), 62-69.

Mittler, P., (2000). *Working towards inclusive education: social contexts*. David Fulton. London.

Mull, C., & Sitlington, P. (2003). *The role of technology in the transition to postsecondary education of students with learning disabilities: A review of the literature*. Journal of Special Education, 37(1) 26– 32.

Ministry of social affairs.(2006). UAE Federal Law No. 29/2006 on the Rights of Persons with Special Needs , Abu Dhabi.

McDonnell, J., Thorson, N., & Disher, S.(2003). *The achievement of students with developmental disabilities and their peers without disabilities in inclusive settings: An exploratory study*. Education & Treatment of Children, 26, 224-236.

Marshall, C. (2006). *Designing Qualitative research*. Rossman 4<sup>th</sup>ed, Thousand oaks California 91230.

Moffett, C. (2000). *Sustaining change: the answers are blowing in the wind*. *Educational Leadership*, vol (57), no.7, pp. 35-38, ASCD, Virginia.

Robson, C., (2002) *Real World Research, Second Edition*. Blackwell publishing limited

Shaw, S., (2009) *Focus on exceptional children, Transition to Postsecondary Education*, vol (42), no. (2) Love Publishing Company.

Praisner, C. L. (2003). *Attitudes of elementary school principals toward the inclusion of students with disabilities*. *Exceptional Children*, 69(2), pp.135–145.

PHILLIPS , A., (2005). *WHAT, IF ANYTHING, DISTINGUISHES 'A GOOD READ' FROM 'LITERATURE'? AN INVESTIGATION INTO THE ROLES OF 'QUALITY' AND ENJOYMENT IN READING.*

Available online:

[http://dagda.shef.ac.uk/dissertations/2004-05/External/Phillips\\_Abigail\\_MALib.pdf](http://dagda.shef.ac.uk/dissertations/2004-05/External/Phillips_Abigail_MALib.pdf)

Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks, CA: Sage Publications.

Rea, P. J., McLaughlin, V. L., & Walther-Thomas, C. (2002). Outcomes for students with learning disabilities in inclusive and pullout programs. *Council for Exceptional Children*, 68(2), 203–222.

Short, C and Martin B, N (2005) Attitudes of Rural High School Students and Teachers Regarding Inclusion. *Rural Educator*.27(1) pp 1-10.

Shaw, S. F., Madaus, J. W., & W., & Dukes, L.L. (2010). *Preparing students with disabilities for college success: A practical guide for transition planning*, Baltimore: Brookes.

Short, C., & Martin, B.N. (2005). Case study: *Attitudes of rural high school students 134 and teachers regarding inclusion*. *The Rural Educator*, 1-10.

Stewart, C. (1990). *Effect of practical types in preservice adapted physical education curriculum on attitudes toward disabled populations*. *Journal of Teaching in Physical Education*, vol(10), pp.76-83.

Safhi, M., (2009). *Personnel Preparation Programs for Teachers of Students with Visual Impairments in Arabic Countries*. Texas Tech University.

Sproull, N. L. (1995). *Handbook of research methods: A guide for practitioners and students in the social sciences* (2 nd Ed.). Metuchen, NJ: Scarecrow Press.

Slavin, R. (2003). *Educational Psychology: Theory and Practice*, 7<sup>th</sup>.edition.

Thalami, G., H., (2004). *Women, education and development in the Arab Gulf countries*. Abu Dhabi: The Emirates center for strategic studies and research.

Theoharis, G. (2007). *Social justice educational leaders and resistance: Toward a theory of social justice leadership*. Educational Administration Quarterly, vol 43, no.(2), pp.221–258.

Thurmond, V. (2001). *The point of triangulation*. Journal of Nursing Scholarship, vol(33) no.(3), pp. 254–256.

Retrieved from:

<http://www.ruralhealth.utas.edu.au/gr/resources/docs/the-point-of-triangulation.pdf> .

United Nations (1996) *Resolution adopted by General Assembly, Document A/ RES/ 50/143 (30 January 1996)*

Obtained from:

<http://www.un.org/documents/ga/res/50/ares50-143.htm>

United Nations (1997) *General Assembly Resolution on Education for All, Document 45/199 ED/EFA/2006/ME/8 (17December, 1997)*

Obtained from:

<http://unesdoc.unesco.org/images/0014/001462/146253e>.

United Nations.(1994). The Salamanca statement and framework for action on special needs education. *WORLD CONFERENCE ON SPECIAL NEEDS EDUCATION: ACCESS AND QUALITY* E D-94/WS/ 1 8 (Salamanca, Spain, 7-10 June 1994)

Obtained from:

[http://www.unesco.org/education/pdf/SALAMA\\_E.PDF](http://www.unesco.org/education/pdf/SALAMA_E.PDF)

Whitaker, K., (2011). General Education Teachers' Perception of inclusion in Rural Northeast Georgia.Pionner Regional Service Agency (RESA).

Wirt, J., Choy, S., Rooney, P., Provasnik, S., Sen, A., & Tobin, R. (2004). *The condition of education 2004*.(NCES 2004-077). U.S. Department of Education.

Warnock, H. M., (1978a). Special Education Needs: report of the committee of enquiry into the education of Handicapped Children and Young people.

Available on line:

<http://www.sen.ttrb.ac.uk/attachments/21739b8e-52-4709-b433-c14b08355634.pdf>[10/11/08].

Winter, G. (2000). *A comparative discussion of the notion of validity in qualitative and quantitative research*. *The Qualitative Report*, 4(3&4). Retrieved February 25, 1998.

Available from:

<http://www.nova.edu/ssss/QR/QR4-3/winter.html>.

# Appendix- I

<p>Ministry of Education Fujairah Education Zone Section curricula/Statistics &amp; Research</p>		<p>وزارة التربية والتعليم إدارة منطقة الفجيرة التعليمية قسم المناهج / الإحصاء والبحوث</p>
<p>الرقم : م ت : ١٥٦٦ التاريخ : 6 / 10 / 2011 م</p>		
<p>المحترمة السيدة / مديرة مدرسة أم المؤمنين للتعليم الثانوي للبنات تحية طيبة وبعد،،،،،</p>		
<p><u>الموضوع / تسهيل مهمة باحث</u></p>		
<p>بناءً على مبدأ التعاون المشترك للوصول إلى الأهداف المنشودة ، من حيث تحقيق التنمية ورفي الدولة نرجو من سيادتكم التكرم بتسهيل مهمة الأستاذ / كمال إبراهيم مصريه ؛ حيث يقوم بتحضير رسالة الماجستير من الجامعة البريطانية بندي و موضوعها " هل هناك دمج لذوي الإعاقة ؟ و هل يتم تأهيلهم من أجل الدراسة في المراحل المتقدمة ؟ " . حيث سيقوم الباحث بالمرور على المدرسة و التواصل مع الإدارة و المدرسين .</p>		
<p>شاكرين لكم حسن التعاون وتفضلوا بقبول فائق الاحترام والتقدير</p>		
<p>مدير إدارة منطقة الفجيرة التعليمية جمعة خلفان علي الكندي</p>		<p>A</p>
<p>نسخة لكل من: = السيد المدير = السادة النواب = رئيس قسم المناهج والبرامج = منسقة البحوث = الملف = الصائر العام</p>		
<p>منطقة الفجيرة التعليمية هاتف: 09/2233666 ، فاكس: 09/2221885 ، ص- ب: 62، الفجيرة - الإمارات العربية المتحدة Fujairah Education Zone, Tel: 09/2233666 ,Fax:09/2221885, PO Box:62, E- mail: fez@fez.gov.ae</p>		



الرقم: م ت : ١٥٦٦  
التاريخ: 6 / 10 / 2011 م

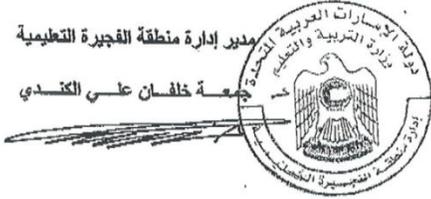
السيد / مدير مدرسة سيف بن حمد الشرقي للتعليم الأساسي والثانوي للبنين  
المحترم  
تحية طيبة وبعد،،،،،

الموضوع / تسهيل مهمة باحث

بناءً على مبدأ التعاون المشترك للوصول إلى الأهداف المنشودة ، من حيث تحقيق التنمية ورفعي الدولة  
نرجو من سيادتكم التكرم بتسهيل مهمة الأستاذ / كمال إبراهيم مصريه ؛ حيث يقوم بتحضير رسالة  
الماجستير من الجامعة البريطانية بدبي و موضوعها " هل هناك دمج لذوي الإعاقة ؟ و هل يتم تأهيلهم  
من أجل الدراسة في المراحل المتقدمة ؟ " .  
حيث سيقوم الباحث بالمرور على المدرسة و التواصل مع الإدارة و المدرسين .

شاكرين لكم حسن التعاون  
وتفضلوا بقبول فائق الاحترام والتقدير

مدير إدارة منطقة الفجيرة التعليمية  
جمعة خلفان علي الكندي



نسخة لكل من:  
= السيد المدير  
= السادة النواب  
= رئيس قسم المناهج والبرامج  
= منسقة البحوث  
= الملقم  
= الصلار العام

منطقة الفجيرة التعليمية هاتف: 09/2233666 ، فاكس: 09/2221885 ، ص-ب: 62، الفجيرة - الإمارات العربية المتحدة  
Fujairah Education Zone, Tel: 09/2233666 ,Fax:09/2221885, PO Box:62, E- mail: fez@fez.gov.ae

## APPENDIX II

### Guidelines for Ethics in Educational Research

#### Basic Principles

Three *basic ethical principles* underlie the Faculty of Education Guidelines for Ethics in Educational Research:

- **respect for persons**, that is, that persons should be treated as autonomous individuals, and that persons with diminished autonomy are entitled to protection;
- **beneficence**, that is, that there is an over-riding obligation to maximise possible benefits and minimise possible harms. Harm, in this context, includes psychological or emotional distress, discomfort and economic or social disadvantages. Researchers exercise beneficence in assessing the risks of harm and potential benefits to participants, in being sensitive to the rights and interests of people involved in their research, and in reflecting on the social and cultural implications of their work; and
- **justice**, that is, that the question of who ought to receive the benefits of research and bear its burdens should be explicitly addressed.

These principles apply to all forms of educational research, including research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behaviour.

#### Considerations in Data Collection

Researchers should take special care to avoid research activity in which the information collected is recorded in such a manner that:

- participants can be identified, directly or through identifiers linked to the subjects;
- any disclosure of the participants' responses outside the research could reasonably place the participants at risk of professional liability or be damaging to the participants' financial standing, employability or reputation; and
- the research deals with sensitive aspects of the participants' own behaviour, such as sexual preference, illegal conduct, use of alcohol, drug use, or includes information about health status.

## APPENDIX II

Educational researchers should:

- ensure confidentiality;
- not use data of a confidential nature for their own personal advantage or that of a third party;
- obtain the free and informed consent of human subjects.

### Informed Consent

The principle of obtaining informed consent from the participants in research is considered to be one of the most important ethical issues in research involving human participants. In almost all cases participants should be provided with a written summary of the research procedure, its benefits, harms and risks, and that they be able to retain this information. What is provided to potential participants should be brief and clearly written, and written from their point of view. When consent is obtained from research participants, it should be voluntary, competent; informed; and understood.

The decision of a person to consent to participating in a research project should always be based upon their knowledge of the research proposal and the requirements for their participation (as participants) in the project. Aspects of informed consent are:

- consent to participate in the research is given freely and without coercion;
- subjects have the capacity to understand the research project;
- the information sheets given to research subjects are understandable and have taken consideration of the anticipated level of competence of potential research subjects;
- inclusion of a clear explanation of the likely risks to the research subject arising from participation in the research project;
- the information sheet includes a clear explanation of the likely benefits of the research project itself;
- proper communication by the investigator of the risks and benefits of the research project to potential subjects;
- confirmation that the consent of the research subject is not influenced by financial inducement, improper pressure or any form of misrepresentation and that the research subject is competent to consent. It is the responsibility of the researcher to place the issue of payment within the context of the particular research project and determine as best she or he can at what point the incentive becomes an inducement that puts undue pressure on participants to take part;
- assurance that a research subject may withdraw at any time from the research without loss of benefit or penalty; and

## APPENDIX II

- the need to exercise special care in cases where the subjects are unable to consent for themselves (for example, in the case of intellectually impaired students).

### Responsibilities to Participants

Research involving treatment and control groups should be evaluated in terms of the benefit of the research and the individuals' overriding right to know and to have access to the best educational practice available in all circumstances. The methods should not result in harm to the participant. In assessing covert or deceptive research, the following two guidelines should be observed:

- participants should not be subject to any procedure which is reasonably likely to cause physical harm, psychological harm (which is distinguished from temporary embarrassment, mild alarm, etc), or enduring educational disadvantage ;
- participants should be fully informed at the conclusion of the study as to its nature and the disposition of results;
- the full benefits of the intervention should be made available to all participants as part of the outcome of the comparison of programs.

## APPENDIX II

### Ethics Form

#### To be completed by the student and submitted to the Ethics Research Committee

NAME OF RESEARCHER: Kamal Masrieh

CONTACT TELEPHONE NUMBER: 0502322159

EMAIL ADDRESS: 90130@student..buid.ac.ae

DATE: 3/9/2011

PROJECT TITLE:

Do governmental secondary schools in North Emirates prepare students with special educational needs for inclusion in higher education?

BRIEF OUTLINE OF PROJECT (100-250 words; this may be attached separately. You may prefer to use the abstract from the original bid):

The researcher will take a sample of four secondary schools in emirate of Fujairah and explore how the students are prepared to be transfer from secondary level into higher education level based on many issues such as types of special needs included what meant here is that are all students with disabilities are included or there are specific criteria for selection, the curriculum provided, the challenges that faced such a process, and factors affecting such preparation. A qualitative methodology is going to be used to collect data and analyze it. Validity and reliability were to be considered in this study so, for this purpose a triangulation to be used (questionnaire survey, interviews and observation).

## APPENDIX II

MAIN ETHICAL CONSIDERATION(S) OF THE PROJECT (e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc):

The researcher will take two schools for girls so during interviews the use of recording tape considered a sensitive issue in emirate's society unless permission is guaranteed from the family or the school administration. On other hand dealing with children has special needs also considered a big issue so the researcher also needs the help of student's family or class teacher.

DURATION OF PROPOSED PROJECT (please provide dates as month/year):  
**Sunday 25th March 2012**

DATE YOU WISH TO START DATA COLLECTION:

I will send the survey to Dr. Gaad E. and after taking the permission I will be ready to start.

**Please provide details on the following aspects of the research:**

1. What are your intended methods of recruitment, data collection and analysis?

Please outline (100-250 words) the methods of data collection with each group of research participants.

The questionnaires survey will be distributed to school administrations, teachers, and students' family and after two weeks the survey will be collected and analysis will be started, after that class observation and interviews will be started then after collecting the data from different resources a word- processing program is going to be used and analyse the relevant data.

## APPENDIX II

2. How will you make sure that all participants understand the process in which they are to be engaged and that they provide their voluntary and informed consent? If the study involves working with children or other vulnerable groups, how have you considered their rights and protection?

Before distribution of the questions the cover page will explain the purpose of the dissertation and all the information submitted by the participants are confidential and they are free to withdraw from the study at any time. Also a consent paper will be distributed and signed by the participants through which they can withdraw from the study without any legal issues.

3. How will you make sure that participants clearly understand their right to withdraw from the study?

As mentioned previously a detailed instructions will be there in the cover page that explain the aim of the study and at the same time the researcher is going to explain the questions to participants but without any effect on their decisions.

4. Please describe how will you ensure the confidentiality and anonymity of participants. Where this is not guaranteed, please justify your approach.

The researcher will assure that no names will mentioned and the information mentioned during data collection will be used for the purpose of the study and not for any personnel issue.

5. Describe any possible detrimental effects of the study and your strategies for dealing with them.

Some participants may miss-understand some questions in the survey or in semi structured interviews so the researcher will explain in neutral way any unclear idea and try the best not to interfere with any answer .

6. How will you ensure the safe and appropriate storage and handling of data?

After the data collected, interpreted and analyzed the results will be stored in appropriate place like the appendices,USB, and external hard disc.

## APPENDIX II

7. If during the course of the research you are made aware of harmful or illegal behaviour, how do you intend to handle disclosure or nondisclosure of such information (you may wish to refer to the BERA Revised Ethical Guidelines for Educational Research, 2004; paragraphs 27 & 28, p.8 for more information about this issue)?

The researcher will contact the research supervisor and explained exactly and in transparent way what happened in details and try to find the suitable solution of such a problem and then try to apologies to the related person.

8. If the research design demands some degree of subterfuge or undisclosed research activity, how have you justified this?

For the anonymity and reliability of any research it is very important for the researcher and the participants to have a clear understanding of the project they are going to participate and this will make things easier and away from any undisclosed activity.

9. How do you intend to disseminate your research findings to participants?

After the researcher has been confirmed that his dissertation approved and successfully pass, a copy can be send to relevant persons.

## APPENDIX II

### Declaration by the researcher

I have read the University's Code of Conduct for Research and the information contained herein is, to the best of my knowledge and belief, accurate.

I am satisfied that I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations as researcher and the rights of participants. I am satisfied that members of staff (including myself) working on the project have the appropriate qualifications, experience and facilities to conduct the research set out in the attached document and that I, as researcher take full responsibility for the ethical conduct of the research in accordance with the Faculty of Education Ethical Guidelines, and any other condition laid down by the BUIID Ethics Committee.

Print name: Kamal Ibrahim Masrieh

Signature: Kamal Masrieh

Date: 3/9/2011



16/11/11

### Declaration by the Chair of the School of Education Ethics Committee (only to be completed if making a formal submission for approval)

The Committee confirms that this project fits within the University's Code of Conduct for Research and I approve the proposal on behalf of BUIID's Ethics Committee.

Print name:  
(Chair of the Ethics Committee)

Signature:  
Date:





## DISSERTATION LEARNING CONTRACT

<b>Name</b> Kamal Ibrahim Maarfeh	<b>Student ID</b> 90130	<b>Date</b> 15/11/11
<b>Email</b>	<b>Study Mode:</b>	<b>Dissertation start date</b>
<b>Mobile</b>	<b>FT / PT: part time</b>	
<b>Programme</b> MED-5N	<b>Personal Tutor</b>	
<b>Dissertation Supervisor</b>	<b>Dissertation Coordinator</b> : Naze Awam	
	<b>DR GAAD EMAN</b> : Supervisor	
<b>1. Topic and Working Title</b> : To which extent do secondary schools in North Emirate (Fujairah) prepare students with special needs for inclusion in higher education?		

The dissertation is distinguished from earlier assessed work by the greater depth of knowledge, understanding and critique demonstrated. The dissertation may vary in the breadth of coverage. It must have:

- I. A clear focus
- II. Defined objective(s), research question(s) and scope
- III. Be achievable within the required period of registration and word limitation
- IV. Be realistic and feasible given the resources available

**ROLE AND RESPONSIBILITIES OF THE DISSERTATION SUPERVISOR**

- Guide the student in focusing the study and in drawing up a plan and outline for the dissertation to ensure that a feasible piece of work is proposed
- Advise the student on relevant literature and methodology
- Monitor progress against an agreed plan and timetable for the dissertation study
- Read and comment on at least some if not all of the draft chapters of the dissertation. It is generally preferable that this be done in stages with the supervisor seeing at least two draft chapters before the half-way point in the dissertation registration period, so that the student can incorporate any feedback into subsequent writing
- Where relevant, advise on ethical and safety implications of the work.
- Respond promptly and appropriately, by making constructive suggestions both at the planning stage and in response to the material submitted.

Student ID \_\_ 90130

Page 1 of 5

- Give appropriate technical advice and also assist the student in planning and refining the dissertation and working towards agreed targets during the period of work.
- Ensure that their students are fully aware of their being away for any extended periods such as in annual leave during the summer, and make back-up supervisory arrangements at crucial times, such as when draft chapters are being written or submitted.
- Write a formal progress report for any student who applies for a formal extension to the standard period of dissertation study registration.

#### RESPONSIBILITIES OF THE STUDENT

- You are responsible for meeting with your supervisor regularly and to hand in material at the agreed times
- Responsibility for the academic quality of the dissertation is ultimately yours alone
- You must observe the importance of acknowledging the work of others and avoid plagiarism. It is your responsibility to ensure that the work is entirely your own and that all services used are correctly cited and referenced. Please seek advice from the Study Skills Tutor should you need help
- It is essential that draft chapters are submitted to your supervisor in enough time for him/her to provide feedback and for you to then revise your plans and research work accordingly
- It is expected that you will arrange weekly meetings/discussions with your supervisor in the first two months of your project, but the frequency of these meetings may decrease as the project progresses and as you become more independent
- If your dissertation research faces obstacles or setbacks, it is vital that you identify and discuss them as soon as possible so that appropriate courses of action can be taken.

#### EXPECTATIONS

- Regular weekly or fortnightly meetings with supervisor(s) according to identified needs and progress of the dissertation research
- Knowledge of when the principal dissertation supervisor will be away for an extended period during the dissertation registration period
- You have the right to submit your dissertation whenever you want to. However you are strongly advised to consult with your Dissertation Supervisor and obtain relevant advice and suggestions before its formal submission to the library.

#### REQUIREMENTS

A schedule should be devised with supervisors to meet at mutually convenient times and suiting other diary commitments. Students do not have the right to demand a meeting at their own convenience. An initial statement of these meetings should be given in this learning contract.

Student ID \_\_90130

---

Students must produce two documents, which are to be completed only after receiving recommendations and advice from the Dissertation Supervisor. These documents must be submitted to the Dissertation Supervisor and the Dissertation Coordinator at the outset of the dissertation period.

1. A short formal proposal indicating the aims, purpose and scope of the dissertation, stating specific research question(s), identifying potential literature and relevant empirical work to be addressed, as well as specifying a provisional outline of the chapter titles and envisaged contents and
2. A brief plan and timetable indicating how the dissertation research will be undertaken. It will state deadlines and identify the critical milestones when the Dissertation Supervisor and student should meet to plan and review progress. While the details of the study plan will vary, it is self-evident that draft chapters must be submitted to the Dissertation Supervisor in sufficient time for him/her to provide feedback, which is normally a minimum of 2 and maximum of 3 weeks.

### PLAGIARISM

Plagiarism is presenting another person's work as the students' own, without acknowledgement. Examples of plagiarism include, but are not limited to, the following:

- I. Using the work of someone else, or changing some words and keeping the same structure and the same meaning, without noting the sources(s) and submitting it as your own work;
- II. Taking text from many other sources and putting the pieces together into one document and submitting it as your own work, without noting the sources(s);
- III. Downloading information, pictures or charts, from the Internet and inserting those materials into your own document and submitting it as your own work, without noting the source(s);
- IV. Buying or otherwise obtaining assignments from the Internet or another person.
- V. Submitting your own coursework which is submitted earlier to another module or to another institute (self plagiarism)

When submitting an academic paper or assessment, students must include in the bibliography every source that has been consulted or used for the paper or assignment. Students must note whether that source is a book, article, television programme, website, or an interview with another individual. Students may seek advice from their Study Skills Tutor.

When working together or collaborating with other students on assignments, projects or dissertations, students must indicate clearly on the assignment, project or dissertation, those portions which are not their own work.

Students should seek the assistance of their Dissertation Supervisor or Personal Tutor before handing in the draft chapter or completed dissertation if they need help in properly acknowledging the sources used. Students facing particular difficulties with referencing work may be forwarded on to their Study Skills Tutor.

The University uses software in order to detect cases of plagiarism. The student is at liberty to request Turnitin Analysis performed on draft chapters at the half-way point of

their dissertation research (2 months for full time study mode and 4 months for part time study mode).

## DEADLINES

The formal deadline for submission of your dissertation is: 14 MARCH 2012.

If you submit your dissertation after this deadline then the standard University penalties for late submission of assessed work will be applied as are stated in the Student Handbook.

You are required to ensure that the dissertation is ready for submission before you formally submit it to the University Library. This includes observing the University's recommended format, style guidelines and specified enclosures.

Please note that your dissertation should be submitted to the University Library (three hardcopies and a softcopy) who will log the submission and then ensure that it is forwarded on to the relevant academic staff for assessment.

You may submit your dissertation before this date, and indeed you are encouraged to do so. If you plan to submit prior to the deadline date then please ensure that you have consulted with your supervisor and received a reply saying that the work appears to be ready to submit. Please note that a 'ready to submit' indication from the supervisor does not mean that you will necessarily achieve a passing grade for the dissertation. It will be assessed by an internal second marker, reviewed by the external examiner and discussed by the Board of Examiners before recommendation that it is either a 'pass' or 'fail' grade.

If you do not think that you will be able to submit your dissertation according to your specified deadline then you should submit an extension request as soon as you can and check that it is has been approved before the submission deadline. **Please note that extensions will only be approved for exceptional circumstances. Work pressures will not normally be accepted as sufficient reason for the University granting an extension.** For any dissertation extension to be approved the progress report written by your Dissertation Supervisor has to be accepted by the Head of Programme and Dean

If you have been unable to work on your dissertation due to medical or serious personal issues you should inform your personal tutor and the dissertation supervisor and provide supporting evidence (e.g. letter from your doctor or a counsellor). Students who are given an extension to their deadline will be charged the appropriate continuation fee. For further details on the process and procedures for dissertation extension, please contact your Faculty Administrator.

## SUPERVISOR'S CONTACT AND AVAILABILITY DETAILS:

---

### SCHEDULES AND MILESTONES (in consultation with supervisor)

You are advised to contact your supervisor in the first week of commencement of the dissertation and produce the required schedule of meetings and research milestones within the first two weeks.

Student ID   90130

**ANTICIPATED SCHEDULE OF MEETINGS**

Start date:

Submission date: Sunday 25th March 2012

**RESEARCH MILESTONES**

**DECLARATION**

I hereby confirm that I understand the terms and conditions stated above and that all the required timetable and milestones have been provided.

Kamal Ibrahim Masrieh

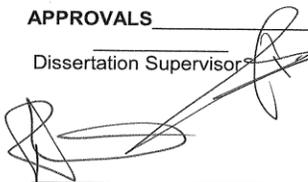
\_\_\_\_\_  
Student

\_\_15/11/11\_\_\_\_\_  
Date

**APPROVALS**

\_\_\_\_\_  
Dissertation Supervisor

Date 16/11/2011



\_\_\_\_\_  
Dissertation Coordinator

11.12.2011  
Date

**Original to Student File**

Copy to: Student  Dissertation Supervisor  Dissertation Coordinator

Personal Tutor

Student ID \_\_90130  
\_\_\_\_\_

## Appendix IV

### Questionnaires

The purpose of this study is to explore to which extent the governmental schools in North Emirates (Fujairah) prepare students with special educational needs for inclusion in higher education.

The ethical protocols of the British University in Dubai (BUID) will be implemented and adhered.

All the information provided are confidential so no needs to mention any names, and in case the participants want to withdraw at any moment they have the full right and respect to do so.

Please, read and complete the following questionnaire.

**Student (Master of Education): Kamal Masrieh**



## Section-11 Training and experience

8- Years of regular teaching in your school

1 (0)            2 (1-5)            3 (6-10)            4 (11 or more)

9- Years of special education teaching

1 (0)            2 (1-5)            3 (6-10)            4 (11 or more)

10- How many have you been a principal at the secondary school?

1 (0)            2 (1-5)            3 (6-10)            4 (11 or more)

11- Do you have any specific special educational needs qualifications?

Yes                      No

12-Please indicate the number of courses in special education you have received

1 (0)            2 (1-5)            3 (6-10)            4 (11 or more)

13-**Rate from (1-3)** the need for teacher with special education needs experience in your school

1 (No need)                      2 (Need)                      3 (High need)

## Section-111 Post- secondary education

Please tick under the column the number that represents your agreement.

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
	1	2	3	4	5
14- Students with special needs should be assessed (within 3 years) in secondary school prior to enrollment in high school.					
15- To increase success rate in Post- secondary school the teaching materials should be modified.					
16- The schools that include students with special needs have enough resources to meet their needs.					
17- Inclusion programs are too expensive to be implemented in higher education.					
18- The curriculum issued by Ministry of Education is modified to meet educational needs of the students with disabilities.					
19- Specific accommodations should be documented on the individualized education plan (IEP) to assist students to be accepted Post- secondary class.					
20- The materials covered during the academic years prepare qualified students with disabilities for Post- secondary					

education.					
21- The results of tests should determine how much students with special needs are ready to transfer from secondary school to higher education.					
22- Governmental secondary school has adequate trained staff to implement the inclusion program.					
23- The social interaction for students with special needs with their peers in inclusive setting display an appropriate behavior for these students in higher education.					
24- The understanding of inclusion program is important for its success.					
25-Include and prepare students with special needs in secondary school is the most appropriate to continue their higher education.					

Please, complete the following questions

26- Explain how your experience can prepare students with special needs to be ready for postsecondary school.

27- Describe briefly a student with special needs will known to you has continue his studying in a college or University:

## Appendix-V

### Semi-structured questionnaire- based interviews

The purpose of this of questionnaires is to explore if the governmental secondary school prepare students with disabilities to be included in higher education. Please answer the following questions.

All the information is confidential and related to academic used only.

#### Interview questionnaires

1. What are the academic provisions that are available in your school for students with disabilities?

2. How your schools prepare students to be ready for transfer to higher education?

3. What are the modifications (curriculum, physical environment) provided for students with disabilities?

---

---

---

---

4. How students with learning difficulties like dyslexia or dyscalculia are assessed and categorized?

---

---

---

5. Does your school provide you any kind of incentives like (money, certificate...)?

6. How does the Ministry of Education follow up the students with disabilities after finishing their secondary school?

7. What are the problems facing you (as school director) in dealing with students having disabilities?

---

---

8. Did you have qualified teachers in dealing with students having learning disabilities?

---

9. Do you think life at the University would have an effect on students' study?

---

---

10. Do you like to add any other helpful information that I have missed above that you wish to include?

## Appendix-VI

### Transcription of Semi-structured questionnaire- based interviews number one with social worker in Um Almominen secondary school for girls

The purpose of this of questionnaires is to explore if the governmental secondary school prepare students with disabilities to be included in higher education. Please answer the following questions.

All the information is confidential and related to academic used only.

#### Interview questionnaires

1. What are the academic provisions that are available in your school for students with disabilities?

Keep a small number of students with SEN in each class. Prepare and modify some of the school's toilets to be used easily by the students. At the same time communicate with families to monitor academically their progression and focus on their weakness. Furthermore, to consider and keep closed to student in case of illness and repeat any missing materials.

2. How your schools prepare students to be ready for transfer to higher education?

The school administration encourages the students with disabilities to reach the school in time and respect the value of the time. Allow students to establish a good communications with their norm peers to keep the socially involved. I am as a social worker follows the students and listen to any problems they faced. Also, call the student's family to minimize and control any trouble at home and I also have a contact with the subject teachers.

3. What are the modifications (curriculum, physical environment) provided for students' with disabilities?

Some of the students with SEN in our school use wheel chair; others have some medical problems as a result they study with same curriculum, but we study the student's file then set with the students to assess her needs and check the subjects they complains of and try to find a solution.

4. How students with learning difficulties like dyslexia or dyscalculia are assessed and categorized?

We do not have any case in the school.

5. Does your school provide you any kind of incentives like (money, certificate...)?

I do not take money because it is unaccepted but inside the school we have many activities like celebration of the teacher's day were the principal distribute gifts to best teacher according to her performance. Also, we have the school board through which we put the best teacher's name and we distribute the certificates all the above can be consider as kind of incentives.

6. How does the Ministry of Education follow up the students with disabilities after finishing their secondary school?

I have no idea but I think the student's file should be sent to the university in order to follow the students closely.

7. What are the problems facing you (as school director) in dealing with students having disabilities?

I am working as a social worker and try with the principal, teachers, and parents to solve any problems and in our school we do not have students with disabilities.

8. Did you have qualified teachers in dealing with students having learning disabilities?

No, but some teachers who have qualification visit our school and meet with the students.

9. Do you think life at the University would have an effect on students' study?

If the students with any disabilities prepared well, I think they will able to continue their study with less problems.

10. Do you like to add any other helpful information that I have missed above that you wish to include?

I like to add this point which is the ministry of education should give more opportunity for all students with learning difficulties to enter to school. Because this help them to be socially and psychologically involved in the society.

Transcription of Semi-structured questionnaire- based interviews number three with school's principal of Um Almominen secondary school for girls.

The purpose of this of questionnaires is to explore if the governmental secondary school prepare students with disabilities to be included in higher education. Please answer the following questions.

All the information is confidential and related to academic used only.

### Interview questionnaires

1. What are the academic provisions that are available in your school for students with disabilities?

In our school we try to work as a team for preparing a responsible students' having a positive role in our society and at the same time having a strong balanced personality.

2. How your schools prepare students to be ready for transfer to higher education?

By sharing in all the school activities, keep the seating in the first row of the class, and closely supervised the students with SEN. Also, at the beginning of the academic year we instruct and provide information to the students about inclusion and what are expected from the students having disabilities.

3. What are the modifications (curriculum, physical environment) provided for students with disabilities?

No modifications considered regarding the curriculum because the ministry is responsible about the subjects and the students enrolled in our school not considered having SEN, because mentally they are excellent. With respect to physical environment we did changes in the entrances and the toilets.

4. How students with learning difficulties like dyslexia or dyscalculia are assessed and categorized?

As I told no students having such a problem but in case next year a student has difficulty in speaking a specialist must be stayed in our school.

5. Does your school provide you any kind of incentives like (money, certificate...)?

During the social occasions, we visit the staff at home and give gifts, and we provide certificates for the best teacher who achieves the best performance and came to school at time each day without any late. We do not allow any staff to accept money from any source.

6. How does the Ministry of Education follow up the students with disabilities after finishing their secondary school?

In fact, I have no idea, but it is important for the ministry to communicate with the student's family by letters and home visit to coordinate and discuss the next step after secondary school.

7. What are the problems facing you (as school director) in dealing with students having disabilities?

Some students have continues absents sometimes two days in a week and this can lead the student to lose information. I have to manage this problem by having a remedial class after the duty is finished.

8. Did you have qualified teachers in dealing with students having learning disabilities?

We have a teacher visit our students on Monday. All the teachers in the school are subject teachers and do not have any qualification in special needs. Some of them they attend workshops at summer.

9. Do you think life at the University would have an effect on students' study?

No because the students are free and they will find some to help and support.

10. Do you like to add any other helpful information that I have missed above that you wish to include?

There should be committees from the MOE to meet with all teachers and provide an extensive training through conferences and workshops. I think an important factor to make inclusion work in our schools is to believe in inclusion as a students' right.

## Transcription of Semi-structured questionnaire- based interviews number four with the coordinator of UNESCO program working in MOE.

The purpose of this of questionnaires is to explore if the governmental secondary school prepare students with disabilities to be included in higher education. Please answer the following questions.

All the information is confidential and related to academic used only.

### Interview questionnaires

1. What are the academic provisions that are available in your school for students with disabilities?

To include students in the secondary school to be part of the society. Also, to share their ideas regarding the skills they need to acquire before finished the secondary level. At the same time we can share their experience inside the class with their peers.

2. How your schools prepare students to be ready for transfer to higher education?

We encourage students to have scientific trips to different fields in UAE, we have remedial classes at the end of the week to improve the quality of teaching based on the students weaknesses.

3. What are the modifications (curriculum, physical environment) provided for students with disabilities?

The students study with the same curriculum, but we check the student's file and assess their needs and then have an action accordingly. Also, if there is any

health problem we can manage by visit the family and keep our self closed from the student.

4. How students with learning difficulties like dyslexia or dyscalculia are assessed and categorized?

There are no learning difficulties in our school.

5. Does your school provide you any kind of incentives like (money, certificate...)?

The best project the teacher is working and win we gave a gift and certificate. The punctuality of the teacher is to be considered and at the end a certificate given to best teacher who came on time. Some teachers like to work as volunteer with students having any learning difficulty in any subject.

6. How does the Ministry of Education follow up the students with disabilities after finishing their secondary school?

I think by provide a private teachers and mainly for English language to improve and increase their skills in this foreign language to avoid the difficulty at the university because most of the subjects are in English. And encourage the students with SEN they will have the chance to find a job in collaboration with the ministry.

7. What are the problems facing you (as school director) in dealing with students having disabilities?

No specific problems but students on wheelchair have to do physiotherapy two times per week and so the teachers have to repeat the missing parts of the lessons.

8. Did you have qualified teachers in dealing with students having learning disabilities?

No qualified teachers since the inclusion in our school still new only since two years. An external teacher from the ministry is coming, and has a look on their needs.

9. Do you think life at the University would have an effect on students' study?

I cannot answer this question but what I know some universities like UAE University has a modified curriculum based on the announced learning difficulties.

10. Do you like to add any other helpful information that I have missed above that you wish to include?

I like to add some suggestions like the students' with SEN after they finished their study at any institutions to return back and share their experiences with other students because this will increase the hope for all students with difficulties. At the same time after graduation those students should have the chance to be appointed in special education department since they will be expert on the needs of their peers at schools.

## Transcription of Semi-structured questionnaire- based interviews number five with (S.I) student on wheelchair at Um Almominen secondary school for girls.

The purpose of this of questionnaires is to explore if the governmental secondary school prepare students with disabilities to be included in higher education. Please answer the following questions.

All the information is confidential and related to academic used only.

### Interview questionnaires

1. What are the academic provisions that are available in your school for students with disabilities?

I am using the wheelchair since many years and I consider myself as the others so the same programs are applied to all students in the school. Some teachers gave me tuition in mathematics and English because I have weakness in both subject and mainly in English.

2. How your schools prepare students to be ready for transfer to higher education?

No specific preparation is to be considered to me or to other students have some health problems but it is a general preparation to all students to pass the final examinations successfully and then we will decide to continue our study.

3. What are the modifications (curriculum, physical environment) provided for students with disabilities?

They prepare the bathrooms, and slopes inside the school but we study with same books.

4. How students with learning difficulties like dyslexia or dyscalculia are assessed and categorized?

I do not know.

5. Does your school provide you any kind of incentives like (money, certificate...)?

The school's principal announced at the end of the year on best student and certificate is given. Last year one of student has health problem was the first on her class and the ministry give her a gift.

6. How does the Ministry of Education follow up the students with disabilities after finishing their secondary school?

I do not know, but I like to keep support by money and visit us after we finished from the secondary school and be at the University.

7. What are the problems facing you (as school director) in dealing with students having disabilities?

really I cannot answer this question

8. Did you have qualified teachers in dealing with students having learning disabilities?

We have an external teacher from the ministry came and ask if there are any problems and have a look on our files and if we need any help she writes on a paper our request to try finding a solution.

9. Do you think life at the University would have an effect on students' study?

I think it will be difficult for example I consider transportation to my school is a problem so what about if I decided to study outside the Fujairah, and as I heard some subjects are difficult so I like to have better solution for me and my colleges.

10. Do you like to add any other helpful information that I have missed above that you wish to include?

I wish I will continue my studying to support myself and my family and has a certain role in my society.

## Transcription of Semi-structured questionnaire- based interviews number six with a student physical impairment (short status) at Saief Bin Hamad Secondary school for boys

The purpose of this of questionnaires is to explore if the governmental secondary school prepare students with disabilities to be included in higher education. Please answer the following questions.

All the information is confidential and related to academic used only.

### Interview questionnaires

1. What are the academic provisions that are available in your school for students with disabilities?

The school provides some programs to increase our strengths in some difficult subjects. I have problem in science so I have a remedial class three times in a week. Also, some teachers give me a space of responsibilities in the class that I feel comfort.

2. How your schools prepare students to be ready for transfer to higher education?

I think no specific preparation is given to me or my college. Also, we evaluated based on our exam grades.

3. What are the modifications (curriculum, physical environment) provided for students with disabilities?

We study all the materials as other students because I have certain physical difficulties but I can study and have the exams as others. In our school they

construct a new elevator because my class in the second floor and slopes in the front door of the school, and the toilet seat changed.

4. How students with learning difficulties like dyslexia or dyscalculia are assessed and categorized?

No answer because, in the school we are only two students me and the other one use a wheelchair.

5. Does your school provide you any kind of incentives like (money, certificate...)?

If I get good grades in the exam my class teacher put my name as best student in the board and this make me feel happy and proud. And at the end of the year I received a certificate because I stay quiet and listen to instructions of my teachers.

6. How does the Ministry of Education follow up the students with disabilities after finishing their secondary school?

I do not have a clear answer.

7. What are the problems facing you (as school director) in dealing with students having disabilities?

there are too much materials I have to study but till know I am doing well in all materials except the science.

8. Did you have qualified teachers in dealing with students having learning disabilities?

We meet a teacher from the ministry each two weeks or more and always ask me about my study and if I have any difficulties.

9. Do you think life at the University would have an effect on students' study?

No bodies explain to me anything about the study at the University, but I think I can do well because my father supports me and wants to continue my study till I reach the college.

10. Do you like to add any other helpful information that I have missed above that you wish to include?

No I can study it is true I have born with this case but I can play and do everything I like and I do not want anyone to consider me I need any help from any kind.

## Transcription of Semi-structured questionnaire- based interviews number seven with social worker at Saief Bin Hamad Secondary school for boys.

The purpose of this of questionnaires is to explore if the governmental secondary school prepare students with disabilities to be included in higher education. Please answer the following questions.

All the information is confidential and related to academic used only.

### Interview questionnaires

1. What are the academic provisions that are available in your school for students with disabilities?

Actually, there is no provisions for those with disabilities but we support them through social issues like home visit, follow the two students in case of illness or if they have any difficulty in any subjects.

2. How your schools prepare students to be ready for transfer to higher education?

As I know in all secondary schools there are no preparations for the students from any kind, because it is obligatory to follow the instructions of the ministry to cover the curriculum.

3. What are the modifications (curriculum, physical environment) provided for students with disabilities?

The only modifications are the slopes outside the school but nothing inside the school. Part of the students' bathroom is modified to fit the students need. Still, the same curriculum as I told you previously.

4. How students with learning difficulties like dyslexia or dyscalculia are assessed and categorized?

We do not have any student have difficulty in speaking.

5. Does your school provide you any kind of incentives like (money, certificate...)?

No, at all but the class teachers did some activities and include the two students we have in our school as kind of support.

6. How does the Ministry of Education follow up the students with disabilities after finishing their secondary school?

According the type of the disability but in our school we have only physical disabilities and no students with mental impairments are included.

7. What are the problems facing you (as school director) in dealing with students having disabilities?

There are no problems but I am working as a social worker and I have to monitor the students closely for anything that could affect their performance at school or to keep in contact with the parents if there is problems at home.

8. Did you have qualified teachers in dealing with students having learning disabilities?

Only teacher from special education needs department visit the two students to check their academic performance with the related teacher to find the suitable solution.

9. Do you think life at the University would have an effect on students' study?

The most important point is to prepare our students from the beginning not only focus on the study but increase their self-confidence and encourage them they can continue their life.

10. Do you like to add any other helpful information that I have missed above that you wish to include?

As I told you the students must be followed by the related authorities to give them the chance to study in the college or choose to enter the vocational field.

## Transcription of Semi-structured questionnaire- based interviews number eight with English teacher at Saief Bin Hamad Secondary school for boys.

The purpose of this of questionnaires is to explore if the governmental secondary school prepare students with disabilities to be included in higher education. Please answer the following questions.

All the information is confidential and related to academic used only.

### Interview questionnaires

1. What are the academic provisions that are available in your school for students with disabilities?

In our school the teacherstry to adapt the students with SEN with their peers to be able to socially involve in the community, and there are two physical disabilities only and on other hand the school principal's tries to involve many teachers in workshops to make them able to closely assess and help the students.

2. How your schools prepare students to be ready for transfer to higher education?

The preparation depends on the type of disabilities for example, we ask the administration to transfer the class of one of the student on wheelchair to first floor but it was difficult because the lab room in the second floor. As a result an elevator was constructed.

3. What are the modifications (curriculum, physical environment) provided for students with disabilities?

All students study with the same curriculum because the students included to our school have physical difficulties not complains of any other problems so they are doing well in the class.

4. How students with learning difficulties like dyslexia or dyscalculia are assessed and categorized?

We do not have any student with dyslexia but in case of we need a specialist to know how to communicate with the student.

5. Does your school provide you any kind of incentives like (money, certificate...)?

I can sure that no money is accepted to be taken by any students, and the certificates are rare and on occasion. Because, some teachers do it to encourage the students in general and mainly students with disabilities.

6. How does the Ministry of Education follow up the students with disabilities after finishing their secondary school?

There must be cooperation between the ministry of education and the authorities in different Universities to find ways to minimize the obstacles like the curriculum at the college, preparing and follow the student at first year of the college.

7. What are the problems facing you (as school director) in dealing with students having disabilities?

As I told you the students in our school are physical and not other difficult disabilities.

8. Did you have qualified teachers in dealing with students having learning disabilities?

No qualified teachers but the ministry based on the school principal's send a qualified teacher to have a look on the student's file.

9. Do you think life at the University would have an effect on students' study?

I cannot answer this question because I do not have any information.

10. Do you like to add any other helpful information that I have missed above that you wish to include?

I like to add some points like to constitute sport activities at least two times per year and to have a music club to train those students to discover their hidden talented skills.

Appendix-VII

Classroom Observation Form

Date: School:

Subject:Class:

Teacher's classroom preparation	Notes
-Data show - Board -Flow chart -questions techniques	
Student's interaction in the classroom	
Reflection	

Appendix- VIII

## Classroom Observation Form

Date: 6/10/2011 School: Um Al Mommenin-Girls

Subject: Science- spinal cord

Class: # 1

Teacher's classroom preparation	Notes
<ul style="list-style-type: none"> <li>-Data show</li> <li>- Board</li> <li>-Flow chart</li> <li>-questions techniques</li> </ul>	<p>The teacher starts the class by writing down the date and the title of the lesson. The discussion of the session is about the anatomy of spinal cord. Several questions have been formed related to spinal nerves then the teacher showed the students through power point presentations the parts of vertebras and again asks about the function of each vertebras.</p>
<p>Student's interaction in the classroom</p>	<p>S. A is a student with physical impairment she is using a wheel chair. The student was active, good listener, and able to answer most of the questions. S.A discusses with her group the task given to her group and was the leader in the discussion.</p> <p>The student was able to label the anatomy parts and explain the function of the peripheral nerves. The session conducted in Arabic language and all the class students were using the mother tongue.</p>
<p>Reflection</p>	<p>The observer notices the class teacher used only the Arabic language even the scientific terms. This can lead to weaknesses if students with SEN and other norm peers need to continue their studying in higher school.</p> <p>The class was organized and all students' class interact actively with teacher.</p>

## Classroom Observation Form

Date: 19/10/2011 School: Um Al Mommenin-Girls

Subject: English - Reading Class: # 2

Teacher's classroom preparation	Notes
- Books	The teacher asks her students to open their books because a new lesson will be started. She asks many questions about the previous lessons and asks if they have any questions, then write down a question about the importance of time in the society. The teacher divided the students in five groups and gave them fifteen ten minutes to prepare.
Student's interaction in the classroom	The researcher observed other student with health Impairment, the student was relatively quiet and seems shy, but answered two questions at the beginning of the discussion. The student's spoke in English but needs more practice because part of her answer need to be elaborated. Also, the student working effectively in her group.
Reflection	In the two secondary schools the researcher had visited it seems some of the students had weakness in English and it is important for the administrator in both schools to work effectively with the subject teacher to improve the students' level.

## Classroom Observation Form

Date:31/10/2011 School:Saief Bin Hamad-Boys

Subject:Math

Class: # 3

Teacher's classroom preparation	Notes
Ruler Geometry set Figures	The observer takes the permission to attend the lesson and seat at the back of the classroom. H.Y. had physical impairment and using a wheelchair sits in the front row. The teacher started the sessions by introducing the units of measurements and asked questions related the measurement units. The teacher reminds his students to raise their hands before gave an answer to the question. H.Y answered the question correctly and the teacher asked one of the student sit near to H to draw a straight line and use a ruler and divide the line into many cm.
Student's interaction in the classroom	H considered a leader in his class and most of the time he came prepared. His teacher mentioned that H is intelligent and his condition has no effect on his performance. During the lesson H use his own instruments to do a lot of measurements on his notebook.H. helps and guide other students on how to put the ruler on the line and take the correct measurements.
Reflection	At the end of the lesson H. was happy and feels confident because he knew how to use the measurements correctly.At the end I thank the whole students and left the class.

