Assessing Teachers' Attitude toward adopting KHDA framework for Special Education Needs in UAE

تقييم سلوك المعلمين من تبني إطار هيئة المعرفة الجديد لأصحاب الهمم في الامارات العربية المتحدة

by

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Abstract

The educational system is moving toward including students with disabilities in mainstream schools. This remarkable move is not an easy process since the schools' culture is still in its primary stages regarding inclusive settings. For inclusion to succeed, many practitioners should be involved to make this successful change. As inclusion has seemingly become the preferred placement for students with disabilities, teachers' attitude toward including students with disabilities has become an important variable in creating a successful inclusion program. Recently UAE has updated its framework for inclusion. KHDA in its new framework highlighted the importance of the action team in successful inclusion. The action team according to the new framework includes champions, governors, support assistants and strategic planners. This study aims to investigate the feasibility of adopting the new KHDA inclusion framework. It also examines school barriers for adopting the new inclusion provisions. The variables that are considered in this study covered both operational and strategic factors. Among those factors, teachers' attitude towards the new provision was investigated for the purpose of this study mixed research method was used. A survey was conducted to measure and correlate the intended factors. The questionnaire comprised of both close and open-ended questions, the intention behind to get an in-depth information that would be generalizable at the same time. The findings of both qualitative and quantitative analysis were triangulated with document analysis. The study aims to investigate the feasibility of adopting the new KHDA inclusion framework. It also examines school barriers for adopting the new inclusion provisions. The outcomes generally revealed that competency among teachers remains an integral aspect of ensuring that the students receive the necessary training while in school. The study identified various concerns within the learning program that need to be addressed without complicity as the government sought to invoke collaborative education within the KHDA framework.

نبذة مختصرة

يتحرك النظام التعليمي نحو تضمين الطلاب ذوي أصحاب الهمم في المدارس العادية. هذه الخطوة الرائعة ليست عملية سهلة حيث أن ثقافة المدارس لا تزال في مراحلها الأساسية فيما يتعلق بالإعدادات الشاملة. لكي ينجح الدمج، يجب إشراك العديد من الممارسين لإجراء هذا التغيير الناجح. نظرًا لأن التضمين أصبح على ما يبدو الموضع المفضل للطلاب ذوي أصحاب الهمم، فقد أصبح موقف المعلمين تجاه تضمين هؤلاء الطلاب متغيرًا مهمًا في إنشاء برنامج دمج ناجح. قامت دولة الإمارات العربية المتحدة مؤخراً بتحديث إطار العمل الخاص بإدراجها. أبرزت هيئة المعرفة والتنمية البشرية في إطارها الجديد أهمية فريق العمل في الدمج الناجح. يشمل فريق العمل وفقًا للإطار الجديد الأبطال , المحافظين , مساعدي الدعم , والمخططين الاستراتيجيين. تهدف هذه الدراسة إلى التحقق من جدوى تبني الاطار الجديد. كما يفحص الحواجز المدرسية لاعتماد أحكام التضمين الجديدة. KHDA) أو هيئة المعرفة والتنمية البشرية)عمل غطت المتغيرات التي تم النظر فيها في هذه الدراسة كلا من العوامل التشغيلية والاستراتيجية. من بين تلك العوامل، تم دراسة موقف المعلمين من الحكم الجديد. لغرض هذه الدراسة استخدمت طريقة البحث المختلط. تم إجراء مسح لقياس وربط العوامل المقصودة. يتكون الاستبيان من أسئلة قريبة ومفتوحة، والهدف من وراء هذا الاستبيان هو الحصول على معلومات متعمقة يمكن تعميمها في نفس الوقت. كما تم تحليل نتائج كل من التحليل النوعي والكمي مع تحليل الوثائق. تهدف الدراسة إلى التحقق من جدوى تبني إطار العمل الجديد. كما يفحص الحواجز المدرسية لاعتماد أحكام التضمين الجديدة. وكشفت النتائج بشكل عام أن الكفاءة بين المعلمين تظل جزءًا لا يتجزأ من ضمان حصول الطلاب على التدريب اللازم أثناء وجودهم في المدرسة. حددت الدراسة العديد من المخاوف داخل برنامج التعلم والتي يجب معالجتها دون تآمر حيث سعت الحكومة إلى التوعية بالتعليم التعاوني ضمن إطار هيئة المعرفة والتنمية البشرية.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

Abbreviation	Full Form
KHDA	Knowledge and Human Development Authority
UAE	United Arab Emirates
SEN	Special Education Needs

Chapter 1

1. Introduction

Teachers' attitude towards inclusion of special students can be said to be the inferred beliefs, judgments, and perceptions both positive and negative toward an object, situation, or person manifested through experience, report, or behaviors (Cassady, 2011). As evidenced by Dukmark (2013), in the UAE, there is no distinction for people of determination in employment, education, or in the provision of other state services. Most public buildings provide access to those people. In November 2006, the United Arab Emirates Government approved the UAE Disability Act (Federal Law No. 29/2006) to protect the rights of people with disabilities (Al Roumi, 2008). This law specifies that determined people enjoy an inherent right to life on an equal basis with others and further recognizes that all persons are equal before the law, prohibits discrimination on the basis of disability; and ensures the right to own and inherit property, control financial affairs and protects their physical and mental integrity (Emirates News Agency, 2008). Rational approach in the framework checked on the teacher's attitude as the central point in implementing the program because the UAE is a multicultural society, the inclusive education program should incorporate all students in mainstream schools. According to Ainscow, et. al. (2006), mainstream schools should have a goal to rise the contribution and broad educational achievements of all kind of students who have historically been marginalized.

1.1 Background

Teachers' attitudes towards adopting KHDA framework on education was an initiative to re organize education sector in search a manner that it involves all other learners irrespective of their nature. Inclusive education in UAE schools is structured such that it has to recognize and respond to students individual needs and ensuring that all students are monitored and given

priority to learn exploit their talents for a better tomorrow in line with goals of UNESCO, (Idol, 2006; UNESCO, 2006) all educational systems should give all learners an environment for learning. It is the right of all kids to be taken to school. This sentiment is part of the promise the UAE moving to achieve through giving everyone an opportunity. The educational system is moving toward including students with disabilities in mainstream schools. The shift still faces challenges owing to the different cultural beliefs and values considered within the UAE. The success of inclusion of special needs students to mainstream classrooms depends significantly on practitioners' involvement. The resurgence and applicability of mainstream inclusion of special needs student's anchors on teachers' attitude toward the adoption process hence becoming an important variable in creating a successful program.

Inclusion is becoming a global issue and at the top of the UAE national agenda. It is also a part of UAE effort to achieve the set goals and objectives on education. For this purpose, in 2006, they issued the UAE disability act (Federal Law No. 29/2006) to protect the right of special students. Many researchers have looked into various dimensions of inclusion. Recently UAE has updated its framework for inclusion. KHDA in its new framework highlighted the importance of the action team in successful inclusion. The action team according to the new framework includes champions, governors, support assistants and strategic planners.

Discussions have emerged regarding the recent policy by the government on educational sectors on the adoption of the KHDA framework. In line with the world agenda on education, the UAE has adopted this framework to ensure that its citizen is not left behind interims of knowledge acquisition. The policy also stipulates the necessity of inclusion of special learners in the education program. The study looks into the commitment and equity of the education stakeholders both private and public in proving their services. Inclusion ensures that access to quality learning is achieved without discrimination on special students. It deepens

into ensuring a harmonious co-existence of the peers in the society as they cooperate and do class work together, enhancing a sense of belonging to the students who require special education needs.

Teachers are guided to ensure that they promote and enhance creativity and innovation on students. In addition, they should ensure that students with a special need are provided with the support, accommodations and curricular modifications required to enable smooth access to educational opportunities. Appropriate priority should be given to students who show great talents and creative potential. Concerns on the relevant skills required to handle the special need kids is a debatable area. Teachers handling these cases need to be well equipped with knowledge of the requirements these learners need to have maximum output productivity

1.2 Purpose of the study

National policy of education in the UAE in 2007 specified the aims of special education to include access to education for all persons in an inclusive setting, which involved both the private and public schools. The policy further set to neutralize the opportunities for all persons, irrespective of their generic composition, social, physical, economical, psychological or emotional disabilities, in line with the world human rights. The policy requires provision of special education programs for all people with special needs in order for them to fully contribute their own quota to the development of the nation to deliver opportunities for remarkably gifted and talented students to develop their talents, natural endowment or traits at their own place in the interest of national and individual development design a differentiated and suitable curriculum for the different target groups.

Mitchell (2005) on his submission argues that most universal organizations and government institutions have dedicated themselves to inclusive education at least at the public speaking level. Education remains one the most important pillars for development in any

country in the globe. The ever-increasing demand on resources due population increase in UAE poses a threat to the government in providing jobs for its citizens. This creates pressure on the government and has seen a close monitor of the education sector by relevant authorities to stabilize and unify the countries labor market and available opportunities. One of the aims, of this paper, therefore, to determine the quality education that the institutions in UAE offer to base on the government fragment provided by the government to institutions.

The study further focuses on the willingness of the teachers in trying to adopt the changes created by the new framework. Willingness on the part of teachers to support all children in the mainstream classroom is the hallmark of inclusive education and a major drive in mounding learners who are more creative and innovative enough to create employment opportunities. The diversity of these institutions ensure that teachers became vigorously involved in creating self-development and productively explore creativity as an integral part of early learning. Insightful reflections show a promise for the practice of teaching for creativity. The KHDA framework dimensions in the UAE involve empathy, tangibility, responsiveness, assurance, and reliability of service quality and identification of the gap between the perception and expectation, examining service standards across the educational facilities.

Findings of the study should reveal a significant difference between the student's expectations from management education and their perception in education dimensions. The key element in running the sector successfully is the realization of the importance the sector has in the economic development of UAE. This study is meant to determine if there is any significant difference in the perception of teachers towards the inclusion of children with special needs in the mainstream classes not withstanding their age, sex, religion or economic ability. Teachers over time have shown favorable perception towards integration of learning

and hence responded well toward inclusivity of special needs learners in private and public school.

In realizing the magnitude of teacher's attitude towards inclusion education the objective of this study was to find out the percentage of teachers in the field of teaching, have experience with special students, to determine the different special education programs available in schools, types of disabilities among school children and the schools providing special education services in UAE. This study may help general educators identify any biases they have toward specific disabilities that may affect the manner in which they interact with certain students in the mainstream classes. This realization may guide them to seek additional information about how to effectively include these students and improve the standards of education in the

1.3 Significance of the study

The study is designed to check on the relevance of the KHDA to schools in the UAE. It captures on the strengths and weakness of the framework and looks into areas where training is required for improvement of quality education. The search for the preparedness of the teachers in Dubai and other states is a question the study dwells with. Since its launch, reports have shown that a good number of teachers in the region have a feeling of unpreparedness and lack the skills to handle the students. This information will work in line to see management of schools encouraging diversity. Cultural integration is examined since UAE is blessed with different cultures that have various beliefs. Looking for a way to harmonize the cultures to work as one is an agenda of the study as well.

Special needs individuals can participate in all areas of society and have the same rights as others, and schools worldwide recognize the importance of involving this group in mainstream society (Gaad, 2004). With nearly 25 million special education students worldwide

(United Nations Children's Emergency Fund, 2007), there is a necessity in the government of UAE to change the educational settings for these students is recognized globally to provide the rights of students with special needs to learn in the same schools as other peers.

According to Moffett (2000), penetrating through the educational system for SEN is a must to meet their needs based on different teaching to provide with a good and appropriate teaching quality. The relevance of this study is based on the assumption that local school districts or institutes to train teachers can utilize information created to design effective programs for those trainings that government, as well as other stakeholders in education, use the findings generated here to capture the fear of inclusive learning in the nation.

Inclusivity on the special education need students in the mainstream classes with the regular students provides them with the same opportunities in life just like other students. Previously learners with disabilities did not have opportunities to attend normal schools as they were mostly hidden and were isolated from the others. Earlier the UAE had no proper channel that ensured equitable knowledge distribution to all its citizens. This left out the special children with little option until launch of inclusion education emerged as a means to enable students with special needs to achieve reasonable levels of education that would allow them to have a self-independent meaningful life. This recognition had its foundation in the Constitution of the UAE which emphasizes on social equality, fairness, safety and security for all citizens. Going forward, this article has since enhanced cooperation and integration of learning in various states and the results have proved significantly.

The adoption will renew the dream of special students who initially felt that their rights to be accepted and involved in decision making in all institutions of the society were being denied. The framework, therefore, has given them a platform to dream and explore their dreams without fear since they can easily reach learning centers that are close to their homes without

having to spend on transport. Inclusivity means togetherness and this provision largely connects the society and reminds other regular students that the special students are part of them and belong to the society, which goes all the way to build a coherent and unified nation.

However, assessing the attitude of teachers toward inclusion learning is likely to improve on innovation and creativity in UAE. This can be achieved through recommendations of the study on the training of teachers to create awareness for the care the learners need help in expanding the cognition of these students through incorporating the learning into practical skills that are easily captured. In schools, they are subjected to lessons that suite that individual need or the type that fits them well without much straining. Innovations will be achieved through diversification of learning in areas such as social skills for their independent development, life skills. Self-sufficiency in skills such as woodwork, computer literacy, library and physical education, art stitch inching and music is attained by allowing them to regularly use the resources provided to them by caregivers. Innovation is as well achieved by making learning more enjoyable, through loving them and valuing them. The approach helps drive that motivates them to work hard and achieve.

Objectives

Following are the objectives of the present study:

1. To examine the teacher's attitudes towards adopting KHDA framework for Special Education Needs.

2. To determine the policy framework teachers used for Special Education Needs.

3. To examine the strategies used by teachers for students with special education needs.

4. To investigate the practice of teachers in schools for students with special education needs.

5. To explore teachers class methods and classroom management practices.

6. To identify the teacher's effective use of strategies that attract students and catch their attention.

Chapter 2

Literature Review

History over the time has demonstrated that teachers have a major role in quality education provision and maintenance. The wellbeing of learners in educational centers is entirely dependent on teachers 'efforts. The effectiveness of the KHDA framework proposed by the government in handling the needs of learners, therefore, depends on the teachers. This study aims to identify if teachers handling the special need children in the schools possess relevant knowledge and professional qualification to teach them. The fact that these learners need close monitoring and constant attention the question of patience that teachers should have in handling them were looked at.

However, studies by Ainscow, (2007) indicate that the new education system has the biggest challenge around the world since it is responding to the variety and differences through pupils. Further, inclusion is gradually known and believed by all stakeholders in UAE schools as a unified line under the slogan "Education For All" (Florian, 2012). Although by using indicators from teachers, parents, and peers who have already grasped the desired concept, kids are able to draw their own track towards a solution and by doing this eventually to self-control or think and solve problems without others' helps (Slavin, 2003). Piaget believed that intelligence and knowledge take places after child's development, this helps in developing the cognitive ability of the special education students since they are able to cope up with the normal program of the school. The practice in the long ensures that they are able to use their own hands and adequately follow the four senses for full engagement with the others.

Adoption of the KHDA framework on inclusion education ensures a good check on the quality of education that the private sector offer for the value of the money they charge. The formation of KHDA has seen a rising interest on the nationals to join the public schools a case

that was not registered before the formation, it has seen the curriculum being developed and implemented to suit all corners and gender. The integration of the curriculum to fit the special need students is improving the literacy levels in the UAE states and reduces dependency on individuals. The government does a regular inspection to schools to help check on the progress and enhance standardization of learning all across the UAE states.

Thus, teacher development in the UAE is an achievement that the framework has improved. Teachers handling special students require skill that will enable them to know what learners are going through. The government laid out guidelines that articulated the right of persons with disabilities to education without discriminations, which is aligned with Article 24 of the Convention of the Rights of Persons with Disabilities (Al-Natour et. al., 2015). This convection in its mandate proposed that all academic staff and professionals should be well trained to be prepared to work at all levels of education and that such training shall integrate disability awareness and the use of suitable approach and alternative teaching strategies to meet all students' needs, means and formats of communication, variety of educational methods and materials to support persons with disabilities (UNESCO, 2006).

This study is necessary for the educational implementers to be aware of the need for more training of the teachers to equip them with relevant skills and knowledge to handle the students. Teachers at some point can acquire more knowledge on the best methods to promote the special education needs learning skills. As a result of this, Cassady (2011) claims that most teachers would have confidence to deal with problem behaviors, implement the students' individualized education plans (IEP), and collaborate with their colleagues to make the suitable accommodations and to get best results. The outcome of the study should help solve challenges of students, practitioners and policy-makers through in-depth interviews of teachers and

stakeholders, observations and reflective journal entries. It offers an insight for future developments in the framework policy, practice and strategies for widening participation.

Research on available trained skills and resources necessary for implementing the effective inclusion of the special learners such as adopting required curriculum and modification of the existing one, using various teachings strategies and techniques to teach students with special education needs, recognizing characteristics of these students and using tactics for controlling behavior in schools. Looking into all these projects on a clear future trend in the education sector and offers advice on relevant measures of improving the education sector in UAE states.

However, Avramidis et al. (2000) in ascertaining the possibility of a merger says that teachers identify the special students as being the most difficult case to serve and were known to cause the most stress in mainstream classrooms. Teachers in this study, showed a state of frustration and anger in handling students with special education needs since they tend to react to the social and behavioral deficits of these kind of students with anger and frustration. This study will likely come out with the possible remedy of inclusivity within which teachers find it easy to pass information. Instead of understanding that the behavior is not provocative, the lack of experience and exposure to the students leaves most tutors to resort to punishment as a way of controlling the population. As a result, these students feel neglected and learn to repel instructors and fellow normal students and quickly develop negative expectations of their teachers limiting their interest to fully participate in the learning process. Additionally, the purpose of this study examines and verifies the outcome that is likely to be acquired by the learners in case the teacher develops a poor attitude towards learners and what is the possible likelihood of these earners adapting to such areas.

Moreover, another study looks into the government responsibility in providing quality education to all students irrespective of their age, gender or ability. The objective of the study is to ensure that teachers understand that every child or individual has an important role as a member of the society within which they reside. The aim of the integration and inclusion of special need students remains to break down the barriers that differentiate between general and special education making students feel that they are the same as others in their society. The approach creates a sense of togetherness and enhances social coexistence. According to Muijs and Reynolds (2002) and Al-Natour et al. (2015) adoption of KHDA will make students feel that they belong to the society as they find way interacting with the others

2.1 Teacher's Attitude towards Adopting the New Framework

Teachers' perception is among the factors that influence the integration of the inclusion framework in the UAE. These factors range from teacher's opinion, belief and the level of efficiency concerning the support coming from school authorities. Among the aspects of including and blending special education need students into mainstream schools without interfering with the set goals of the education teacher's involvement and commitment to the process of adoption. The *Federal Law* No (29) of 2006 in UAE guides and protects the rights of people with special needs and is challenging the perception on teachers to see the inclusion as a means of improving the welfare of the society and the wellbeing of the special students as well. (Abu Dhabi Government, 2011). It is very important to encourage the understanding and awareness among teachers since their classrooms are very challenging with a huge diversity and different students' abilities. The school authorities and the positive attitude toward all stakeholders are a very important factors for a successful inclusion. For this adoption and inclusion to succeed, school authorities should realize that students at all levels and with

their different abilities are allowed in classrooms and that regular and special educators will be required to share the responsibility of teaching all the students (Rose, 2000)

These activities, however, must be geared toward ensuring the development of individual students both physically and mentally. It is advisable to note that educational stakeholders must know benefits of assessing the needs of the school before enacting on implementation. The responsibility of stakeholders in ensuring learning institutions have relevant facilities and mechanism before inclusion a major move for the success of the system. All learners' beliefs, faith and social context are of significance. Williams and Shellenberger, (2000) in looking for a longlasting solution realized that failure to include the input of practitioner in a change effort is likely to result in distortions of the intent of the initiative. Considering this situation, the current study is designed to measure the feasibility of teacher's attitude toward adopting the new framework on inclusion.

On the other hand, Badri et al. (2016) demonstrates that teachers should aim to promote the awareness and acceptance about this to the teachers since their classrooms are very challenging with a diversity of students' abilities, each having specific attendance. The students in their own perspectives are able in a different way and the need for teachers to tap the potential develops it. This will not only make the students self-reliable in the society, but it will also make them believe and dream big towards the UAE education manifesto.

Moreover, teachers in this study have in most cases experienced tension trying to include students with special needs in their classroom. Tensions arise from the educators themselves whom they believe that they are unable to address and meet the individual's needs, primarily due to lack of exposure by others on handling the students and simultaneously teach the remaining students without favoritism or show of fear Cassady (2011). Instructors experience tension due to the frustration from the existence of a student with autism in their

classroom and the tension itself reflects on the other students who might have never encountered such cases in their life before. The significant stress, that is continuously existing, affects the teacher's acceptance of the students with autism and the desire to incorporate them as it influences the manner in which the teacher delivers lessons.

Furthermore, McGregor and Campbell (2001) found that the unexpected nature of children with autism likely causes extreme confusion, distraction, and disruption during lessons. The inclusion of such students in the system requires appropriate planning with adequate professional support.

Thus, Adedoyin (2010), states that questions set by teachers are of significant and important values for many instructional purposes, provoking student reflection and challenging deeper student understanding and engagement in the classroom, teacher questioning technique is an essential part of teaching process with a reference to what Badri et al. (2016) directs on questioning as a method to teaching method and that classroom teacher spend anywhere from thirty to fifty per cent of their instructional time conducting question sessions. Logically this time is a necessity for that such learners due to the slow pace of learning that some have. The argument gives a direction to the manner in which an inclusive leaning is based. Learning is only being acquired when the teacher determines the actual basic needs of learners. An approach to learning and the instructor's characteristic to teaching according to Badri et al. (2016), inspires teachers' decisions and styles to teaching. The study further stated that at no point will an educational psychologist dispute students ability to learn more when information is presented in a variety of methods and approaches than when only a single methodology is used, with a reference to the caution conducted by Amr et al. (2016) reported that stress, frustration, and tension may occur when students are exposed over prolonged periods of time to teaching styles unreliable with their learning style preferences. Proficient student-centered

teachers are able to use a variety of styles so that their ultimate style is integrated (Brown, 2011). The adoption of teaching and learning has seen application on skill-based teaching for the special students as it eases the learning by using the common resources that they easily relate within their daily life. Teachers, therefore, can only code information that easily comprehended to the students.

2.2 Specialized Training to Handle Special Students

Among the challenges, the time management of the teacher is keen away from inclusive classrooms with special needs students. Some teachers lack the relevant training associated with special students, resources and other necessary requirements to support and teach students with special needs. Teachers should spend enough time while planning to special education needs in order to adapt the lesson effectively and easily to them (Amr et al., 2016). Opponents of inclusion further noted that time and classroom management are harder because of the excess of students with disabilities in classes who were monopolizing an inordinate amount of time and resources and, in some cases, creating violent classroom environments (Bock, 2015). One additional concern is that students with special needs may not feel comfortable because they feel that they are different from other students.

However, in understanding teachers' attitudes toward adoption of the framework on inclusion of children with special needs in UAE, it is helpful to understand components of attitudes in general which basically reflect on the need for the application of the program in both the private and public settings. The structure of these attitudes is the integration of three components, involving emotional component, behavior, an action the emotional component represents personal feelings of an individual toward an object, situation, or person that

determines opinions and decisions (Ajzen, 2002; Perkins et al., 2007). The behavior, on the other hand, represents actions that individuals practice when they feel various emotions accor3ding to background information (Ajzen, 2002). Cognition represents information and knowledge that individuals acquire from the environment and other sources according to knowledge acquisition (Cassady, 2011).

Furthermore, social stigma is the main family concern regarding children with special education and health needs, and families of healthy children prefer to hire specialized maids who can take care of disabled children in their houses (Crabtree, 2007). Attitudes develop from individuals' beliefs held toward a situation or an object (Godin, Gravel, Eccles, & Grimshaw, 2008). Positive or negative beliefs will guide individuals to like or dislike objects, issues, or situations and link behaviors to their outcomes or to their attributions accordingly. Personal attitudes shaped positively or negatively. This statement is the base mark of this study and forms a platform to interrogate honesty that teachers have in doing their duties.

Moreover, Dukmak (2013) tried to investigate the attitudes of teachers towards including students with special in classes in United Arab Emirate (UAE).In this study, researcher notes that teachers show positive attitudes toward educational inclusion though male teachers had positive attitudes than females. In his findings, he developed interest on the gender alignment and preferences for a maximum output. This finding, therefore, calls for specialization in various fields to free teachers and make them fill involved in the areas they work. Social factors, as well as biological and ecological factors, interact together to represent individual culture, which is reinforced by family, community, and institutions to form individual attitudes, beliefs, opinions, and behaviors (Matsumoto & Juang, 2008).

Ideally, students can learn just not, on the same day or same way if given the opportunity. Analysis of data in most UAE education centers indicates that most mainstream

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teachers in the private sector favor cultural special education service delivery models over full inclusive practices. Logically special needs students require time to learn and follow some class work concepts. Teachers expressed difficulty in following the mainstream timetable and have since been shifting to adopt a timetable that suits their particular individual need such as literacy, numeracy and social skills and not merging all these entire concepts into a daily timetable. Ensuring that lessons are given to suit particular student needs is the base mark of the framework (Ryan & Gottfried, 2017). The content must have to fit the needs of the learners, calling for subdivision of the curriculum into parts that is simple and easy to master. All these in addition to the patience the students need to capture learning activities affect the education of the normal students by slowing down the rate at which they learn, and this study strives to offer solutions to such cases in schools across the UAE states.

On the other hand, this study attempts to interrogate teacher's ability to handle students with learning problems, their understanding and acceptance level to integrate the special need students into the normal school set up in Dubai and Abu Dhabi is a challenge. Studies by Smitha Deva & Jaya Kumarb (2017) determine that teachers' acceptance and views concerning the inclusion of special students in the normal schools. Learning is a mutual activity and can only occur when the individuals involved agree. It is thus important that the stakeholders put in place measures to foresee unity existing between members of staff and the student's body for smooth learning.

2.3 Workload and Class Size

The larger classes due to increased entries in some schools challenged teachers. Adoption of the policy enabled students from all backgrounds irrespective of their financial ability. The state report on education noted that the majority of the national special students were in private school, even though these schools charged a lot compared to the public schools.

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The needy special students were therefore left out in various parts of the country unable to pay the school fees and other necessities (Ryan & Gottfried, 2017). Special schools were not available within rich of needy students. The available schools were a distance away and called for extra expenses on transport cost. These findings prompted the government to act on the KHDA framework on inclusion in the regular schools to help the special students since they are well distributed within the country. Public schools after the adoption of the framework registered increased numbers as new admissions coming in. Teachers are overwhelmed by the large numbers as they adjust to ensure the provision of quality education. The large numbers also make it difficult to attend to individual needs of the special students which they require most of the time in the learning process.

While, the pressure on the workload that teachers are subjected to strains their ability to maximize the learning experience. The UAE being a multicultural community and this factor over time lures teachers from different cultures with good Arabic and English standards to be included in the education process according to their professional standard. The learning in different states is subject to regulations and curriculum guide that checks on the uniformity of the learning activities being carried out. Bunch and Valeo (2004) identified increased friendship between non-disabled and special needs students, Researchers also found that increased academic achievement of students with special needs is another major advantage of inclusion program.

Although, studies carried out by Gaad, Eman; Khan and Lavina (2007) concluded that teachers expressed heavy teaching load in the mainstream classroom makes it hard to meet the needs of students with special educational needs in the private sector. The workload that is stipulated in the curriculum for mainstream classrooms require quick mastery and this poses a challenge to them is a challenge since the special need students require time in the mastery of

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contents. The mainstream timetable is expressed in a way that subjects are interchanged at intervals. This, to special learners, is a bit hectic looking into their differential ways of conceiving information. The interchange of subjects leaves these students in a dilemma as they are not able to cope with the speed of learning in the mainstream classes.

However, differences in cultures also affect teachers' concerns as well as their attitudes and solutions toward different educational settings (Gaad, 2004). The numbers that most schools enroll annually increases teacher workload as they have to go beyond initial numbers to capture the entire school population. In addition, the pressure on monitoring learners and balancing the differential needs of individual students' strain teachers. Reports from various school heads illustrate that the ratio of teacher student is almost double thereby making teachers to work beyond standards, a threat to quality assurance in the education field.

2.4 Standard Evaluation Difficulty

Teachers expressed the difficulty in standard evaluation of their work citing the large and increasing numbers in some schools that do not tally with the development of the institution assets. Children with special needs acquire social skills and academics. They also acquire communications and relationships formed between the disabled and the non-disabled partners within the school and outside. Additionally, independence and higher self-confidence enabled the disabled students to participate successfully among community categories (Downing & Hardin, 2007). Teachers in achieving this objective look into proper channeling of the funds meant for development to expand the existing facilities and to erect structures that support the need for the individual students. Special children in some UAE areas are taken care by their own families due to low socioeconomic standards and problems associated with transportation, culture and medical problems that force these families to take care of these children at home raising the absenteeism level to be high, affecting the standard of learning. However, families

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show positive perceptions toward the education of disabled children if the facilities and professional staff are available (Baker & George, 2008).

Thus, the need for standard evaluation and sustainability of the framework, discoveries regarding training and professional development opportunities are a challenge, teachers who participated in this study were concerned with the available training to handle the students with special needs. Teachers in mainstream schools have reportedly felt under qualified to handle these students and hence required to undergo training to equip them well on the framework.

In their argument, Mastropieri and Scruggs, (2000) indicated that there is evidence that positive attitudes about inclusion correlate with feelings of being well prepared all. Teachers in this study reported lack of confidence and unpreparedness to teach in inclusive classrooms. Teachers hence have expressed fear in handling special cases involving special needs students owing to their lack in sufficient training. Such incapacitation does not prepare them to teach in inclusive settings. The provided curriculum for inclusion to most teachers complicates teaching and requires in-depth analysis before the approach. This makes it difficult to tutor given that the structure of their general education program did not include the special needs students.

2.5 Special Education Teacher Training

It is necessary that UAE undergraduate programs consider including courses on teaching exceptional learners in inclusive settings. In a study by Langher, Caputo, and Ricci (2017), positive correlation was found between teachers' attitudes and the number of courses taken in teaching students with disabilities. The authors report that teachers are more willing to accommodate students in their classrooms when they perceive their school administration offering a supportive climate to learning and when the culture of the school encourages teaming and collaboration. Adequate collaboration acts as a motive for teachers to solve problems that may arise in the classroom as it makes them feel not only as workers of the institution but

partners with the administration. A listening administration definitely gives teachers an environment of inclusivity and expression of interest and sense of belonging.

Research conducted emphasizes that the ongoing monitoring and evaluation off teachers is essential for improving students learning (Langher, Caputo, & Ricci, 2017). Those teachers who were interviewed reported that schools lacked special education professionals and personnel to handle special students. In their findings, some of the teachers lacked mandatory professional permits and educational certificates to manage the classrooms. The sample study further showed that most schools lacked audiologists, occupational therapists, or recreational therapists yet the schools needed them as some individuals were in need of such services.

2.6 Specialized Training and Teaching Facilities

The recent evaluation on the appropriateness of inclusion system in the education sector and the challenges it is facing since launching concluded that teachers were unsatisfied due to a lack of basic modern educational resources, tools and equipment in their classrooms. Similarly, previous studies by (Alghazo, Dodeen & Algaryouti, 2003; El-Ashry, 2009) report that teachers consider the absence of appropriate materials and equipment in schools as barriers to successful inclusion adoption. The study demonstrated that the special needs students require more of practical lessons than the regular counterparts. The acquisition of the knowledge according to the study majorly depends on the abstract knowledge as their cognitive develops slowly. Extra time to prepare well for the classes, credit hours for extra courses is some of the challenges the teachers experience in the framework. Several concerns arise on adoption of KHDA framework due to inadequate training centers to produce qualified teachers in an inclusive environment.

2.7 Infrastructure and Learning Resources

Adopting the KHDA framework requires well-developed facilities. Students with special needs operate under certain different measures from others. Classes require extra learning materials that goes a long way with individual needs a requirement that expansion is done. School services and accommodations are in most cases not designed to facilitate the mobility of special students (Anati, 2012). It is indeed, noted that the majority of schools in the UAE placed special needs students in the general education classrooms, where regular students were to cut on the costs and for the lack of facilities to handle special case. The schools in addition cannot afford expenses involved in employing additional personnel, qualified enough to handle special cases, or provide any support on the curricular services in schools. Few special education professionals were employed in public schools as the regular teachers were usually the only person who was in charge of helping and teaching their special needs students. This complicates KHDA framework implementation system due to lack of necessary skills by teachers to handle students. There is no specific way to teach students with special needs instead, varying the methodologies of teaching which require professional skills.

The concept of KHDA framework on inclusion is developing in the UAE and is not yet well advanced some areas. UAE experience challenges associated with the implementation of the inclusion due to unawareness by some individuals.

However, the modern education system is a result of the four interims that it has since undergone change over time. According to Waller (2015), there are still remnants of each of these education systems in the current modern day society. A historical framework was initially established to examine the four iterations of educational development to include the Mutawa and the Katateeb, Educational Circles, Semi-Organized Education and the Modern Educational System The author further notes that the current modern system has been so due

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to the nation's belief that education is a way of improving economic and social independence of a nation.

Education is seen as the tool through which future the youth can explore and transform society. Religious sects such as Islam according Waller (2015) continues to help in instructional practice throughout the UAE and remains integral to the educational structure, Due to the boom in the economy as a result of more oil exploration areas and social development corresponding to a structural and productive new beginning, the UAE has in broad view welcomed a tremendous number of expatriates from various countries. In addition to beliefs and the stress of accommodating unconventional needs of the students, Center and Steventon (2001) reported that general education teachers are also concerned with meetings and paperwork that are required from professionals who teach students with special needs. They feel that parents and administrators have unrealistic expectations when it comes to both the quantity and quality of the work that accompanies the undertaking of having children with special needs in the classroom. The abundance of pressures and difficulties general education teachers face influences their daily encounters with their students.

In another study, Bunch and Finnegan describe teachers' experiences of positive effects on the social development of both the students with special needs and those who are typically developing. They found peer interaction through modelling and simple physical proximity appeared to increase self-esteem for all students and promote a sense of belonging for students with learning needs. This idea can be employed in the UAE to enhance peer participation in academic fields. The study thus recommends an understanding of the value of individual belonging in learning. It is should be known if the benefits of inclusion outweigh the stress it can place on a teacher and their students because each classroom is filled with unique individuals.

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2.8 The current Context in UAE

UAE Government and its people have great concern towards the people with special needs in the country. The philosophy of inclusive education at schools in UAE was conceived by His Highness Sheikh Khalifa Bin Zayed Al Nahyan, the president of the UAE alongside other Ministers in the 1979As.This establishment was meant to capture the Federal laws that required no obstruction to any student joining educational institution. In 2006, the special education programs and services were extended up to 9th grade. Special education teaching is now considered as individualistic and it will be difficult for educators to come out of such thinking and broaden the concept.

Abbott (2006) proposes that schools adopting the inclusive education approach should provide a climate of high expectation, value a broad range of abilities and achievements, remove barriers to learning, and promote a positive appreciation of the diversity of individuals. In addition, inclusion is seen by Schmidt and Vrhovnik (2015) as a reform that supports and welcomes diversity among all learners. However, this has led to a concern with finding the right appropriate response, that of different teaching methods or materials for pupils who do not respond to existing arrangements in the mainstream classes. Implicit in this framework is a view that schools should offer appropriate range of opportunities in all states however, pupils who experience difficulties do so because of their limitations, and that they, therefore, are in need of some form of special intervention. This study argues that through such ideas, students stand a chance to actively e involved in the learning process for effective adoption.

Moreover, to achieve economic stability in, United Arab Emirates (UAE) among other nations in the world adopted this international movement on inclusion education of the special students to suit the existing system of education by introducing a federal law in 2006, which was later amended in 2009, for the rights of people with special needs. This law came to

regulate the rights of persons with disabilities including their education rights. The law was to in line with the UNESCO objectives and goals. Due to this amendment, the Ministry of Education (MoE) introduced a new initiative for including students with special needs in mainstream schools across the UAE states. The Ministries new guidelines are created to regulate, control, and direct all activities of education regarding inclusion initiative in the country and schools started to accept different disabilities, which was not the case before this law. Private schools within the UAE before the amendment of the law extorted nationals by charging them highly and hence, denying the locals who were not able to afford them an opportunity to learn and be self-reliance in life.

Prior to the introduction of this law (Gaad, 2013) studies showed that schools used to refuse students with certain disabilities, such as Down syndrome and autism, and only accepted less obvious disabilities, such as students with learning disabilities. This law has therefore according to Tahnoon (2011) given the state a new level of richness and offered the students a chance to dream big. Weighing on this argument, Alhebsi et al., (2015) explains that the UAE views education as the foundation of human development and as encompassing aspects beyond traditional educational curricula, educational institutions and academic infrastructure concerns, but also the large and excessive and complex multi-layered concerns on technology application for these special learners being that their needs differ from one another. Additionally, the UAE has long recognized the importance of strategic planning as a means to fortify educational development and enhance the development of a diverse and competitive economy, one that inculcates the views of all its citizens irrespective of where they come from, religious differences or ability.

The student's type of disability is seen, to also have an impact on teachers' attitudes towards inclusion. In Algazo and Gaad (2004) study in the UAE, it was found that teachers

were more accepting students with a physical disability for inclusion than students with other disabilities such as specific learning difficulties, visual impairments, hearing impairment, behavioral difficulties and intellectual disability, on descending order. In Qaraqish (2008) study, the results found that teachers in Saudi Arabia showed positive attitudes towards including students with learning problems in the regular classroom while they showed negative attitudes towards the inclusion of students with physical and behavioral problems in the classroom.

Teachers have reported feelings of frustration and guilt due to the time that is taken away from the majority of the students in order to accommodate the needs of one student with special needs. According to Lopes et al. (2004), students with special needs present serious challenges to teachers because they are difficult, time-consuming, and frustrating. The more severe their disability and the more demanding the student's needs, the less open were teachers to the idea of inclusion (Alahbabi, 2009).

Several research studies have overtime indicated that the special students need patience and devotion that goes along with repeating some concept more and more before the students grasp it. This inordinate amount of time needed to attend additional meetings, complete paperwork that is often given on daily basis to normal students, and largely more so collaborate with specialists on individual student need is seen as unfair in comparison to the time devoted to the other students in the class (Horne & Farrell, 2009). This is entirely seen as lowering the pace of learning on other students.

Furthermore, Niesyn (2009) identifies the various factor in teachers' attitude regarding special students in normal classrooms found that teacher education training focus on preparing teachers to work with groups of students across the content with little attention on special individual differences. The findings conclude that some teachers are rendered ineffective and

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unaware in matters of handling the special need cases. The methods they apply in teaching these students do not synchronize well with their ability to comprehend the study.

Data collected for this study through documents review show that there is an acceptance in general for including students with special needs in the higher education sector in across UAE due to the positive influence of the personnel through some minor realizations showed that attitudes towards inclusion are still affected by the disability type and cultural issues. Negative attitudes among some teachers toward accommodating students with special needs in mainstream classrooms are a consequence of a variety of factors. Some teachers feel they are not prepared to meet the needs of students with special needs. The feeling goes in hand with inadequate facilities that some the schools lack and the large numbers in other schools. Regular attention to the special students often makes teachers view the child as a burden in the classroom, and one who decreases the effectiveness of learning especially during instructions on learning program.

Based on teacher attitude toward KHDA framework, the study concluded that many teachers held both positive and negative views of inclusion of students with special needs. The teachers who perceived inclusion as positive and had a view of possible prosperity on the program had their comments reflect a challenging factor to the inclusion of students with special needs that in some cases forced hardships on the teacher in either managing behavior that the teacher has no knowledge of handling or in providing effective instruction. The positive attitude toward inclusion of students with special needs is characterized by the rewards of being challenged as a teacher and the value of observing students with special cases experience success. The exposure gives the state an international image as being one the jurisdictions that have ensured measures are taken to consider the special needs students within their education sector.

Schools adopting the inclusive education approach to provide a safe area for leaning, value a broad range of individual abilities and achievements, eliminate unnecessary blocks to learning, and embark on rigorous initiative to a positive appreciation of the diversity of individuals. According to Abbott (2006) school administration is extremely important to the overall change process. School reform often requires leadership that is able to implement structural changes that support the development of educational environments where teachers and students can perform at their optimal levels (Fisher & Waller, 2013). Educational leadership has also been described as the process of enlisting and developing the talents of individual learners both able and disabled. In implementing the inclusivity program, management of schools stands in the forefront to guide and enforce ideas that help make learners integrate well through the whole procedure.

The philosophy of KHDA framework is gradually focusing more on providing equal educational opportunities from a rights-based perspective, which has led to inclusive education continuing to be promoted and implemented to varying degrees in most regions. The need to meet the demand of the labor market and the international standards of the literacy levels, the government has to implement higher-order assessment strategies to measure institutional success and break the laziness that arises in some individual teachers. It is important to develop co-curricular opportunities to complement these academic initiatives. Waller (2012) reinforces the importance of the relationship between education and a healthy economy as well as the pivotal role education and training plays in the success of any nation state's prolonged prosperity. This researcher notes the strong correlation between workforce education and economic growth.

2.9 Research questions

1. How are the teacher's attitudes towards adopting KHDA framework for special education needs?

2. What policy framework teachers follow to meet the special education needs?

3. What kind of strategies teachers used for students with special education needs?

4. Do teachers involve special students in their classroom?

5. Does teachers' pay extra attention towards special students and cooperate with them?

Chapter 3

Methodology

The chapter outlines the different methods applied in the study taking into account the scope of the study. The research framework includes the different techniques applied in data collection as well as the representation of the findings. Since the study anchored on the extrapolated assessment of the impacts a policy change has on the existing special education framework, a triangulate method of research would be applicable as it incorporates mixed methods in obtaining data and outlining the same in an approachable manner. The methods considered included a survey as a qualitative method, document analysis through literature review, as well as sampling of stakeholders population in forming a beacon towards data collection and interpretation.

Methodology is a way through which researcher conduct a study. The purpose of this research was to identify teachers' attitude toward adopting KHDA framework for special education needs in UAE. This chapter explains the type of research, population, sample size, tool of data collection, and procedure.

3.1 Hypotheses

H[1]: There is a significant difference in teacher's attitudes towards adopting KHDA framework of male and female

H[2]: There is a significant difference to get training of teacher's with special education needs of male and female teachers.

H[3]: Female teachers use more effective teaching strategies to meet student's special needs as compared to male teachers.

H[4]: There is more students with special needs in female's teacher class room as compared to male teachers.

H5: There is a significant relationship between teaching strategies and new inclusion framework.

3.2 Variables

The variables of this study were:

(Teachers of Special education institutes)

(Special education needs, Attitudes, KHDA framework)

3.3 Operational Definitions

3.3.1 Special Education needs

Something that require a special treatment and time to fulfil their educational needs.

3.3.2 Attitude

A way of responding or a reaction over action.

3.3.3 KHDA framework

Special policy to meet special needs.

3.3.4 Teachers of special education

Instructors with patience and tolerance, work with motivation for better understanding of students.

3.4 Research Method

The present study was based on mixed method approach. For this both qualitative and quantitative research method was used by the searcher. Survey method was used by the researcher for the data collection. Researcher visited the education institutes and get permission for collecting data from the institutes administration after permission data was collected from the teachers of different institutions.

3.5 Type of Research

The type of research is descriptive. It was conducted through survey with the help of questionnaire. According to Gay L.R (1987)," A descriptive method is a method of research that involves collecting data in order to test hypothesis or to answer questions concerning correct status of the subject of the study.

3.6 Population

Population of the study was teachers of students with education institutes. Population refers to an entire group or elements with common characteristics.

3.7 Geographical Area

The geographical area of this study was UAE.

3.8 Sample Technique

The Purposive sampling technique was used in this research.

3.9 Sample Size

The total sample size of this research was 50 teachers which were consisted of 25 males and 25 females. Inclusion criteria of sample were the teachers who are working in different education institutes. The age range of the teachers started from 25. Only those teachers were selected who are teaching and have special student in their class. However, teachers of primary level were selected only. Qualifications of teacher vary from matric to M.Phil.

3.10 Tool of data collection

On the basis of literature review the researcher developed a self-administered questioner under the supervision of supervisor. The questioner was developed and conducted in English languages. There were only 25 questions included which was comprised of both close ended

like yes or no and open ended. Some questions are related to demographics and teacher's number of students and SNA support, while other were divided into two parts, first one was based on teacher's attitudes who are currently teaching with special needs. While other based on new inclusion standards of framework. All these questions were rated on 5 point Likert scale, the options included comprised of strongly disagree to strongly agree.

3.11 Demographic description

Variable	F
Gender	
Male	25
Female	25
Age	
25-30	12
30-35	14
35-40	16
40 and above	08
Qualification	
	05
F.A	08
Graduation	05
Masters	23
M.Phil.	09

The sample of this research consisted on both males and females. Researcher selected the sample through purposive sampling technique. The total sample size consisted on 50 participants in which 25 males and 25 females. The age range of the sample was 25-45 and above. The researcher selected teachers as participants, their qualification starts from matric

and ended up till M.Phil. Only art, JSET and SSET teachers were selected who taught at primary and pre-primary level.

Sample Description

Graph 3.1: *Depicts the sample size and division* according to gender.

Gender
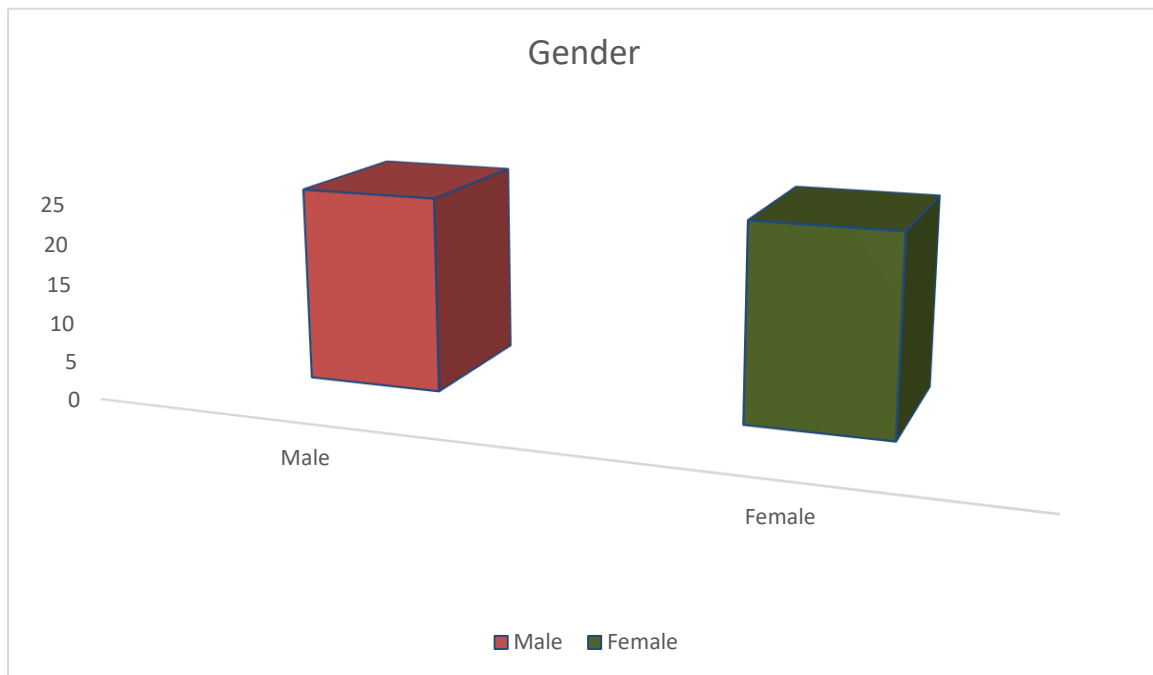
Graph 3.2: *Depicts the sample size and division according to qualification.*

Graph 3.3: *Depicts the sample size and division according to age.*
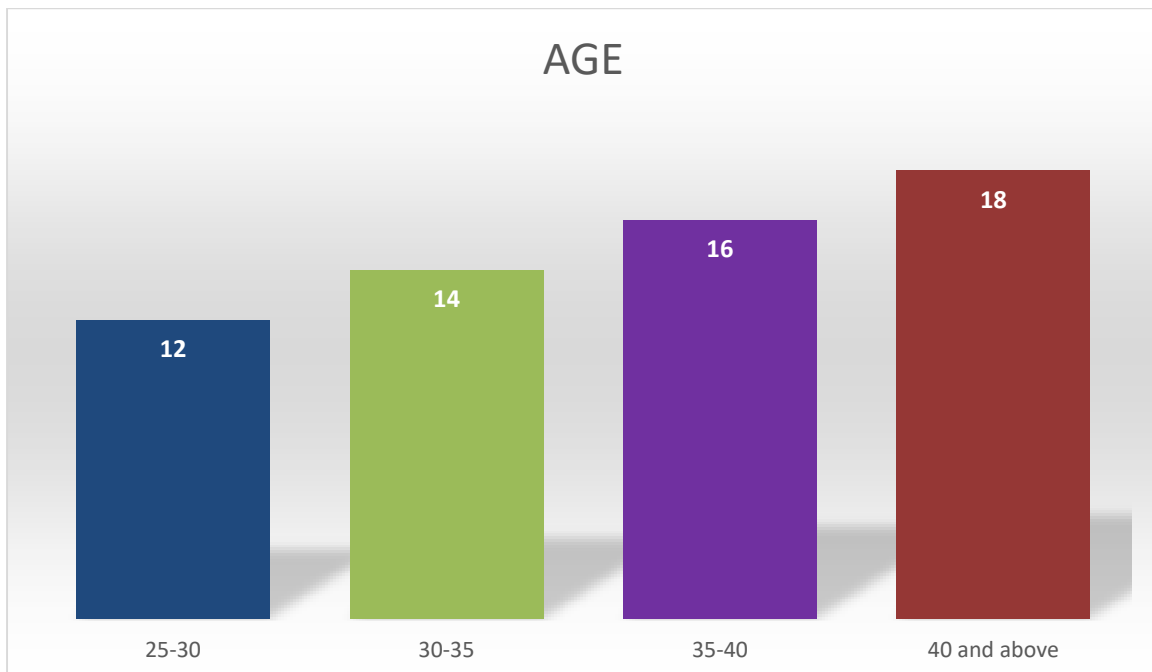
3.12 Test Analysis

Researcher for quantitative analysis used the SPSS (Statistical package for social sciences) version 24. To analyze the hypothesis and measuring the differences researcher applied two independent t-test, and for relationship Pearson correlation. While for descriptive analysis, researcher used, bar graphs. While, for the qualitative analysis researcher used the thematic analysis.

3.13 Procedure

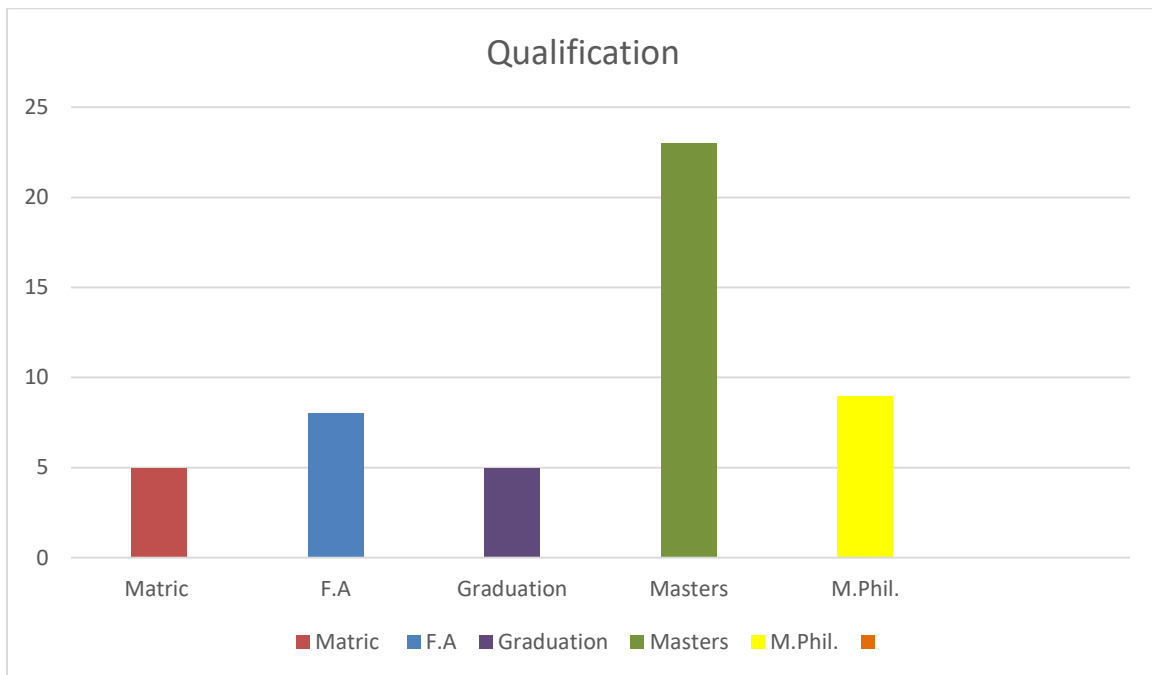Firstly, In the light of the literature review, the researcher developed the self-administered Questionnaire that was approved by the supervisor. Then researcher visited different special education institutions for the purpose of data collection. Finally, the researcher reached at the identified point to take the above institutions. It was distributed among teachers of students with hearing impairment in public and private schools situated in Lahore. The purpose of the study was explained to the respondents. The researcher told the participant their information will only be used for the research purposes and assured them about confidentiality. Questionnaires were filled by the participants. After completing the data collection researcher analyze the data by using SPSS version 22. And for open-ended answers researcher used thematic analysis, extracted three major themes.

Chapter 4

Results

The chapter provides the platform of deliberation on the results obtained from the collected data through a descriptive format of the survey questionnaires as well as the interviews conducted on the sample population. Since the data was collected from teachers both from mainstream as well as private schools, the data analysis stages shall involve a description of the details provided by the sampled population without compromising on their validity. The process shall ensure that apart from the participants' demographic factors and attributes, much of the responses as well as the contribution deduced from the reviewed literature are all incorporated into arriving into a comprehensive outcome. As such, the chapter provides a significant bearing in the manner in which the collected information acts as an informing tool to the identifiable issues that include the supporting capabilities of incorporating special needs students into contemporary learning environments.

4.1 The Information on the Sample Population

The sampled population inclusive of the two schools participants stands at 2000 individuals with the schools offering facilities for both primary and secondary school years. The teachers' capacities in both schools are at 100 and 50 respectively with all forming a significant number in the expatriates' category. The average class size ranks at about 25 students per teacher with a majority of the families at middle-class families.

4.2 Questionnaire Findings

The study had a total of 50 questionnaires distributed among the teachers with all teachers managing to return the questionnaires. The teachers involved in the survey were all employed within the mainstream schools.

4.3 Qualitative analysis

Table 4.1: Types of students with SEN

Type of Learning Difficulty	Number of Students
Learner Difficulties	50
Behavioral disorders	16
Physical disabilities	2
Hearing impairment	4
Health cases	2
Intellectual challenges	6
Cognitive impairment	0

The table provides an overview of special needs students attending mainstream classrooms with indications of teachers' assessment of their learning difficulties. Among the identified students in the sample population, only 16 teachers reported to students having behavioral disorders with one pointing at a case of health impairment. All teachers however, reported that they have handled cases of students with learning difficulties.

The survey questionnaires required participants to indicate to what extent they agreed or disagreed to the statements that were categorized under the factors designed as part of the responses including the researcher for this extracted three major themes, which are as follow:

Factor 1: Indicates a positive attitude towards the inclusion of students with SEN

Factor 2: participants who perceived themselves as capable of adapting instructions to SEN students

Factor 3: Indicates the participants who perceived themselves knowledgeable of the relevant information as needed when working with SEN students in a mainstream classroom setting.

Graph 4.1 *Major themes*
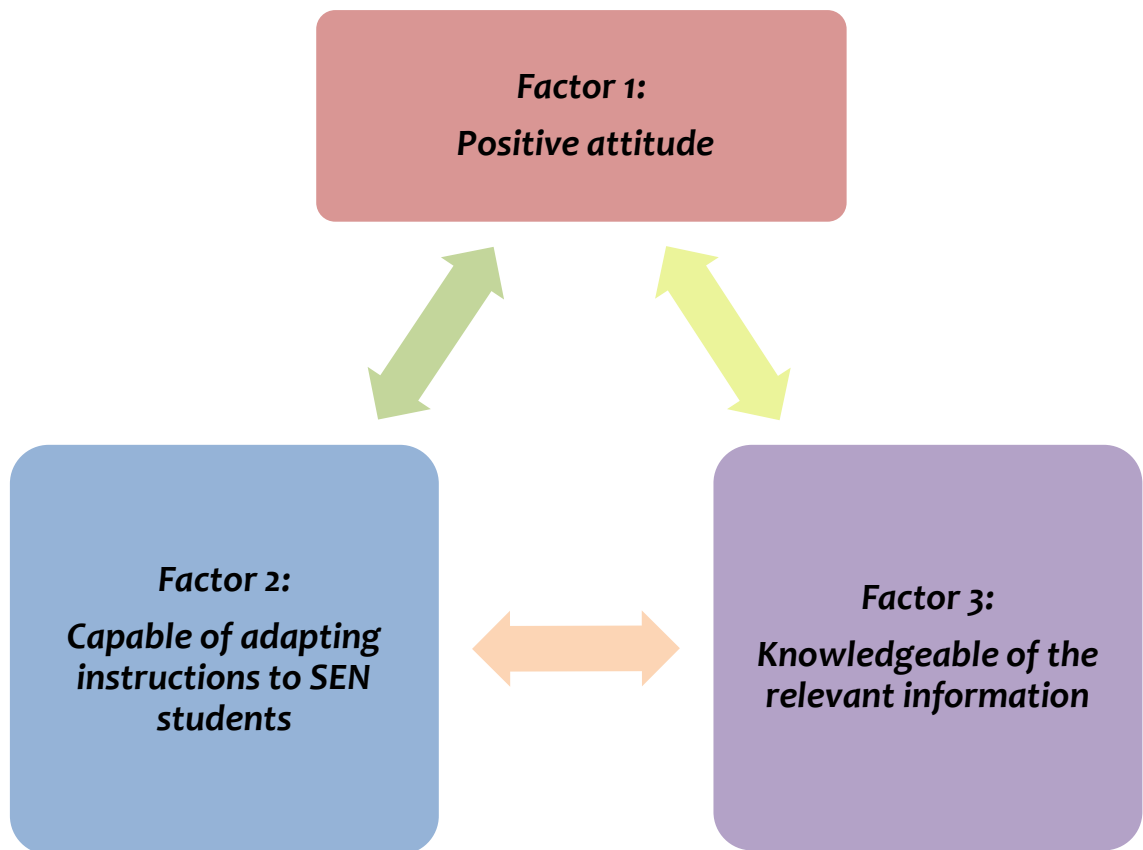
The findings remained consistent maintaining that all surveyed mainstream teachers were of the opinion that students with SEN exhibited disruptive traits in class. However, teachers showcased positive attitudes toward educating students with learning difficulties such as physical disabilities, behavioral disorder, as well as health impairment. The conditions

mentioned in this category further included communication disorders, Profound Multiple Learning Disorders, as well as other intellectual challenges. The general feeling of the mainstream teachers was that such cases of SEN had students who lacked in skill sets necessary in mastering regular classroom courses. The other general deduction by the participants indicated that introducing SEN students into mainstream classrooms would automatically lead to overburdening of mainstream teachers as SEN students require much attention based on their abilities to adjust to the classroom instructions.

The interviewees' responses to the statements designed to identify the respondents' abilities in adapting instructions for SEN students. The findings indicate the mainstream teachers' ability in adapting instructions from various lessons that allow teachers to engage the ability of students to remember all the lessons taught in class making them consider adjusting their assignment. The surveyed teachers' population reported that during their class assignments, they made no significant attempts in realizing whether the students understood the content that had been part of the previous chapters. Such assumptions in taking part in the studies ensure that students are engaged in a position where their contributions are nothing but a necessity brought forth by different underlying factors.

However, further findings as indicated by the study on the mainstream teachers who shared the information in the knowledge of the strategies those come with the need for having SEN students in class reporting to have a significant level with which their possibilities have differences in the number with which the survey discontinued the already existing collaborative and behavioral management strategies. The differences that exist ensure that the confidence that comes with the abilities that SEN facilitate the confidence among the less confident students with confidence in the particular classroom.

The section offers various samples that direct the different terms that ensure the general definition that allowed the respondents to ensure that various participants respond in the context in a means with which the different implementations strategies. The interviews ensure that there exist structures from which the respondents account for their differences in roles other than their particular interviews as opposed to allowing for the summation in the context of the summarization in the relationship that exists between the different research questions as opposed to the various contexts of the SEN programs.

The questions under consideration in the interviews offer a much deliberate nature in retaining the abilities of the teachers to offer inclusivity in teachers' attitudes in ensuring that students have been included within the necessary frameworks within the UAE educational framework. Secondly, the facilitation of mainstream SEN in ensuring that the perception of students within primary private sectors that allow for inclusivity educational delivery.

However, the interpretation of the different concepts by the teachers as part of the perceptions of inclusion involves the SEN with different conditions of disability that creates a form of viability in the manner with which teachers handle disability condition among the different student population. A number of the participants from the interviews indicated that there were never students of any conditions considered under the SEN categorization. Hence in most mainstream schools, teachers participating in the interviews recorded no student learning difficulties. The teachers in their responses indicated that never were there any forms of conditionality in nature with which the students under their care responded to services related classwork. Such responses were regardless of their admittance that the schools lacked the necessary resources in taking care of both the SEN conditions.

The interviewed teacher had a view that the provisions as indicated by the study and in response painted the picture that training in its context allowed for the need of teachers to work

with students within the framework of a classroom. The mannerisms allowed for a significance that showcased the needs with which education became beneficial to students without necessarily taking into account their place of perceived training without continuously allowing for time for development. The time allocated for training for SEN teachers proves insufficient as most teachers only encounter SEN teaching awareness in such workshops offering limited time to accumulate a competency. Such views sound the provisional training models attributed to educational factors that allow individuals to significantly look into the agenda of the pre-culture of the SEN academic stages.

The stages act as a platform from which students with special needs allowably generate debates based on their mainstream compatibilities as well as difficulties. The attitudes that arise in these stages of involvement outline the administrative importance that relates to teacher training as well as experience. Mainstream teachers with no SEN training and knowledge have shown that when allowed into mainstream systems, students of SEN enjoy an element of inclusivity when the merger between SEN and mainstream classes are facilitated. However, teachers have continued to highlight representation and planning periods as the moments from which students have been allowed to take part in their learning. The lack of proper lesson planning seems to cause burdening to teachers who in the first instance lack experience on how to handle SEN students. The teachers in their facilitation show appreciation of the inclusion process despite majority indicating the vice as strata for ineffective management of behavioral and adaptation of instruction during class lessons.

The negative attitudes as exhibited by a number of teachers remained a factor of failure to include the SEN programs in their coursework training. Of great significance has remained the need for teachers and students to modify their interactions to fit classroom structure that is capable of accommodating a number of students' needs. The attention and adaptation to

instructions as highlighted in the interview indicates that, while it remains compassionate to show concern for the SEN students, it becomes extremely difficult for teachers to offer divided attention in mainstream classrooms with students who have limited closure and access to emotional control. The students who are normal would definitely hence receive much teacher's attention as well as advance in learning for they are compatible and form the majority clusters of the group.

The other area that the interviews addressed remained the years of experience held by the teachers and how such experience shaped their perception towards allowing the SEN students in mainstream classrooms. Teachers in their discussions of the implications of allowing SEN into mainstream classrooms acknowledged the need to have teachers accepting the repercussions labeled against them in the forms of characterization as a challenge to their successful implementation. The viewpoints shared by the different teacher's open room for specialization training for teachers in different cadres of SEN and mainstream learning without necessarily calling on their experience. The reliance on experience rather than commitment as indicated in the interviews remains an area where the emphasis should be placed.

The success of SEN in its contemporary application relies on teacher commitment to the course rather than a show of experience. The commitment would ensure that teachers arrange and make comprehensive lesson plans that are inclusive of the SEN students' needs. Parents hence in context would provide a significant number in the form of ensuring that they offer a supportive role that was quite instrumental in ensuring that students have the lead players in their learning working together. The cooperation if applied indicated positivity in work satisfaction among teachers despite the shortcomings of class unruliness as well as cases of hygiene coupled with unnecessary acts of non-commitment among these students. The views by most teachers interviewed offered a laxity in the need to have students of special needs

brought forth as part of the mainstream classes. An SEN student moving to mainstream classes was a pointer to guaranteed hardship conditions among teachers. The concerns raised by a majority of teachers included matters self-esteem among SEN students, difficulties in coping, as well as the perceived attitudes that existed among teachers and indeed the society in the implementation attempts of the program.

4.4 The area that needed teachers to work on for SEN

The interview in context identified a number of areas that needed to be addressed within the educational sector before there could exist and SEN merger with mainstream classrooms. The areas included support, training, reduced class size, and more time.

Support acts as an important aspect in pursuit of facilitation especially when guaranteed between teachers, parents, and school administrators. The need comes with the necessity that lies in social acceptance of the SEN students within the mainstream contemporary settings. The support would mean availing assistants, teacher aides, as well as social empathy to understand the students.

Training as identified in the study has only taken place within the internally organized realms of school workshops without much exposure to real-life occurrences that make special need students vulnerable. Training should hence encompass the aspirations of such students as well as their definitive life conditions. The teachers training should take a significantly comprehensive approach as a means to ensuring that they receive the best insights necessary in establishing a much-enthused condition for handling SEN students. The training should include strategies, processes, as well as conditions students, suffer. Such exposure allows for informed judgment on the part of the teacher as opposed to the current sentimentalism attitudes that exist when it comes to students with special needs.

4.5 More Time and Lower-Class Numbers

The appropriate class size for SEN students should be lower than 30 as indicated by the study sample and such inclination has seen all teachers interviewed calling on additional time to allow them plan and share on their lessons. The teachers indicated a need for reduced class load especially when considering the inclusion of SEN as a means to guaranteeing that they would attend to the students of special needs. Teachers further indicated that they needed motivation emphasizing on the necessity for teamwork especially with the school's administrative bodies, parents, and other key stakeholders. Motivation, as it appears, creates the necessary structure through which optimization of mainstream inclusion of special needs students can be achieved.

4.6 Quantitative analysis

The present research was conducted to access the. The researcher selected 50 participants for data collection which consisted of 25 males and 25 females. For the analysis researcher applied t-test and correlation to test the hypotheses. While for all the questions researcher used descriptive statistics.

Table: 4.2

H^1: There is a significant difference in teacher's attitudes towards adopting KHDA framework of male and female

Independent sample t-test was used for measuring the teacher's attitudes towards adopting KHDA framework of male and female.

	Male		Female			
	M	*SD*	*M*	*SD*	*t(df)*	P
Teachers Attitude	27.6	2.82	28.3	1.37	1.145(48)	.000

Independent sample t-test was used to test the teacher's attitudes towards adopting KHDA framework by male and female teachers. Results revealed that there was a significant difference in teacher attitudes of male *(M=27.6, S.D=2.82)* as compared to female teachers *(M=28.3, S.D=1.37), t (48) =.000.* The outcomes suggest that female teachers have positive attitude towards adopting framework and they are more prone towards new methods as compared to male teachers.

Table: 4.3

H²: There is a significant difference to get training of teacher's with special education needs of male and female teachers.

Independent sample t-test was used for measuring training of teacher's with special education needs of male and female teachers.

	Male		Female			
	M	*SD*	*M*	*SD*	*t(df)*	P
Level of training	1.08	.277	1.00	.000	-1.445(48)	.003

Independent sample t-test was used for measuring the level of training male and female teachers get. Results revealed that there was a significant difference in getting training and taking courses of male teachers *(M=1.08, S.D=.277)* and female teachers *(M=1.00, S.D=.000), t (48) =.003*. The above results showed that male teacher's gets more training and courses related to student special education needs than female teachers.

Table: 4.4

H³: Female teachers use more effective teaching strategies to meet student's special needs as compared to male teachers.

Independent sample t-test was used for measuring the effective teaching strategies among male and female teachers.

	Male		Female			
	M	*SD*	*M*	*SD*	*t(df)*	P
Teaching Strategies	4.16	.800	4.68	.476	2.793(48)	.403

Independent sample t-test was used for measuring the effective teaching strategies used by male and female teachers. The results indicated that there was a non-significant difference in effective teaching strategies. Both teachers are prone to use effective teaching methods *(M=4.68, S.D=.476)* and male teachers *(M=4.16, S.D=.800), t (48) =.403.*

Table 4.5

H⁴: There is more students with special needs in female's teacher class room as compared to male teachers.

Independent sample t-test was used for measuring the number of special needs students among male and female teachers' classroom.

	Male		Female			
	M	*SD*	*M*	*SD*	*t(df)*	P
Number of Special needs students	1.36	.200	1.04	.490	-3.024(48)	.000

Independent sample t-test was used for measuring the number of special needs students in male and female teacher's classroom. The results indicated that there was a significant difference in number of special needs students. Female teachers classroom have less students with special needs *(M=1.04, S.D=.490)* as compared to male teachers classroom *(M=1.36, S.D=.200), t (48) =.000.*

Table 4.6

H5: There is a significant relationship between teaching strategies and new inclusion framework.

Pearson correlation is used to measure the relationship between teaching strategies and new inclusion framework.

	Teaching strategies	New inclusion framework.
Teaching strategies	_____	.074
		.612
		50
New inclusion framework.	_____	_____

P<.05

There is a no relationship between teaching strategies and new inclusion framework *(r=.612, n=50, p<0.05)* was found.

Chapter 5

Discussion

The chapter incorporates all the inferences drawn from the study offering discussion as well as elaborates on answers to the research findings. The study in its focus addresses the attitudes and other arising concepts that the inclusion of students with special needs in mainstream classrooms as proposed within the KHDA framework for special education needs in UAE. The issues that arise in the program involve inclusion and curriculum modification among other strategies in ensuring the success of the KHDA framework for special needs students.

From the literature analysis, the education sector in UAE while offering the different structure of learning as identified by the KHDA has a differentiated applicability in the manner with which such approaches took on aspects of curricula, involved parties, participants, and classroom participation (Ryan & Gottfried, 2017). The study indicated that a number of involved teachers in the program were drawn from expatriate circles with a vast majority having obtained high qualifications to a bachelor's degree level.

The questionnaires in proving the perceptions of participants' attitudes throughout the inclusion of all students with regards to student awareness especially in relation to behavioral management. The assessment of teachers' perceptions regarded a number of factors including demographic traits of gender, years of experience, taught subjects as well as training (Ryan & Gottfried, 2017). These aspects of teacher factor significantly impacted the manner with which the implementations of the government frameworks on KHDA policies are implemented in UAE. The addressed attitudes include having the move to include students as a research-based recommendation for future practices. The support of the inclusion of special needs students in

contemporary classrooms. In context, the role of special needs students allows for the deliberation of student abilities.

The reaction from teachers as a majority who took part in the study was never willing to allow for the inclusion of special needs students in contemporary classroom citing various aspects of learner interaction as well as class management as the leading causes for such uncertainty. Their argument anchored on the presumed lack of skill from most SEN students to cope with contemporary class settings that among other things remained quite demanding. However, interviewed teachers were open to allowing for inclusivity of students suffering partial conditions within the mainstream structure of learning (Elhoweris, et. al., 2017). The change in tact anchored on the fact that most teachers had at one point received a form of training that allowed them to manage the situations of such students during the in-service training and workshops that they attended while practicing. The training though insufficient, allowing the teachers the ability to work with students of mild special needs.

The social concept of special needs students within the UAE follows the idea that students with such needs are better off within centers that can address their cases as opposed to contemporary classes and schools. The approach that has had the UAE society believe in divergent training methods has successfully created a much divisive approach to handling special needs students. According to Elhoweris et al. (2017), culture and values of special care accorded to students have continuously deprived them of the opportunities that might be accorded to them while in mainstream systems of education. The culture sees behavioral problems as well as other physical deformities as grounds from which teacher judgment on students as is the case of cultural inclusion. The role of culture as it plays out provides a platform from which different decisions on mainstream education are based. The approaches

used by teachers in schools often align with the cultural framework that otherwise would guarantee an important part in fulfilling educational objectives (Elhoweris et al., 2017).

The existing ability of teachers and students to work with special needs students within a framework of inclusion as suggested by the KHDA government policy requires participation. While teachers have constantly remained inclined towards the facilitation process and more importantly allowing for an accrued role within the frameworks of fact-finding, it remains imperative that they adapt instructions to a level that can both suit the special needs students (Hadidi & Al Khateeb, 2015). However, such has never been the case with a significant number of teachers preferring to emphasize on skills and abilities in mainstream schools. The skill sets as a necessity for complex instructional regime remains imperative and a move to have special needs students included in the same programs has proved difficult. The structure which mainstream programs align and the ability of the schools to integrate the KHDA framework as an implementation tool calls for concepts understanding within the educational sector. Implementation of KHDA within a scope of UAE includes both mainstream and special needs students. The feedback according to the study as outlined herein sees the need for effective program adjustment without particularly being abrasive of the existing teacher structures.

Availability of support and resources is another factor that the implementation of the KHDA framework would clearly rely upon. Teachers have continued to identify lack in funding as well as stakeholder support as the hindering factors to the successful implementation of inclusive learning approaches (Bradshaw, Tennant, & Lydiatt, 2004). The funding comes in to help in areas of instructional materials and capacity building where teacher training and numbers remain important. The structure as it exists has seen teachers' voice opinion on the mannerism of the lacking preparation, equipment, and labor to see through a dedicated team capable of implementing the KHDA framework. The teaching load, as well as the competency

gap that is needed for realizing a self-sufficient inclusive program under the KHDA government structure, requires support. Parents and other immediate stakeholders such as school administrators and policy enforcement agencies as well should be in sync with the idea of expanding the education sector for it to gain any meaningful grounds in implementation.

5.2 Conclusion

Knowledge and the grasp of the relevant information necessary for working with mainstream schools as part of an inclusive KHDA proposal see the need for additional training. Competency among teachers remains an integral aspect of ensuring that the students receive the necessary training while in school. The study identified various concerns within the learning program that need to be addressed without complicity as the government sought to invoke collaborative education within the KHDA framework. The system hence should have emphasis placed on the need to train teachers on the necessities that allow for convenience rather than enhancing the abilities of the restructured mechanisms. The support necessary for students and teachers involved in the KHDA program are immense and require collaborative administration (Alkhateeb, Hadidi, & Alkhateeb, 2016). Such measures ensure that both the social aspects as well as convenience are adversely addressed during the implementation of the KHDA framework.

5.3 Recommendations

The findings of the study have elaborately provided a structure under which schools as a figurative element of the society ought to be managed with stakeholders taking lead roles in ensuring its success as supported by the study Khamis (2007). The KHDA framework as proposed by the UAE government as a move to establishing collaborative formal education platform ensures that Teacher training and capacity building remain as the key strategies for ensuring success. The programs within schools are implemented in a structure that guarantees

information sharing through teachers' in-service workshops and other exchange programs. The need sees students adjust to classroom pieces of training.

The government should consider management of resources and time as they are important in the planning and implementation of KHDA allowing for Allocation of resources for teaching and suitable learning materials. Further, the framework incorporates reduction in sizes of classes to manageable sizes. School administrators training should be validated as well as the use of publicity to create the necessary awareness of the benefits of inclusive and collaborative education platform for SEN students.

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APPENDIX

Teachers' attitudes towards Inclusive Education

Demographics

1. Gender ⬭ Male ⭕ Female

2. Age group (please circle) 15-25 25-35 35-45 45 and above

3. Qualification (please circle)

  o Matric

  o F.A

  o Graduation

  o Masters

  o M.Phil.

  o PHD

4. How many years have you been teaching? (Please circle)

  o Less than 1 year

  o 1-5 years

  o 6-10 years

  o More than 10 years

1. 1. Do you currently have any children with special needs* in your class/group?

○ Yes   ○ No

2. 7. If so, how many special needs children are you teaching? _____

3. 8. If your answer to Q6 was yes, do you currently have SNA support? _____

4. 11. Have you received any training or taken part in any courses in Special Education?

   ○   Yes   ○   No

5. 12. If your answer to Q11 was yes, was this course part of your initial teacher training

   course? Yes / No

6. . If this course/ training was not part of your initial teacher training course, can you be

   specific as to the type of training you completed (name of course, level of course)

_____

Please fill out the section below if you are currently teaching children with special

   needs.

SD = Strongly Disagree   D = Disagree   U = Undecided   A = Agree   SA = Strongly

   Agree

		SD	D	U	A	SA
1.	I am supportive towards the idea of including children with special needs in my classroom.	1	2	3	4	5
2.	I am not willing to engage in in-service training on teaching children with special needs	1	2	3	4	5

3.	I am engaging in developing the appropriate skills to teach children with special needs in classrooms.	1	2	3	4	5
4.	I accept responsibility for teaching children with special needs if it is my school's policy.	1	2	3	4	5
5.	I am unable to change my teaching processes to accommodate children with special needs in my classroom	1	2	3	4	5
6.	I co-operate with the parents of the children with special needs for their benefit.	1	2	3	4	5
7.	I am willing to apply the modification of the curriculum	1	2	3	4	5
8.	I modify the class environment to fit children with special needs	1	2	3	4	5

7. Are you aware of the new inclusion framework adopted by KHDA? ◯ Yes ◯

   No

8. **If yes,** to what level you agree with the following new inclusion standards

SD = Strongly Disagree   D = Disagree   U = Undecided   A = Agree   SA =

   Strongly Agree

		SD	D	U	A	SA
1.	Inclusion champion (Leader) instead of SENCO	1	2	3	4	5
2.	Governor for inclusive education (Inclusion specialists) instead of support teachers	1	2	3	4	5
3.	Inclusive education action team (review team)	1	2	3	4	5
4.	Learning support assistants	1	2	3	4	5
5.	Strategic inclusive education improvement plan	1	2	3	4	5

9. What could be recommended to make the new KHDA framework (2018) effective?

_____

_____