



**Male and Female Teacher Views and Opinions on
Integration of SEN Students**

توجهات وآراء المعلمين الذكور والإناث تجاه دمج الطلبة من ذوي الاحتياجات
الخاصة

by

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Abstract

Globally, the education sector plays an instrumental role in both the developed and emerging nations. Notably, the special education needs are critical as it enhances an ideal collaboration with all the education sector supporting human capital development and innovation. The study is based on the observation that Dubai, UAE has enacted significant changes in the education sector as a critical determinant of an inclusive educational system with SEN students included. Nevertheless, previous research has not been able to evaluate the extent to which the views and opinions of the teachers play the role of enhancing a successful inclusion of SEN students. The data used in achieving the aim of the research was collected through the questionnaire survey method and actively supplemented using the secondary data sources including academic sources and journals. It has been noted that the Dubai, UAE students possess positive perceptions on the issue of inclusion of SEN students and they are actively playing the roles of inclusion. The government policies and curriculum changes have successfully been part of the change in the perceptions of the teachers. Also, the views are similar for the male and female teachers despite having a different understanding of the issue of inclusion. The analysis has noted that the male and teachers views and opinions on the inclusion of SEN students influence on the scope of inclusion and how it is successfully implemented. Lastly, different recommendations have been suggested in improving the current views and opinions of the teachers on the issue of integration. The recommendations include creating a comprehensive market awareness, a universal design for learning process, increasing funding in the inclusion process, focusing on specific areas of specialism and advocating for the need of having a gradual transition in the education system.

على الصعيد العالمي ، يلعب قطاع التعليم دوراً أساسياً في كل من الدول المتقدمة والناشئة. ومن الجدير بالذكر أن التعليم لذوي الاحتياجات الخاصة بالغ الأهمية لأنها تعزز التعاون المثالي مع جميع قطاعات التعليم التي تدعم تنمية رأس المال البشري والابتكار. وتستند هذه الدراسة على الملاحظة أن دبي؛ الإمارات العربية المتحدة قد سنت تغييرات هامة في قطاع التعليم كعامل محدد حاسم لنظام تعليمي شامل يحتوي الطلبة من أصحاب الهمم . ومع ذلك لم تتمكن الأبحاث السابقة من تقييم المدى الذي تلعب فيه آراء واتجاهات المعلمين دوراً في تحسين الاندماج الناجح للطلاب من أصحاب الهمم.

تم جمع البيانات المستخدمة في تحقيق هدف البحث عبر الاستبيانات ، واستكمالها بشكلٍ فعال باستخدام مصادر البيانات الثانوية بما في ذلك المصادر الأكاديمية والمجلات التعليمية. وقد لوحظ أن طلاب دبي في الإمارات العربية المتحدة يمتلكون تصورات إيجابية حول مسألة دمج الطلاب من أصحاب الهمم وهم بالفعل يلعبون دوراً فعالاً في تحقيق الدمج . لقد كانت سياسات الحكومة وتغيير المناهج الدراسية جزءاً من التغيير في تصورات المعلمين. وكذلك ؛ وجهات النظر هي مماثلة للمعلمين من الذكور والإناث على الرغم من وجود فهم مختلف لمسألة الدمج . وقد أشار التحليل إلى أن آراء ووجهات نظر الذكور من المعلمين حول دمج الطلبة من أصحاب الهمم تؤثر على نطاق الدمج من خلال فهم كيفية تنفيذه بنجاح. وأخيراً ، اقترحت توصيات مختلفة في تحسين التوجه والآراء الحالية للمدرسين بشأن مسألة الدمج. وتشمل التوصيات خلق وعي شامل للسوق المحلي ، وتصميم شامل لعملية التعلم ، وزيادة التمويل في عملية الدمج ، والتركيز على مجالات محددة من التخصص والدعوة إلى الحاجة إلى الانتقال التدريجي في نظام التعليم.

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Chapter 1: Introduction

1.1 Research Background

The special needs education is one of the sectors that have a strong influence on the overall progress of a country in both advanced and emerging nations. The impact is evident in various ways. Research, for instance, indicates that in countries with a well-structured special needs education in active collaboration with the other education sector significantly supports the growth of a country human capital and innovation (Miles & Singal, 2010). Additionally, the increased support of the special needs education assists in bridging the gap between the poor and the rich in an economy (Armstrong et al., 2011). For these reasons, multiple countries globally are focused in ensuring that there is a holistic approach among all stakeholders in ensuring that citizens with disabilities and special needs are accorded with a similar right of work and occupation of public positions. Apart from education, people with special needs are supposed to be offered with special facilities in the airports and hotels, having access to public vehicles and parking, leverage on equitable accessing and facilities into all new property development projects. Within this perspective, the male and female teacher's views and opinions constitute one of the leading ways through which a country can ensure successful integration of SEN students.

Over the years, both academicians and practitioners have argued the case of inclusion of special needs students (Combs et al., 2010; Cassady, 2011). From the review, it is evident on the necessity of having teachers with adequate knowledge and capacity of teaching special-education students. This is since taking the students with disabilities out of isolation implies that majority of them end up spending majority of their time in general-education classrooms instead of separate special education classes. This is in line with Costley (2013) who noted that inclusion is essential since, through the diversity, creativity is increased. Ideally, if children attend classes that are a reflection of the similarities and differences of people in the real world, they learn on the best practice in appreciating diversity. As noted by Miles and Singal, 2010), respect and understanding tend to increase in an event the children of differing abilities and culture leverage on an opportunity of playing and learning together. To achieve these benefits, it is crucial to equip the teachers with the necessary skills and knowledge to be able to implement different programs and services related to inclusion (Henninger and Gupta, 2014). The reason for this is that most of the general education

and special education teachers tend to struggle with the concept of inclusion of students with special education needs in mainstream classes. The objective of teacher training concerning inclusion is to provide information for teachers to help them understand the reason and importance of inclusion and the materials and information that they can use in inclusive school settings. Training could be grouped into various categories including; collaboration, importance of inclusion and classroom management support for instruction and behaviour. Training of teachers is also important in shifting their perception concerning inclusion (Anati, 2012). As they gain knowledge on the importance of inclusion and how to implement it, they get insights on how the children in an inclusive setting benefits. This tends to shift their perceptions to positive, which means they embrace inclusion more. However, the perception of male and female teachers on inclusion may not be at the same level for various reasons. The research will involve aiming to understand the perception of female and male teachers towards inclusion in the UAE.

Taking into account of a broad view of the inclusion of SEN students, it is worth noting that inclusive education targets to critically address the learning needs of children with special needs with a specific focus on those who are not subject of being isolated or excluded. According to Gal et al. (2010), the philosophy characterising inclusive education is promoting opportunities for all children in participating, learning and having equal treatment irrespective of their mental or physical abilities. Despite awareness of inclusive education in most countries including UAE being in a nascent stage, educational institutions are significantly skeptical on having both the ordinary and special education children studying in similar classrooms (Cassady, 2011). This is the issue that has to raise mixed perceptions of different measures among male and female teachers which is worth evaluation.

In UAE, which is the primary focus of the present study, significant changes have occurred in the education sector to enhance inclusion of SEN students. For instance, legislation has been passed that requires the children with disability to have equal rights and opportunities in a similar manner as any other normal child. Additionally, The UAE Ministry of Education under Special Education department is mandated with authority to promote the inclusion of special needs students in schools to ensure they can benefit from the education process both academically and socially. The Special Education department has developed and is supervising a set of general rules that are targeted at the provision of special education programs and services in both public and private schools in the UAE. These rules also support and encourage the professional development and

training of teachers for the provision of programs and services aimed at special needs students (Saqr & Tennant, 2016). They also support, develop and facilitate the implementation of training programs to enhance the skills and knowledge of instructors in the field of special education. However, there is limited research indicating how male and female teachers view and perceive the strategies and need for integration of SEN students.

1.2 Problem statement

The success of SEN student's inclusion has significantly been hindered by the teacher's views and opinions towards the process. As noted by Cassady (2011) the professional's attitudes can play the role of facilitating or constraining the implementation process of policies. In this case, the success of any innovative and challenging programs are significantly dependent on the ardent cooperation and commitment of those actively and directly involved. For instance, in countries where teachers have embraced the responsibility of implementing inclusivity have equally elevated the instruction quality with the process being more successful and effective contrary to the one with teachers with opposing views of inclusion. Therefore, an improved receptivity towards students with special needs inclusion is linked to increased teacher efficacy, higher rates of teacher collaboration and an increased likelihood of differentiating instruction. This is since the negative views of inclusion tend to influence the interactions with the children having disabilities negatively. In context of UAE, in an event the teachers possess negative attitude towards the inclusion process, they will be unwilling to successfully oversee the inclusion of the students with disabilities in their classrooms. This would be the case since their active participation and provision of adequate support in creation of beneficial learning environment for the students would be lacking.

In context of UAE which is the primary focus in this study, Gaad and Almotairi (2013) study comprised of interviewees who were mostly lecturers and instructors noted that they lacked any professional training on how to deal with and teach such learners. This has significantly contributed to an increase in their opposition to a successful implementation of the program. The interviewees equally noted that the strategies adopted in teaching were trial and error without a clear and well-structured approach of implementation which worsened their collaboration in the entire process. Nevertheless, on a positive note, the educators significantly relied extensively on the students themselves in teaching them how to participate in the teaching process actively. They actively engaged the students in the planning and delivery of the learning process while remaining adamant on the need for inclusion.

Undoubtedly, the presence of the above issues signals concerted efforts of ensuring that there is an increased focus on inclusion of SEN students in UAE. Nevertheless, there lacks sufficient research that has already been carried out to evaluate if the teacher's views and opinions differ based on gender and how they collaborative influence an overall success of the inclusion process. This is a gap that the present study seeks to fill through evaluating the male versus female teacher views and opinions on integration of SEN students.

1.3 Aims and objectives

1.3.1 Aims

This study evaluates the role of teachers in the integration of SEN students in an education system. The outcomes of this research are based on the provision of insights on how UAE teachers can be equipped with skills and knowledge through supporting, development and facilitation of training programs. This is however initiated by an evaluation of the males versus female teacher's views and opinions on the integration of SEN students.

1.3.2 Research Objectives

In consistent with this aim, the following sets of objectives are pursued:

- To evaluate the perception of male and female teachers towards inclusion in UAE
- To establish whether male and female teachers understand the concept of inclusion in UAE
- To demonstrate how the views and opinions of male and female teachers influence successful implementation of inclusion in the UAE
- To establish the training that UAE teachers have undergone in a target of equipping them with knowledge and skills in inclusion

1.3.3 Research Questions

- Do male and female teachers understand the concept of inclusion in UAE?
- Do views and opinions of both male and female teachers affect the implementation of inclusion in the UAE?
- What training have teachers in the UAE undergone to equip them with knowledge and skills in inclusion?

1.4 Significance of the Study

The present study will be characterized by both practical and theoretical significance. In terms of practice, the findings of this study will assist in providing insights regarding the role of teacher's

opinions and views towards the success of the modern strategy of enhancing inclusion. This constitutes a critical area in light to education research suggesting that increase in inclusion in education sector improves the capacity of human capital in an economy eventually balancing the wealth deficit in a country (Miles & Singal, 2010). Also, the study will evaluate how the nature and type of disability have any influence on the teacher's views and opinions and how training can be implemented to bridge such gap. Additionally, this research will solve the contradictory and inconclusive nature of the research on the attitudes of teachers towards inclusion. This is particularly the case since in the past, teachers have reported both positive views and opinions towards the inclusion in equal measure with the negative feelings regarding having learners with differing disabilities in a general education classroom. This study will equally assist the general teachers in identifying any biases they may have toward specific issues of inclusion and how such views and opinions affect their overall interaction with students.

In theoretical perspective, the present study builds and expands existing SEN student's inclusion in several ways. First, it offers additional empirical evidence pertaining to the effectiveness of the strategies that have been previously proposed as being ideal in assisting a successful inclusion of SEN. The already existing literature has significantly focused on the perspectives of teachers on the general ideal of inclusion. It is unclear from the past studies if or not teachers have differing opinions in terms of gender toward the inclusion of students with different forms of disabilities. Most importantly, the need for training teachers on the overall concept of inclusion will be critical as it would offer guidance on the best practice that the education policymakers can adopt to ensure a holistic success.

1.5 Structure of the Dissertation

The rest of the dissertation is structured as follows. Chapter 2 reviews extant literature on issues of teachers views and opinions on the integration of SEN students. The aim is to develop a theoretical framework from which findings pertaining to the UAE SEN can be substantiated. Chapter 3, on the other hand, illustrates the research methodological considerations that were used to guide the data collection and analysis process. It indicates that data was collected through the use of interviews and supplemented by secondary sources. For the chapter 4, it is comprised of data sources from the primary and secondary which have been presented and subsequently analyzed. Lastly, in chapter 5, it expounds more on the analyzed data through a stringent

conclusion followed by generation of conclusions. Equally, this chapter offers relevant recommendations in line with the identified research questions.

Chapter 2: Literature Review

2.1 Chapter Overview

The chapter 2 of the dissertation targets to offer a critical analysis and an evaluation of the current existing literature. The primary area of focus is on the guiding theories, models, and frameworks that guide the Special Education Needs (SEN) students in the education system. For the sake of delivering on the developed research theoretical framework (as highlighted in the study proposal), this chapter is categorized into several segments. The initial section is on the theories and models suitable to be adopted as the best practices in the understanding of the impacts of males and female's teacher's views and assumptions on SEN successful integration into the education sector. It is in this section where the main theories that education systems can theoretically adopt in the adoption of the integration strategies which have been explored in detail in this section. To guarantee the relevance of this section, the merits and demerits of the theories were evaluated for informing on their applicability and reliability of the review. The second segment evaluated the perception of teachers towards inclusion in UAE. This is inclusive of expounding on the effects of both genders and whether they possess different views and assumptions. The third segment focused on evaluating whether the teachers understand the concept of inclusion. Since this is a significant challenge of SEN inclusion, this section was described in depth. The fourth section evaluated the extent to which the views and opinions of both genders influence successful implementation of inclusion. This was inclusive of evaluation of the scope of training strategy for the teachers targeting to support them with relevant knowledge and skills for implementing an effective inclusion.

2.2 Theories and Best Practices on Teachers Views and Opinions on Integration of SEN students

The integration of SEN students is characterized by the best practices that analyze on the need of having positive and progressive views and opinions by the teachers to guarantee a successful inclusion process. This literature review section evaluates the different best practices and models on the role of integration of SEN students and teacher's views and opinions. The evaluated best practice theories include social learning theory, observational learning theory, and guided learning theory.

2.2.1 Social Learning Theory

In a classroom setting, students are expected to learn both behavioral skills and academic concepts actively. Since these areas are often potential barriers for the disabled students, they can end up developing low self-esteem issues hindering their progress socially. As noted by Liccardi et al. (2007), learners who experience such challenges tend to develop inferiority complex perceiving themselves as being weaker as opposed to their counterparts. It is in this light that Rosenstock et al. (1988) developed the social learning theory which indicates that learning, both cognitive and behavioral is actualized through observations, modeling, and imitation of others. Additionally, Wenger (2010) pointed out that the main characteristic of the social learning theory includes its centrality of observational learning which is a causal model involving an environment-person-behavior system, cognitive contributions, self-efficacy, and agency. The relevance of this theory in understanding role of teachers opinions and views on SEN integration is hedged on its underlying assumption. As noted by Bahn (2001), social learning theory assumes that academic and behavior modeling takes place through verbal instruction, live modeling by an individual and symbolic modeling through four distinct steps. These include attention, retention, reproduction, and motivation. Hence, during inclusion, it is ideal to capitalize on this theory since the disabled peers tend to make observations of their nondisabled peers and their teachers and later imitate them both academically and behaviorally. Also, Strack and Deutsch (2004) argued that the social learning theory can be integrated with Freudian Learning Principles and base their focus on teaching children on the important real-life social behaviours. In this case, teachers must possess a view and opinion that inclusion can assist learners with disabilities by merging them with the learning community that mimics a mini-society. Freudian theory is based on the assumption that students learn through modeling where new behaviors can be attained through observations.

2.2.2 Observational Learning Theory

Students possessing special needs can significantly learn not only the desired behaviours from their peers through social interaction but can equally learn academically within their learning community (Yi & Davis, 2003; Goubert et al., 2011). In light of this, children can be regarded as being the best teachers. As noted by Yi and Davis (2003), cooperative learning is inclusive of the social interaction among the students which is the fundamental aspect of educational thinkers such as Piaget and Vygotsky. Through a successful adoption of the social interaction and active experiences in the learning process, it is possible to guide the learners in feeding knowledge with

one another. These approaches equally end up promoting social communication skills that the children would require to possess as adults. According to Kenner and Weinerman (2011), SEN students will require being in a position of holding an effective discussion on the different issues that will be synonymous with their life progress. This implies that even the learners with special needs can provide educational knowledge to their peers. To affirm this, Graf and Liu (2008) noted that when the students with special needs learn, they can teach others and learn from others and ultimately gain a sense of belonging, pride, and responsibility. This is a collaborative working of the students can contribute to a positive pairing with slower learner students often. In an event the students work together and are in a position of engaging each other actively in discussions on distinct issues, different forms of knowledge can be acquired which can be transmitted from one learner to the other. This is since peer learning is ideal in assisting students in establishing and building an effective learning and communication skills.

2.2.3 Guided Learning Theory

Apart from the social and observational learning theories, the zone of proximal development equally elicits a significant implication on the development of an inclusive classroom for SEN students. According to Lev Vygotsky (Levykh, 2008), the zone of proximal development indicates that students acquire knowledge only when they are guided by an adult or while working with more capable peers. Also, Warford (2011) noted that a more competent person collaborates with a child to assist them in moving from their current position to a higher position aided by the assistance offered. The student with special needs acquires this progress by means of prompts, clues, modeling, explanation, learning questions, discussion, joint participation, encouragement, and control of the attention of students (Shabani et al., 2010). Hence, students with disabilities can potentially learn from their peers without disabilities in an equal measure of the support of adult guidance in gaining a better understanding of the concept taught to them. For instance, tutoring has been noted to be a better alternative for SEN students. Additionally, Lu et al. (2007) noted that the teaches could use scaffolding as incredible learning support which is offered at the time when new concepts are introduced and the support slowly adopted from the student as they master the taught content.

The three theories demonstrate how learning is carried out in the classroom both in the facets of academic and social inclusion. As noted by Yu et al. (2010), high social interaction is estimation for both learner's academic achievement and their long general well-being and individual

development. In this case, the zone of proximal development in tandem with the social learning theory can theoretically be adopted in explaining the extent in which students with disabilities can progress academically and increase appropriate social interactions placed within an inclusive classroom.

2.3 Perception of Teachers Towards Inclusion

Currently, there are increased studies that have focused on the area of teachers attitudes towards inclusion (Kalyva et al., 2007; Avramidis & Kalyva, 2007; Hwang & Evans, 2011). Majority of the early studies on full inclusion demonstrated results that did not support the complete placement of pupils with SEN in mainstream schools. A study conducted by Kalyva et al. (2007) for instance noted that general education teachers did not possess any negative perception on pullout programs or were entirely in support of a comprehensive inclusion. Similar findings were reported by Gao and Mager (2011) study which surveyed more than 300 elementary educators in Illinois and California where they noted that educators were dissatisfied with the unique education system that operated pullout specialized educational programs. Another study by Yssel et al. (2007) that adopted focus group interviews to evaluate on the mainstream and special teacher's perceptions of inclusion had similar views. The authors noted that a significant percentage of the teachers who were not in active participation in comprehensive programs possessed strong, negative feelings about inclusion and had feelings that decision maker were beyond the realities in their classrooms. In this context, the teachers identified several factors that had a potential of affecting the inclusion success which included the class size, inadequate resources, the level of students benefiting from inclusion and lack of adequate preparation from the teacher's end. This is a similar case in UAE where a study by Hwang and Evans (2011) noted that a majority of the teachers possessed less than encouraging attitudes towards the issue of inclusion of students with disabilities in their classrooms. This study affirms the need to survey the teachers at the primary school level in the education sector in UAE.

Nevertheless, in the studies where the teachers possessed active experience of inclusion, different findings were reported. For instance, Wang (2009) study developed findings which were in support of children inclusion with SEN in the ordinary schools. In this context, the researchers hypothesized that the teacher's commitment often emerges at the end of the implementation cycle after a successful, gaining of mastery on the professional expertise essential for implementation of inclusive programs. This finding was equally reflected in Solis et al. (2012) case study targeting

students possessing severe learning challenges had been integrated. In this study that interviewed different educators to establish their attitudes on inclusion developed reliable insights into the aspect of inclusion. The findings from the research indicated that inclusion was valid despite the requirement of more support to be offered which was perceived as a significant challenge.

Also, similar findings were offered in a study by Humphrey and Symes (2013) which noted that an increase in the teacher's experience with SEN students had an equal implication on increasing their confidence in teaching this group of children. The research findings offer an indication that teachers negative or neutral attitudes at the initial stage of innovation such as inclusive education may significantly be altered over time as a function of experience and the expertise developed through the implementation process. This finding was equally reported in UK survey of teacher's attitudes in SEN schools where teachers who had been involved in the implementation of an inclusive program for some years demonstrated positive opinions as opposed to the others with limited or no experience (Boyle et al., 2013). In the context of UAE which is the central area of focus for this study, students with disabilities such as hearing impairments, communication disorder, intellectual challenges and profound and multiple learning difficulties are enrolled in the specialized centers. In this case, the issue of inclusion is relatively new since it is only private schools that enroll students with learning difficulties. This is also evident from Hodkinson (2009) study which noted that without any training in special needs, it is not possible for teachers to engage SEN students. In this case, such students tend to become demoralized and take extra classes after school since their parents are worried about issues that may hamper a successful development of the children.

The relevance of the above literature to the current study is based on the fact that a successful inclusive program demands the existence of overall support from the educators, administrators, parents, and students. This is in the provision of services to the students with special needs. Also, it is ideal for the teachers to receive adequate training and support if inclusion has to be successful. In this case, it would be helpful to be in a position of identifying the views and opinions of teacher's knowledge and attitude towards inclusion if it is to be successfully implemented. This is moreso the case in UAE since one of the most significant challenges facing the primary mainstream teachers is the current educational movement towards a successful inclusion.

2.3.1 Male and Female Teachers Perception Towards Inclusion

In current literature, there is a consensus that teachers attitudes towards inclusion are essential in the implementation of an ambitious goal of inclusive schools and for the success of the strategies (Avramidis & Kalyva, 2007; Chhabra et al., 2010). In this case, attempts for identifying the factors linked to teacher's attitudes towards inclusion has been mixed as at now despite some of the notable trends suggesting that severity of disability, the existence of support and perceived competence all being critical factors. Hence, the results sourced from the current study further contributes to a successful accumulation of knowledge that can unpack the intricate patterns of diverse elements that ought to be prioritized in promoting positive attitudes towards inclusive schools. To affirm this, in a systematic study by Scior (2011) on the past literature on the impact of gender on attitudes of teachers towards inclusion noted that in four out of seven studies, female teachers possess more positive attitudes towards inclusion as opposed to male teachers. In a different review, Elliott (2008) noted that two out of three studies had reported similar results that female teachers are more positive towards inclusion as compared to their male colleagues. These results ad to the already existing evidence that gender is a significant predictor of the teacher attitudes towards the inclusion and that the male teachers are seen as having a more negative attitude as opposed to their female counterparts. According to Laasch and Conaway (2009), the difference between males and females in terms of their understanding on the issue of inclusion can be linked to high level of tolerance and more conative attitude for inclusion which is a character associated with females. Additionally, Pearce (2009) noted that the age, gender and role influence on having an inclusive attitude is significantly mixed. In this case, some studies have reported limited or no correlation between the teacher's age on having an inclusive attitude while others have suggested that training in inclusive practices tend to improve the approaches in a significant manner. Also, Chireshe (2011) noted that female teacher trainees had been reported to have more tolerance in their pursuit of implementing inclusive education. Nevertheless, some of the studies have reported lack of any effect or correlation of gender.

2.4 Male and Female Teachers Understanding of Inclusion Concept

Attitudes are conceptualized as a significant relative stable construct that is comprised of cognitive, affective and behavioral components (De Boer et al., 2010). In this case, the teacher's attitudes towards inclusion is often hedged on practical concepts on the extent in which inclusivity can be implemented in education instead of being grounded in specific ideologies. In light of this,

common practical issues raised by teachers in regard to their understanding on the issue of inclusion include accommodating the individualized time demands of learners with special needs without necessarily disadvantaging them in the classroom. Also, they are interested in understanding the roles of being apprehensive of the quality and quantity of the work output of children with disabilities, lacking adequate support services and limited training and competence while offering support inclusive educational practice. Hwang and Evans (2011) argued that the disability severity of the SEN influences their attitudes towards inclusion. This implies that the more severe the child disability is, the less positive their attitude towards inclusion will be. In this case, both genders understanding of the issue of inclusion is attributed to the level of disability and the need of developing affirmative attitudes and skills for successful inclusion.

Globally, the teacher issues are high on policy agendas and increasing attention is being offered to teacher education for inclusion. For instance, Brownell et al. (2010) proposed an advocacy model for teacher education hedged on principles of inclusive education and disability studies. In this case, there has been an increased attitude among teachers recognizing that their understanding is dependent on different variables which are the child-related, teacher-related and educational environment. In this case, Monsen et al. (2014) noted that for the child-related variables, teachers exhibit an increased positive attitude towards the inclusion of learners with SEN as opposed to those with learning disorders or emotional-behavioral disorder. This equally tends to be different among the female and male in terms of their understanding of this concept. Also, the majority of the findings demonstrated that the degree of acceptance by the teachers for the student's inclusion with SEN significantly declined with a converse increase in the severity of the student's disability. According to Parsons et al. (2009), the environment factors include the physical support such as resources, teaching materials, equipment, curriculum among others offered to the teachers. On the other hand, the human support consists of the teaching assistants, school administrators, and staff, school culture and therapists which all play a critical role in assisting teachers in understanding the concept of inclusion. Research findings are in tandem with the teacher's perceptions that the availability of both physical and human support is consistently linked with the positive attitudes towards the concept of inclusion with positive school culture and staff cooperation playing a significant role in contributing positively towards the success of the inclusion process.

The male and female understanding of two internal factors and one external factor in the context of UAE dictates the level of their knowledge of the SEN students inclusion concept. These factors

include knowledge of policy, efficacy in inclusive education and government initiatives. In regard to the understanding of policy, Forlin et al. (2007) argued that irrespective of gender, a significant factor fostering positive attitudes of teachers towards an inclusive education is the training. This factor is ideally conceptualized as an internal (personal) factor since knowledge is obtained from training through establishing links to pre-existing knowledge and understandings which is individualized although training process is distinct. Through the training process, teachers leverage on the capacity of understanding more on the characteristics of the different types of disabilities and the extent to which the students with SEN can effectively learn. Additionally, Hwang and Evans (2011) argued that both male and female training can lead to them getting to understand more about policies linked to inclusive education and the ideal approaches to addressing learning issues. Nevertheless, there exists a distinction between males and female teachers efficacy in inclusive education. According to Laasch and Conaway (2009), teachers efficacy is an individual sense of competence in facilitating learning through distinct pedagogical processes. This can be a critical factor that contributes to a range of outcomes since personal self-efficacy beliefs are extensively dominant in their capacity to influence different attitudes and behaviors contributing to significant challenges.

2.5 How The Views and Opinions of Male and Female Teachers Influence a Successful Implementation of Inclusion

The rationale for evaluating the views and opinions of male and female teachers and the extent to which they influence successful implementation of inclusion can have attributed to the role they play in the process of inclusion. Generally, teachers appreciate the fact that inclusion is consistently becoming a norm and in this case, SEN students deserve the right and equal opportunities. Nevertheless, teachers particularly males shy away from this responsibility of teaching within an inclusive setting. In UAE and globally, the inclusion of SEN students is a holistic process enforced by different stakeholders with the teachers playing the most significant role in the process. In this regard, several studies have been carried out for assessing the general education teachers attitudes towards the issue of inclusion and the extent to which their opinions impact on a successful implementation of the process. As noted by Gal et al. (2010), one of the most significant barriers towards a successful implementation of integrating learners possessing different disabilities has been hypothesized as being the teacher's attitudes. In this case, having negative attitudes towards accommodating students with special needs in the mainstream

classrooms can be identified as being a consequence of a myriad of factors. Majority of the educators possess feelings that they are not sufficiently prepared in meeting the overall needs of learners with special needs. In light of this, Fuchs (2010) argued that teachers might perceive the SEN students as being burdens in their classrooms since they decrease their effectiveness in instructing the other typically developing students. For instance, in UAE context which is the primary focus of this study, some teachers have expressed their frustrations and guilt in the past due to the time is taken away from the majority of the students for the sake of accommodating the overall needs of students with special needs. Generally, the inordinate amount of time required for attending additional meetings, completing the paperwork, and collaborating with specialists is perceived as being unfair in terms of comparison to the time that is devoted to the other students in the class environment.

A shift in the attitude by pre-service (student) teachers toward students with disabilities are evidenced by Block and Obrusnikova (2007) study. In this study, the researcher was involved in investigating the negative teacher views towards an inclusive practice. The findings of this research noted that teacher preparation programs are inadequate in preparing teachers to work with the special needs learners. As a consequence, in the event that the teachers encounters a child suffering from a disability, they assume feelings of discomfort, fear, uncertainties, vulnerability, and incapacity of coping with the problem. This is contrary to Fuchs (2010) study that hypothesized that teachers are extensively supportive on an individual level with the concept of inclusion. Also, they are supportive of the inclusion practice in the classroom, and they have a common belief that it is an effective teaching approach for both the general education students and special education students. Nevertheless, most studies have hypothesized that to enhance a total inclusion in learning, it is ideal for the learners to carry out intensive training. This is in line with Gal et al. (2010) study that noted that minority of the teachers possessed a common believe that their coursework had been included instruction on the categories of disabilities or teaching learners with disabilities.

The attribution theory is ideal for identifying and in most scenarios appreciating the attitudes of general education teachers with regard to the inclusion concept. According to (ref), the underlying concept of this theory is the causes responsible for the attitudes general education teachers portray. This is in line with Ertmer and Ottenbreit-Leftwich (2010) argument that the teacher's expectations on the students will successfully contribute to the instructional goals and the methods being

implemented and ultimately leading to success or failure of the instruction. Additionally, the attributes possessed by the teachers are an indication of their lack of competence and skills of instructing students with disabilities have a high likelihood of impairing the overall academic success of learners (Monsen et al., 2014). In this case, it is incumbent upon the teachers to step outside the existing normalcy in terms of doing things for the sake of structuring and simplifying their instructional approaches that will imply accommodating the learners with additional needs. This is particularly essential for the general education teachers who believe that they cannot be successful in teaching students in an inclusion setting and that they would not be better positioned to meet the needs of SEN students. According to Parsons et al. (2009) teachers have presented an argument that the inclusive setting would necessitate additional planning and preparation that they were not willing to actively submit themselves to doing due to their fear of depriving the students who do not have any disability.

A study by Brady and Woolfson (2008) is in line with the attribution theory as the author posit that teachers (male and females) ought to efficiently manage their predicaments that are strongly vague and unpleasant. As a consequence, the attitudes and beliefs are strategically formulated with the effects of such a phenomena being incorporated into the classroom successfully. Also, Weiner (2008) hypothesized that the attitudes which are held by the general education teachers of the inclusion model are an attribute of the transition deriving from new policies and mandates of schools, districts and the state standards. This is since the new policies and mandates that govern the modern education system are tasked with the role of instructing educators of the extent and how not to instruct in the educational setting. Hence, it is worth arguing that the attribution theory offers an ideal lens for understanding the reasons why teachers believe and react in a particular manner. This is on the verge of their understanding of the attitudes of teachers on inclusion and the academic performances of students with disabilities. Additionally, Martinko et al. (2007) noted that the attribution theory guides in drawing a relationship between the general education teachers attitude of inclusion and the overall performance of students.

Although teachers view and perceive the gains of inclusion as being in plenty, they have occasionally reported their issue with the behaviours, academic, and social transitions of the SEN students which have contributed to the questioning of teachers on inclusion advantages. Since teachers receive the ideal knowledge and skills necessary to develop an inclusive setting, teacher commitment must be positive. Besides, as the population of inclusion students increases, teachers

end up introducing fresh concerns that underlie the stresses they have with coping up with distinct social and emotional concepts that are intertwined within the identified set. However, the most significant aspect, in this case, is the belief and opinions by teachers that students who have a disability have a capability of learning and can as such perform well academically.

2.6 Training of Teachers to Support them with Knowledge and Skills for Implementation of Effective Inclusion

While it is essential that educators be in a position of addressing all the needs of their students, it is unrealistic to have expectations that the new and current teachers assume the responsibilities that were once reserved only to the individual education teachers. In this case, Symeonidou and Phtiaka (2009) argued that for inclusion to succeed, teachers must be equipped with knowledge and skills on the student's disabilities, educational needs, accommodations, and modifications. This can also be inclusive of the laws that impact SEN students and their educators. This can only be achieved through adequate training and experience provided by curriculum developers and integrated into the university development programs. As noted by Gaad and Khan (2007), the effectiveness of the set training strategies could be their capacity in informing teachers on the types of students that they might encounter in their classrooms as a top up on the best practice of guiding the students learning. Currently, educators are devoid of the capacity to effectively teaching and engaging their special needs students in the classroom.

One of the approach to impart to teachers with the prerequisite skills and knowledge for implementing inclusive education is the university programs. According to Symeonidou and Phtiaka (2009), although it is the sole responsibility of the preservice and current educators, a significant responsibility of preparations of the teacher is a purview of the university education programs. However, this can only be successful if it is supplemented with staff development and training programs. As provided by research conducted by Gaad and Khan (2007), multiple studies have identified the attitudes of teachers and administrators as being the critical impediments to the inclusion of children suffering from disabilities into the regular education classrooms. In this case, the author noted that in some occasions, general education teachers who are already accustomed to their personal views and approaches of teaching are currently forced in meeting fresh standards and teaching students that are increasingly diverse on distinct levels. This is in line with Lambe (2007) assertions that it is critical for the teachers to be offered with training and support that would facilitate a successful acquisition of skills for the sake of providing services for children

with distinct categories or forms of disabilities which the current educators can only source through leveraging on the staff development opportunities. Hence, it is the responsibility of the principals and administrators to develop and offer training that will adequately prepare the teachers for successfully meeting the needs of a 21st-century SEN student. Nevertheless, the majority of the principals and administrators are still neglecting to supply sufficient staff development and training opportunities for general education teachers who already have an inclusive classroom or will potentially have it in future. This assertion has been affirmed by Symeonidou and Phtiaka (2009) who argued that if the general education teachers are not offered with the prerequisite training in collaboration with administrative support, the general education teachers will both fail their special needs children and also their general perception on inclusion and ultimately negatively affected in their practice.

2.6.1 Teachers Views and Opinions on Inclusion and Training

Multiple studies have suggested that lack of adequate preparation in teaching special needs students leads to a decreased level of confidence which can influence an overall view of an individual on inclusion. For instance, Sari et al. (2009) argued that an increased stress and levels of anxiety that can be possessed by the general education teachers might experience when offered with an opportunity of instructing students with disabilities can be associated with a limited understanding of the vast range of disabilities that are integrated in the general education system. Additionally, Abd-El-Khalick and Akerson (2009) noted that the teacher's attitudes and beliefs have a potential of affecting their behavior with students and as such eliciting tremendous efforts and potential for influencing classroom climate and overall students outcomes. This means that in order to successfully alleviate the misconceptions regarding inclusive education and the fears possessed by the general education teachers on their abilities to teach SEN students, they should be offered with knowledge and skills that will guide them in feeling more competent in accommodating the learning needs of the diverse student population. Through this, the teachers will be aware of and be in a position of implementing teaching approaches that delineates a potential of facilitating the student's success with special needs in an inclusive setting. In the context of UAE which is the main focus of this study, it is incumbent upon the teachers to assume the responsibility of ensuring they are knowledgeable on all federal education laws. This ought to be inclusive of those that pertain to special education in addition to being aware and understanding

the extreme diverse list of disabilities and instructional strategies and services essential for accommodating all SEN students.

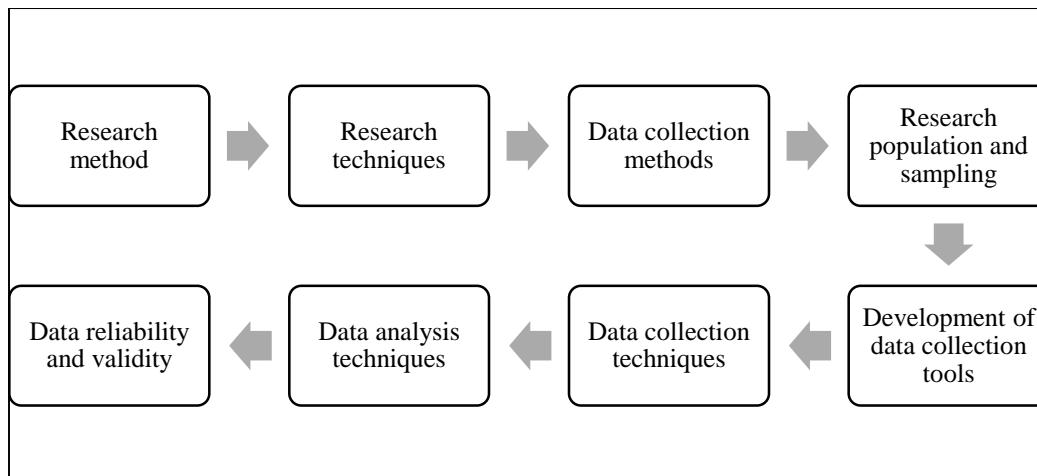
2.7 Conclusion

In summary, chapter 2 analysis has offered a succinct analysis of key best practices and impacts in the males versus female teacher views and opinions on the integration of SEN students. On one hand, the analysis established that different theories focus on the significance of integration and inclusion of SEN students. A summary of these theories demonstrated that the best practices are in social learning theory, observational learning theory and guided learning theory respectively. On the other hand, an evaluation of the male and female teacher's perceptions towards inclusion has demonstrated the presence of mixed perception varying from one individual to the other. More significantly, gender plays a limited role in ensuring there are positive opinions and views of the students on the concept of inclusion in UAE. These views and opinions of male and female teachers have a direct influence on a successful implementation of inclusion in any jurisdiction. Nevertheless, training and development have been noted as being a successful approach to guarantee a positive inclusion of SEN students.

Chapter 3: Research Methodology

3.1 Introduction

This chapter focuses on explaining the methodology that had been used in achieving the research aim and objectives of the present study. In this case, the chapter structure is based on the “research onion” by Saunders and Lewis (2012) which highlights on the main components of the methodology chapter as being inclusive of the research philosophy, research design research strategy, and data collection techniques. This chapter is also inclusive of other fundamental aspects which include data analysis techniques that had been adopted in the study and the different measures opted for in enhancing the research reliability, validity, and ethics in the study (see figure 3.1). In the entire chapter, the rationale characterizing the choice of the specific methods and techniques had been discussed in-depth.



3.2 Research Philosophy

In order to develop appropriate knowledge pertaining to the role of teachers in the integration of SEN students in an education system, it is essential to integrate the appropriate research philosophy. Adopting the definition of Creswell (2012), research philosophy is inclusive of the assumptions and beliefs regarding the extent to which the phenomena of interest ought to be gathered, analyzed and ultimately interpreted. In the modern research practices, the primary philosophical positions include the positivism and interpretivism. In regard to positivism philosophical position, this is oriented on the perception that there exists only a single external reality which is found in a fixed, directly measurable and knowable phenomenon. Accordingly, the positivists exclusively rely on the quantitative tools which have a significance of facilitating a precise approach to measuring and counting. By contrast, the interpretivism philosophical position

is oriented on the view that the reality is found in an uncertain nature and is in a constant change (Goldkuhl, 2012; Gray, 2013). Taking this into account, it is essential for the researcher to focus on gaining a candid understanding of the meanings on the basis of views of the social actors.

Taking into account of the current study, it can be noted that the perceptions of male and female teachers towards inclusion are a progressive activity that is in a constant change on the basis of a variety of macro variables. The education system policies and best practices in handling students with special needs is also not a constant aspect of the different factors in the education system are changing based on individual needs. These aspects of the current study hence underscored the desire of focusing on the interpretivism philosophical position for the sake of understanding the different factors that necessitate the need for equipping teachers with skills and knowledge through supporting, developing and facilitating training programs and their impacts of care delivery to children with special needs.

To a significant extent, the positivism approach was equally deemed relevant for this study. This is since it generates an ideal opportunity for examining the causal link existing between inclusion of students and males and female's teacher's opinions. It was, for instance, essential to adopt the use of quantitative data for establishing if the males and female's opinions in the UAE education sector has impacted significantly on the success for the children with special needs.

3.3 Research Design

Primary and Secondary Data

The research design is inclusive of the overall approach/strategy that is adopted by integrating the distinct study components (i.e., goals, research objectives, theoretical frameworks, etc.) logically and coherently. From a broad level perspective, the research design is comprised of two significant dimensions which are primary research and secondary data approaches. Ideally, the two research designs are differing in regard to their considerable detachment with the sources (O'Leary, 2013). In the context of primary research, the researcher leverages from an actual interface with the respondents with the secondary data research information being sourced from the third party sources (Silverman, 2013).

The current study takes into account both primary and secondary data. For instance, the primary data from teachers in UAE education system views and opinions regarding the implications of the inclusion of learners. Additionally, the secondary data would be sourced from the third party sources such as government sources on different SEN policies, MEO policies, and school policies;

media sources and the academic sources. In particular, the original purpose of the articles from which the secondary data source might not necessarily have been used in investigating the impact of inclusion on the success of the students in the UAE education system. Nevertheless, useful information regarding the critical study variables could still be sourced and successfully analyzed to generate meaningful findings linked to the current study.

Different validations can be adopted to underscore the desire of adopting secondary data as a supplement to the primary data. First, a significant amount of information regarding the inclusion of learners in the education system in UAE and policy changes in the education system have been captured in different already published articles which include the official government statistics and press releases and industry reports. As a consequence, a comprehensive reliance on the secondary sources offered an intense broader database of ideal information in a manner that it would not have been possible in the collection of primary research approaches (Easterby-Smith et al., 2012).

Type of data – quantitative and qualitative

In contemporary social and business research, the quantitative data, qualitative data or both in the form of the mixed-methods design can equally be adopted. The quantitative research is based on explaining the phenomenon of interest through the data collection that is found in a numerical form and can hence be successfully analyzed through the adoption of mathematical oriented methods (Saunders et al., 2012). In contrast, qualitative research is inclusive of the information that is regarded as being non-numerical which include different situations description and observed trends. This is primarily ideal for the how the type of questions (Bryman & Bell, 2015).

Taking into account of the above description, one of the primary research question in the current study pertains to an investigation of how male and female teachers views the concept of inclusion in UAE and their understanding of the concept of inclusion in UAE. Answering this questions necessitates the adoption of the qualitative data that offers a description of the experiences and situations in such education system which have ultimately lead to the adoption of specific practices and policies enhancing the students with special needs inclusion. Another fundamental research question in the current study pertains to investigating the relationship between the views and opinions of male and female teachers and successful implementation of inclusion in the UAE education system. In context of this question, quantitative data was deemed as being ideal for the sake of establishing if specific policies that for instance influence learning needs of students with special needs, rules on special education programs and services in private and public schools,

school policies on critical information concerning inclusion and general education teachers in the UAE. Hence, both quantitative and qualitative data was adopted in the provision of answers to the research questions of this particular study.

In the context of benefits of using quantitative data sourced from primary research is their capability of enhancing a precise and objective measurement of different variables under consideration and as such boosting the levels of reliability and validity. Nevertheless, the quantitative research is in most instances carried out in a tightly controlled conditions or circumstances hence limiting the level of richness and information depth (Neuman & Robson, 2012). This particular limitation has mitigated the adoption of secondary qualitative data which facilitates for a variety of perspectives to be taken into account.

3.4 Research Strategy

A research strategy includes the different steps or plan of action carried out by researchers with the aim of achieving the set aims and objectives of the study. It assists in linking the research philosophy with other identified methodological options. Notably, the leading research strategies commonly used in business and management research include the surveys, ethnography, case study and archival research (Saunders et al., 2012). In consistency with the identified study focus which is the views and opinions of male and female teachers on the issue of inclusion in schools, a case study research strategy was preferred. By definition, a case study includes the evaluation of the phenomenon of interest (i.e., opinions and views of teachers on student's inclusion) in its real-world context (i.e., Dubai). Taking this into account, the case study adopted in this research further assumed the form of explanatory research. Ideally, an explanatory case study focuses on explaining the extent and reasons some conditions came into existence (Yin, 2013). In this context, the researcher was significantly interested and based on investigating the extent in which the teacher's opinions and assumptions have influenced the current level of students with special needs satisfaction and participation in school's activities.

One of the significant benefits of using the case study is that it delivers fundamental insights beyond what the other strategies which include surveys can deliver. It equally guides in contemplating the theory in a particular field of study by generating fresh insights in regard to the identified research issue (Easton, 2010). It is, however, worth noting that the specific focus on a particular case study (i.e., UAE education system) indicates that the study findings could not be successfully generalized past the education system in the country.

3.5 Data Collection and Sampling

Primary data on the study research questions were sourced through the use of survey questionnaire method as noted in Appendix 1. Owing to the fact that the primary study focus was oriented on impacts of the views and opinions on stakeholders to the success of inclusion practices and involvement of students with special needs, individuals involved in facilitating the education system success were perceived as the most resourceful respondents. In particular, males and female teachers from the UAE schools and policymakers are extensively knowledgeable on the views and opinions of teachers on the inclusion of learners with special needs. Additionally, simple random sampling was used in identifying the potential respondents. The choice of the sampling method is a consequence of its capacity of allowing for representative study through facilitating equal opportunities for the respondents in participating in the current study (Easterby-Smith et al., 2012). On the other hand, the collection of secondary data essential for allowing a realization of the research aim was carried out through the use of desk research approach. This is a process that involves a synthesis of the already existing data or research. There are different secondary data sources adopted which included the government sources, industrial sources (e.g., reports from policies developers in UAE and education platforms), academic sources (e.g., Proquest Electronic Database) and the media sources (e.g., Gulf News and The National). To obtain these sources, an inclusion and exclusion criteria were adopted in facilitating the adoption of the most relevant sources. In this case, the inclusion criteria were inclusive of articles/publications linked to the critical aspects of the study. Articles were also excluded on the basis of their age where only those with less than 10 years were considered as the preferred study sources.

3.6 Data Analysis Method

The qualitative data sourced from the secondary sources were initially analyzed using content analyses approach. This method involved a successful extraction of central themes and information that are linked to the study objectives. Through this, the relevant information sourced from the selected sources was successfully highlighted with the key themes grouped in an order that guaranteed a successful comparison. A fundamental benefit of the content analysis in the current research is in a manner that it ensured a successful evaluation of the processes occurring over a long time which include student's satisfaction in the learning process and support of teachers to the students with special needs.

Quantitative data from the surveys was on the other hand analysed through the adoption of the statistical tools which included the Microsoft Excel and Statistical Package for Social Sciences (SPSS 20). Additionally, the descriptive statistics including the mean and frequencies were sourced for the sake of establishing the impacts of opinions and views on the issue of opinions and views of inclusion of the students with special needs. Ideally, the qualitative and quantitative data that had been selected in this study was later substantiated through the use of the literature which has successfully been reviewed in chapter 2 of the study.

3.7 Reliability and Validity of Findings

Reliability is a process that is inclusive of evaluation of the level in which the sourced results in a particular study are found to be consistent over time and equally constituting to the accuracy in representation of the phenomena under interest (Bryman & Bell, 2015). In the current study, it is worth noting that the data from the secondary sources were perceived as being extensively reliable only in an event the other sources offered similar findings. Ideally, the substantial differences in the report on the inclusion of students and broad views of the involved stakeholders are perceived as an indicator of the potentially low reliability of the sourced data. Also, the validity, on the other hand, was adopted in capturing the level in which the study is used in measuring the diverse aspects it was intended to investigate successfully (Yin, 2013). In the context of this study, this was attained by guaranteeing that the sourced data was reliably used directly and related to the established research questions. In the context of the questionnaire reliability, this was achieved by successfully formulating the questionnaire with interest on the previously established research questions. This was significantly ideal for the purpose of obtaining the validity of the sourced research content.

3.8 Research Ethics

As aforementioned, this study substantially adopted the human subjects and as such underscoring the desire of taking into consideration the ethical issues characterizing the confidentiality and anonymity of the participants and research itself. In light of this, all the respondents were assured that their responses would be held in high regard and utmost confidentiality. As a consequence, the names of the teachers, students and other stakeholders in the education system in UAE were not disclosed or published. Also, the respondents were similarly required to sign the consent form and actively participate in the study on the basis of their volition. Taking into account the

secondary data, all the used materials in the study were cited accurately and referenced efficiently for the purpose of avoiding any instance of plagiarism in the research.

3.9. Chapter Summary

This chapter 3 of the dissertation demonstrates that the used data in achieving the research aim and objectives were sourced from the primary and secondary sources. In particular, the information regarding the opinions of male and female teachers towards inclusion in the UAE, their implication on inclusion implementation and role government in equipping them with ideal knowledge and skills in inclusion has been demonstrated. This was supplemented with the information sourced from secondary sources. The survey data from the teachers was analyzed through the adoption of statistical techniques with the qualitative data being analysed through the use of content analysis.

Chapter 4: Findings and Analysis

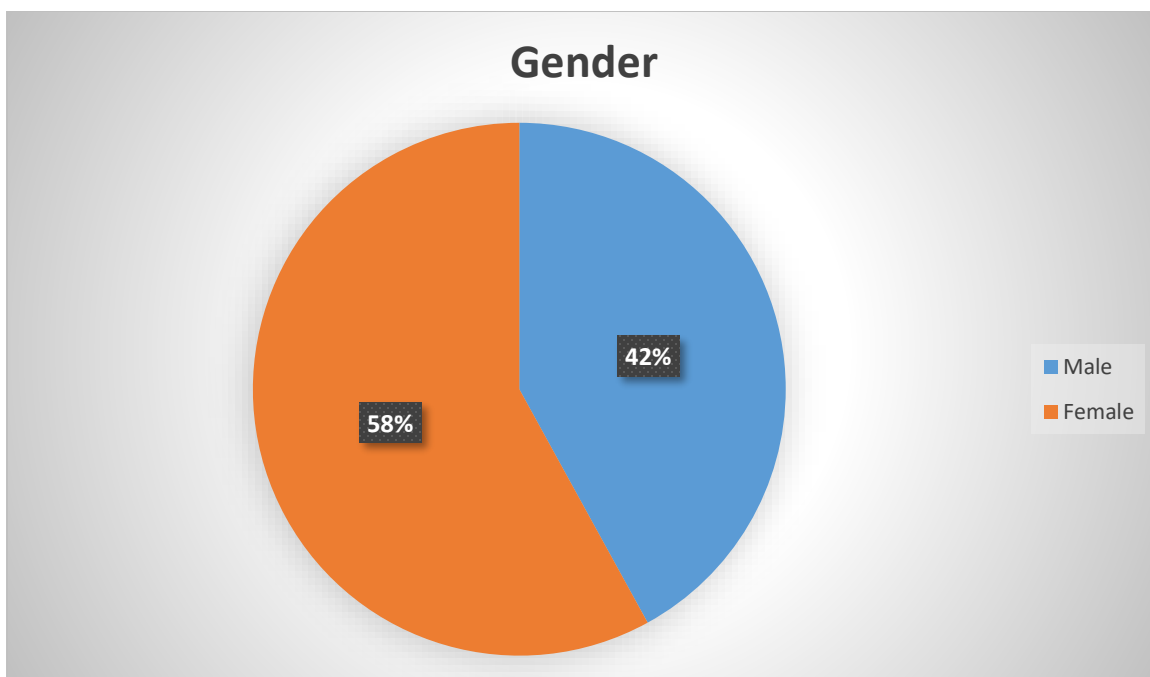
4.1 Chapter Introduction

The preceding chapter on research methodology provided a detailed evaluation of the different methods and processes followed in the collection and analysis of data pertaining to the males versus female teacher views and opinions on the integration of SEN students. In this chapter, the findings from the data collection process are presented and analyzed systematically. Notably, the chapter is inclusive of the findings from the survey of Dubai, UAE education sector teachers. The primary research findings are supported using data from the secondary sources related to the Dubai education sector.

4.2 Analysis of Demographic and General Information

Age and Experience

The results of the analysis indicate that a total of 75 respondents $N=75$ completed the questionnaire survey. From the identified sample size a significant number of the education systems representatives and agents were comprised of females which were at 58% while the remainder of the respondents were 42% males. As shown in graph 4.1 below, the female respondents were more but a representative of the industry sample. The education sector particularly those interested in the special needs attracts a large proportion of the female employees as opposed to the male. Hence, the large proportion of the female employees was a representation of the actual situation.



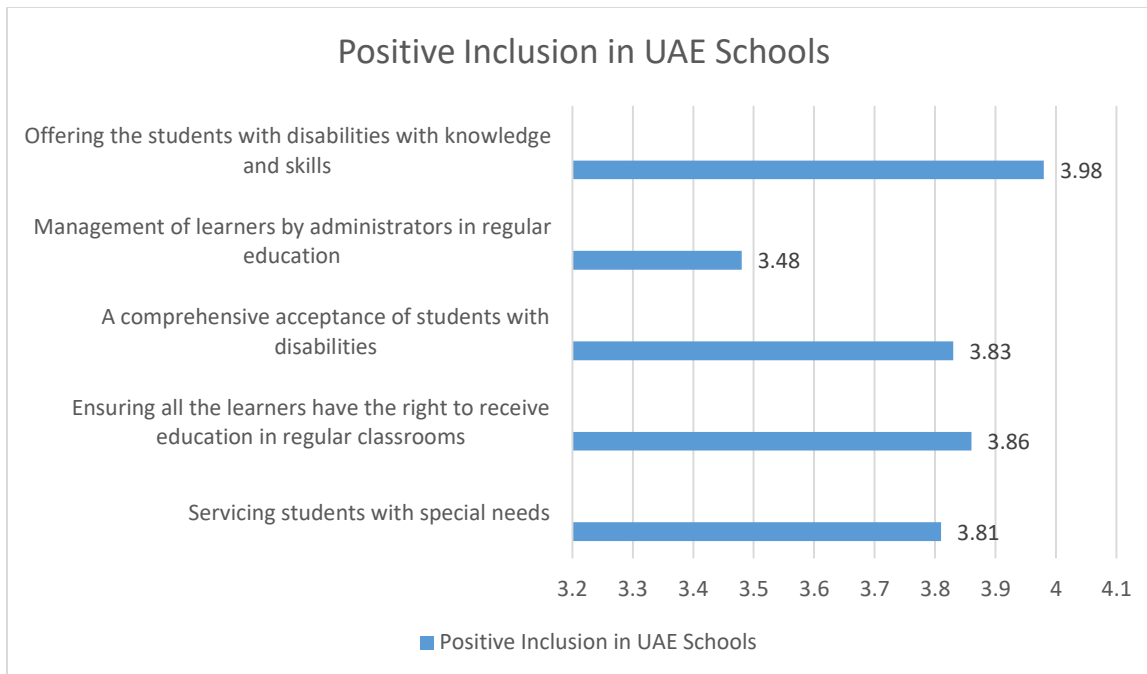
Graph 4.1: Respondents Gender

Additionally, the respondents were asked about their number of years' experience in teaching in the UAE schools. The sourced results indicated that a majority of the respondents had 2-5 years of experience (34%) in the industry followed by 5-8 years with 28%. In addition, 21% of the respondents had more than 8 years of experience working in the education sector while only 17% is having less than 2 years' experience. In this regard, the significant, extensive experience evident from the respondents can be attributed to the consistent growth and development of the Dubai education sector from the early 2000s when the issues of inclusivity and education for all were adopted for boosting the industry. Lastly, question 3 of the questionnaire intended to ask the respondents on whether they have been involved in teaching students with special needs. From the collected data, it is evident that 77% had experience teaching schools with an integrated special needs education with only 23% indicating they lacked experience in teaching such schools. Hence, an evaluation of the respondent's background is an indication that the sample used in the study was viable and as such could be adopted for subsequent study analysis.

4.3 Male and Female Teachers Perception towards Inclusion

4.3.1 Positive Inclusion in the UAE Schools

One of the ways in which the UAE government ensures inclusion in the education sector is through setting out policies that ensure that there is positive inclusion in the schools. In UAE, the Ministry of Education under Special Education department is mandated with authority to promote the inclusion of special needs students in schools to ensure they can benefit from the education process both academically and socially (Saqr & Tennant, 2016). In line with the inclusion in the UAE schools, the respondents were asked to indicate their views on the factors indicating the presence of a positive inclusion in the UAE schools. Their views are as evidenced in graph 2 below;



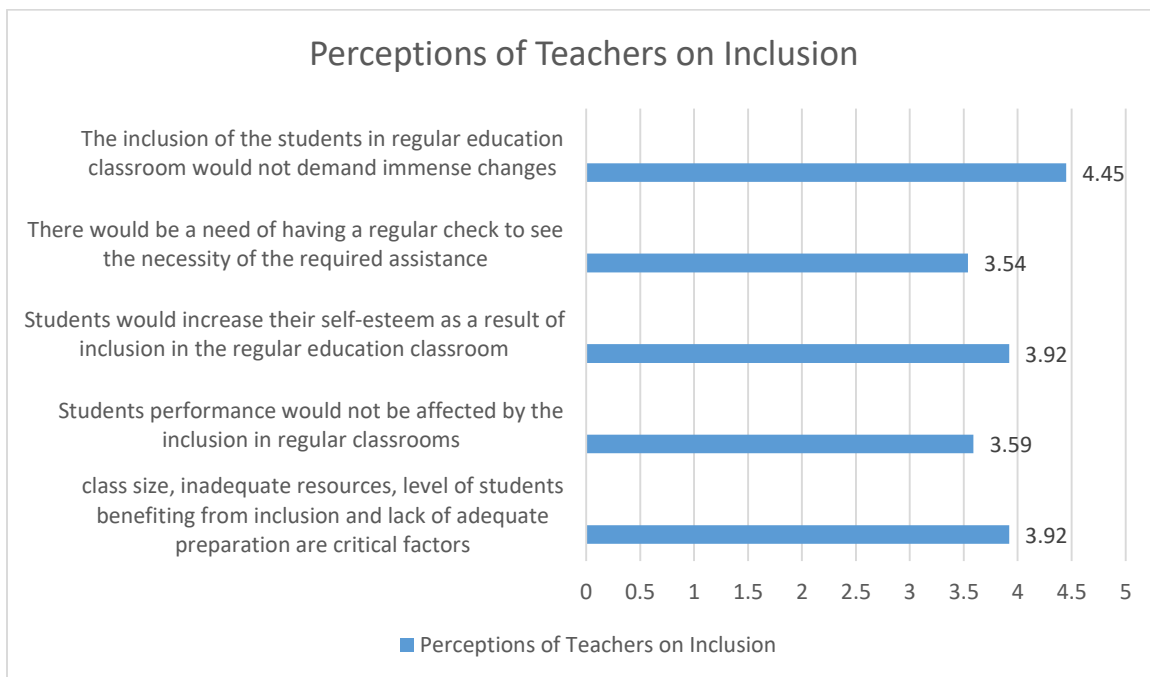
Graph 4.2: Positive Inclusion in the UAE Schools

As it can be evidenced in the results depicted in graph 4.2 above, the most significant indicator of the positive inclusion has been offering students with disabilities with knowledge and skills. In other words, a significant number of respondents at a relatively high mean value of 3.98 agreed that provision of equal opportunities for students with disabilities to gather knowledge and skills represent a positive indicator of successful inclusion. This preference could further be linked to the view that provision of equal opportunities for knowledge acquisition and skills development is successful progress in terms of inclusion. Additionally, a significant majority of the respondents a mean value of 3.86 indicated that ensuring all learners have an equal opportunity in learning in a general classroom is a significant indicator of a positive inclusion. This is closely followed by widespread acceptance of students with disabilities. Such preferences can be explained by the fact that the professional’s attitudes can play a role in facilitating or constraining the implementation process of policies (Cassady, 2011). Additionally, from the respondent’s data, it was evident that respondents at a mean of 3.5 disagreed that management of learners by regulators in a regular classroom is a positive indicator of a positive inclusion. Under normal education circumstances, increased management or regulation of a particular group of learners would force them to act against their will. This can have a devastating implication on successful inclusion.

4.3.2 Perceptions towards Inclusion

The first objective of the study involved an evaluation of the perceptions of male and female teachers towards inclusion in UAE. The rationale of carrying out this evaluation could have been informed by Hwang and Evans (2011) study in UAE that noted that a majority of the teachers possessed less than encouraging attitudes towards the issue of inclusion of students with disabilities in their classrooms.

As it can be seen in graph 4.3 below, a significant majority of the respondents at a mean value of 4.45 agreed that the inclusion of students in regular education classroom would not demand immense changes. In this case, the respondents hold the view that instead of initiating classrooms for the students with special needs only, the best thing would be their inclusion in regular classrooms as it would not require a lot of changes. Additionally, a majority of the respondents at a high mean value of 3.92 agreed that students would increase their self-esteem as a result of inclusion in the regular education classrooms and class size, inadequate resources, level of students benefiting from inclusion and lack of adequate preparation are critical factors. In the presence of inclusion, the students are able to leverage from a direct inclusion with their educators and other learners hence stratifying their feelings and ability to withstand what they are taught in classes. It is in this regard that majority of the respondents felt that there is a need to factor on all the other issues that are essential in a normal classroom to enhance the success of the inclusion.



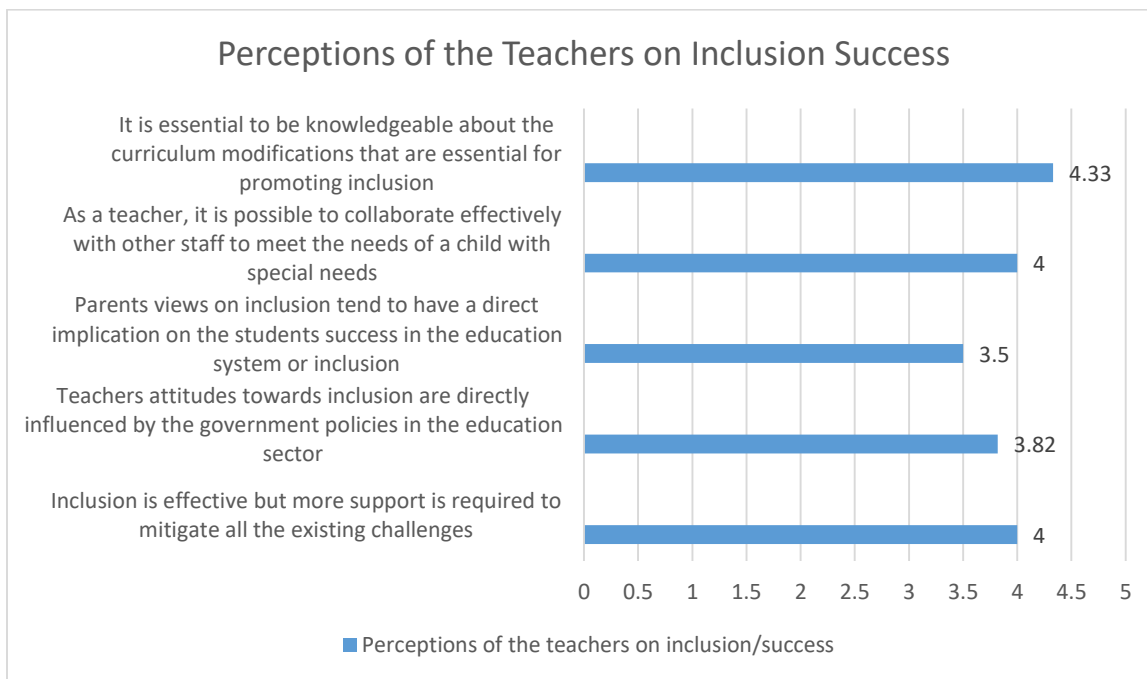
Graph 4.3: Perceptions of Teachers on Inclusion

Additionally, as evidenced in the graph 4.2 above, the least number of respondents with a mean value of 3.54 agreed with the view that there would be a need of having a regular check to see the necessity of the required assistance. The rationale of this view can be attributed to the fact that students with special needs have similar education needs and as such there would be no need for increased monitoring. However, they agreed to the fact that as they are being included in the learning process, there should be increased assistance to ensure they cope up with their counterparts without any special needs. Since the majority of the respondents agreed that inclusion is an appropriate approach towards improved knowledge and skills acquisition for the students with special needs, it can be noted that a significant number of the female respondents were in support of this view. This is in line with Laasch and Conaway (2009) study that observed that the difference between males and females in terms of their understanding on the issue of inclusion could be linked to high level of tolerance and more cognitive attitude for inclusion which is a character associated with females.

4.3.3 Perceptions Of The Teachers On Inclusion/Success

The last question in this section involved an evaluation of the role of teacher's perceptions towards the achievement of inclusion. This was informed by the view that among the teachers who have an adequate understanding of the need for inclusion, they can either support it or be against its successful implementation. In this case, it was ideal to evaluate the impact of such changes to the success of the inclusion of the students in the UAE education sector. Humphrey and Symes (2013) study observed that leveraging from an increased teachers experience with SEN students have an equal implication on increasing their confidence in teaching this group of children. This study generates an indication that teacher's negative or neutral attitudes at the initial stage of innovation, for instance, the inclusive education can be altered significantly over time as a fundamental function of experience and expertise development through the successful implementation process. Based on the results depicted in graph 4.4 below, the majority of the respondents at a relatively higher mean value of 4.33 agree that it is essential to be knowledgeable about the curriculum modifications that are essential for promoting inclusion. The view among the respondents in this context is that having a higher understanding of all the concepts of inclusion, requirements, best approach towards its success is an indicator of possession of adequate findings to the inclusion process. This is contrary to the view that there is no need of having an understanding of the existing curriculum of the inclusion of the learners with a particular need in a general classroom. This is

also the case since a small number of respondents with a mean value of 3.5 disagreed with the view that parents views on inclusion tend to have a direct implication on the success in the education system or inclusion. According to the respondents, the primary determinant is the teacher’s perceptions as they can make or break the entire inclusion purpose. Additionally, a significant number of the respondents with an average mean of 3.82 noted that teacher’s attitudes towards inclusion are directly influenced by the government policies in the education sector. In other words, the respondents argued that in policies that hinder teachers inclusion ends up developing negative feelings regarding inclusion and feelings that the government is the only decision maker in inclusion process.



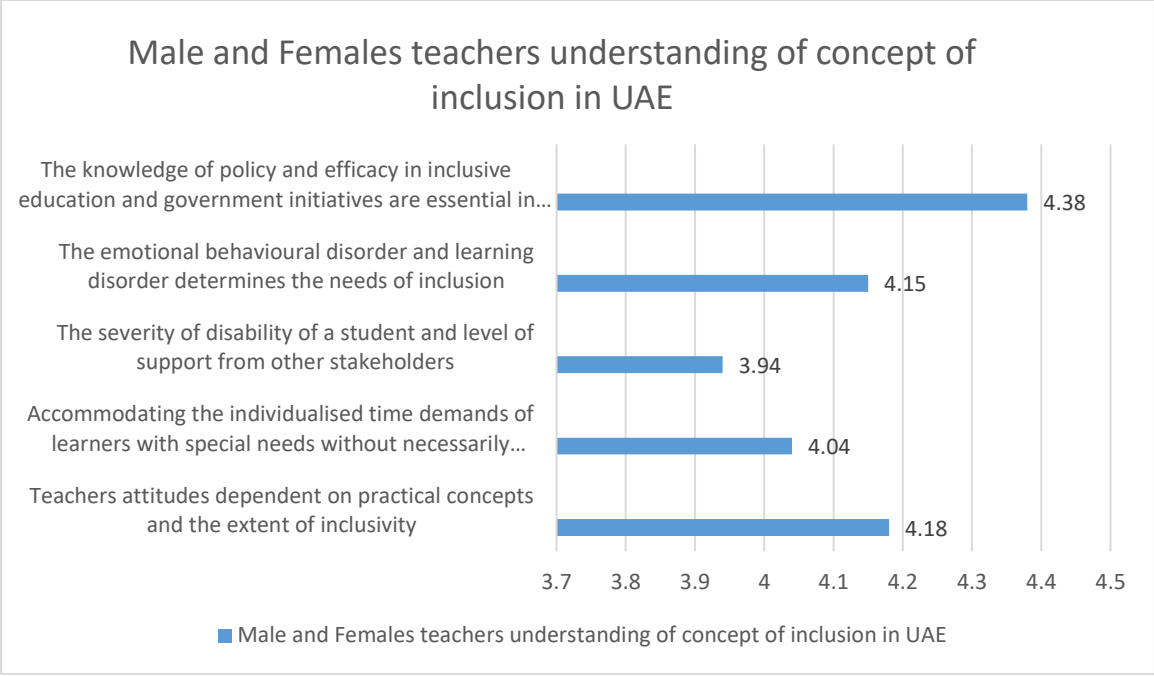
Graph 4.4: Perceptions of the Teachers on Inclusion Success

In their study, Hwang and Evans (2011) had observed that a significant number of the teachers possessed less than encouraging attitudes that can promote the aspect of inclusion of students suffering from different forms of disabilities in their classrooms. This is evident from the graph 4.4 findings where respondents with a relatively sizeable average mean of 4 strongly agreed to the view that as a teacher, it is possible to collaborate effectively with other staff to meet the needs of a child with special needs. Also, the respondents noted that inclusion is sufficient, but there is a need for more support for mitigating all the prevalent challenges. In other words, the respondents believed in the assumption that the commitment of the teachers and gaining mastery on the professional expertise is essential for a successful implementation of an inclusive program.

4.3.4 Male and Females teachers understanding of the concept of inclusion in UAE

From the analysis of the secondary data sources, it is evident that inclusion is mostly dependent on the teacher's attitudes towards the pupils with special needs and on the resources that are already available for their exploitation (Martinko et al., 2007). In this case, the teachers understanding of the inclusion concept and their subsequent attitudes can be categorized as the decisive factor in ensuring that the schools are more inclusive. For instance, as Brady and Woolfson (2008) observed, if the mainstream teachers fail in accepting the education of the groups of pupils is an integral part of their job, they will end-up sourcing for another individual to assume the responsibility of the pupils and also organizing for a conversion of segregation in the school which is the special classes.

As observed by Cassady (2011), the current rate of inclusion in UAE has been increasing tremendously in the recent past. In a similar light, it is observed that this has had a direct influence on the males and female teachers understanding of the overall concept of inclusion. As evidenced in figure 4.5 below, the majority of the respondents at a high score of 4.38 strongly agreed that the knowledge of policy and efficacy in inclusive education and government initiatives are essential. This was also supported by a significantly large number of respondents of an average mean of 4.18 who noted that teacher's attitudes are dependent on the practical concepts and the level of existing inclusivity. These aspects are extensively critical as they direct how the teachers would be equipped with embracing inclusion in their institutions. This is in line with Hwang and Evans (2011) study that observed that irrespective of their gender, teachers must possess an adequate understanding of policies that are linked to the aspect of inclusive education and the ideal approaches that can be put in place to harness the learning issues. However, as Gaad and Almotairi (2013) observed through a highlight of the schools in UAE offering specialized SEN education, UAE education provision for children with special needs is to a great extent a mixed affair. The provision is mainly improving in the mainstream schools but still lacking specialized facilities in the entire country.



Graph 4.5: Male and Females teachers understanding of concept of inclusion in UAE

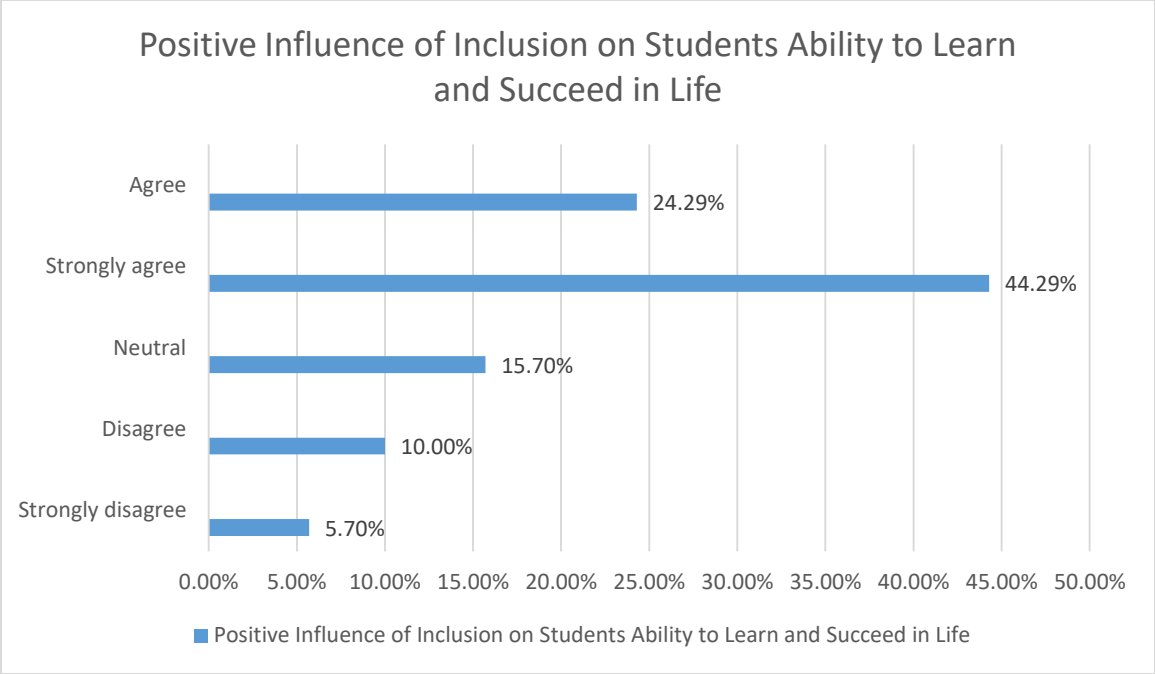
As regards to child-related factors and inclusivity, a majority of the respondents at a relatively high mean of 4.1 agreed that emotional, behavioral disorder and learning disorder determining the needs for inclusion which cut across both male and female. Similar observations had been made by Monsen et al. (2014) who observed that for the child-related variables, teachers tend to exhibit an increased positive attitude towards the issue of inclusion of the learners with SEN as opposed to those suffering from the learning disorders or emotional-behavioral disorder. This is however reasonably different from the severity of the disability issue. Parsons et al. (2009) observed that degree of acceptance by the teachers for the student's inclusion with SEN had a significant influence on the increased severity of the student's disability. In other words, this means that to have a reasonably inclusive classroom environment, it is necessary for all learners, teachers, and administrators to highlight on the level of severity of disability, the existence of emotional and behavioral disorders among other factors. The rationale for this is that these factors constitute the determinants of successful integration of SEN students in a general classroom. Additionally, Cassady (2011) noted that UAE currently lacks any official figures for the exact number of students already diagnosed with SEN. Nevertheless, it is estimated that approximately 1 in 5 pupils will demonstrate a particular form of learning needs. The progress is however evident from the increased number of students that have already been admitted to the UAE mainstream schools are currently accepting all students categorized as SEN. Despite the degree with which they can

accommodate the special needs children is varying, in most instances, it will be limited to those with relatively mild requirements.

4.3.5 Views and Opinions of Teachers Influence on Successful Implementation of Inclusion

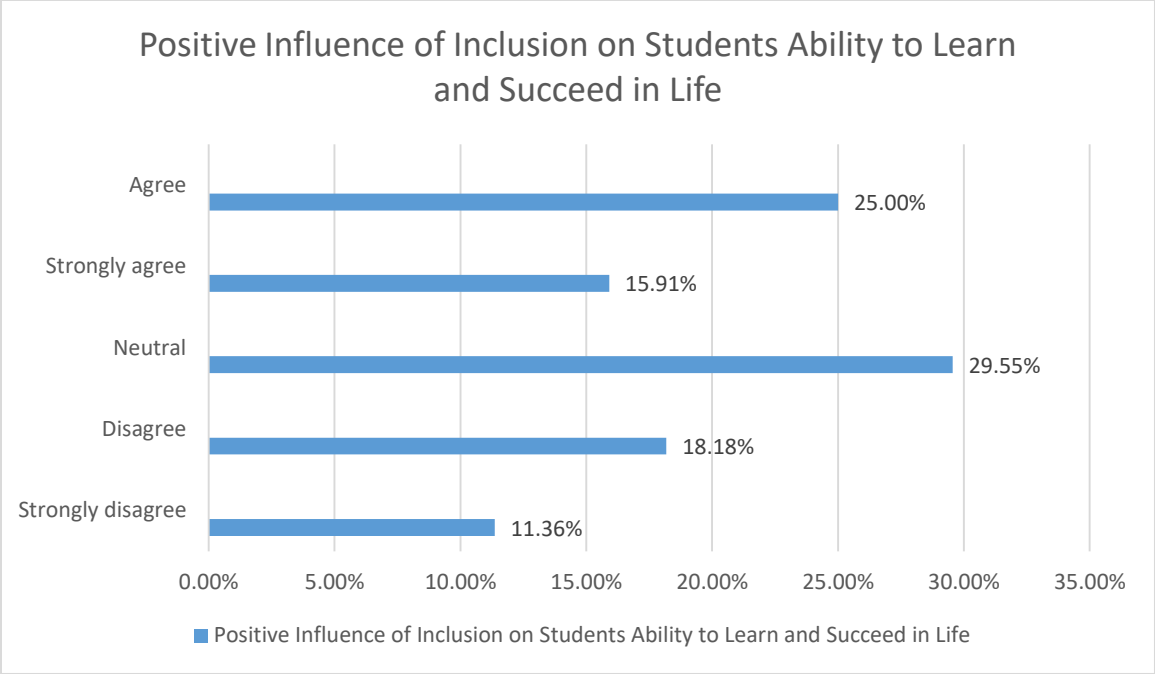
In the SEN students, the views and opinions of the teachers can be categorized into two-fold. They include views that inclusion has a positive influence on the student's ability to learn and succeed in life and SEN students are a burden to their classrooms. Currently, in UAE, some of the noticeable progress in the education sector has included a recognition that people are entitled to equal opportunities, actively learning in understanding, respecting, and appreciating people suffering from physical and intellectual differences. Additionally, in the context of UAE, the inclusive education is evidenced by all students attending schools irrespective of their strengths or weaknesses in any area. Apart from learning, SEN students must be offered with an ardent opportunity for playing, making friends, and becoming full participants in the society that is within the range of their reach.

In line with the role of views and opinions of the teachers towards a successful inclusion in learning, the study respondents were surveyed with consideration to their beliefs whether inclusion has a positive influence on the student's ability to learn and succeed in life. As shown in graph 4.6 below, a majority of the respondents at a high percentage 44.29% strongly agreed that inclusion has a positive influence on the capacity of the student to learn and subsequently have a successful life. Additionally, a similarly large number of the respondents 24.29% agreed with the view that there is a positive influence of inclusion on student ability of learning and having a successful life. Gal et al. (2010) noted that majority of the teachers are significantly supportive of an individual level the concept of inclusion. This is since they possess a common believe that inclusion is an ideal approach for the learners in general education students and special education students. This is since the teacher's expectations of the students would have a successful contribution to the institutional goals and methods implemented and ultimately leading to the success or failure of the instructions. Additionally, in UAE, as the population of inclusion of student's increases, the teachers end up introducing a fresh concern underlying the stresses they have with coping up with different social and emotional concepts intertwined within the identified set. Nevertheless, the most significant concept is the belief and opinions by teachers that students having a disability will have a relevant capability of learning and can hence perform well academically.



Graph 4.6: Positive Influence of inclusion on student’s ability to learn and succeed in life

Additionally, a small number of the respondents disagreed (10.0%) and strongly opposed (5.70%) that there exists any positive influence on inclusion on the student’s ability to learn and succeed in life. The rationale for this could be informed by the fact that some of the general education teachers believe that they cannot be successful in teaching students in an inclusive setting and that they would not be positioned well to achieve the overall needs of the SEN students. This is in line with Parsons et al. (2009) study observations that some teachers possess views that an inclusive setting can necessitate more planning and preparations that they were not previously willing to actively submit themselves to do to their fear of depriving the students who lack any form of disability. In the context of UAE, this could be the reason for the increased deficiency on the inclusion of children with special needs education. Also, for the second factor, as shown in graph 4.7 below, a significant majority (25%) agreed with the view that SEN students are a burden to their classrooms. Additionally, the majority of the respondents were neutral in that they did not agree or refute that the SEN students are in any way a bother in their classes. This is with only 18.18% disagreeing and 11.36 strongly disagreeing that they are a burden to their classrooms. In this case, the varied views and opinions of the teachers on the concept of inclusion is a significant hindrance or motivator to successful inclusion of the learners in the education sector.



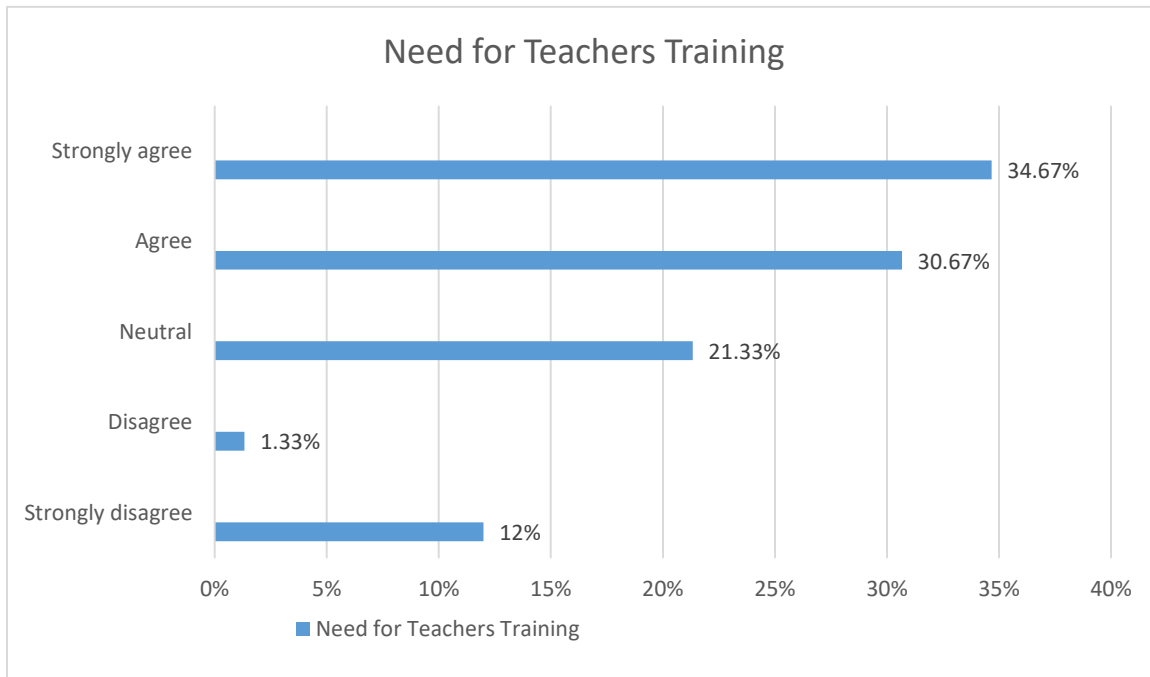
Graph 4.7: Positive Influence of inclusion on student’s ability to learn and succeed in life

4.3.6 Impacts of Training Teachers in Facilitating Implementation of Effective Inclusion

As the levels of inclusion in general education settings increase, it would be naïve to make assumption that teachers would directly assume the responsibility of teaching inclusive classrooms can be left to the teachers. In this case, for the inclusion to be successful, there is a need for teachers to be equipped with the relevant knowledge and skills. The knowledge and skills must touch on the student’s disabilities, educational needs, accommodations, and any other suitable modifications (Symeonidou & Phtiaka, 2009). As part of the training process, the teachers can be exposed to the set laws that have a direct influence on the SEN students and their educators. In the present study, the respondents were surveyed with respect to the impacts of training in facilitating an effective inclusion. This was first explored by asking the respondents if they believed there is a need for offering training to teachers for supporting them with knowledge and skills for implementation of an effective inclusion.

As evidenced in graph 4.8 below, a total of 65.34% strongly agreed and agreed on the view that there is a need to offer training to teachers for supporting them with relevant knowledge and skills for implantation of effective inclusion. In other words, the respondents agreed to the view that there is a need for the teachers to move out of their current normalcy in context of doing things for the sake of structuring and simplifying their instructional approaches that would offer an

implication of the need to accommodate learners with additional educational needs. This is particularly essential for the general education teachers who have a common belief that they cannot in any way be successful in teaching students in an inclusion setting and that they would not be positioned to meet all the needs of the SEN students unless they are trained on that too (Parsons et al., 2009).

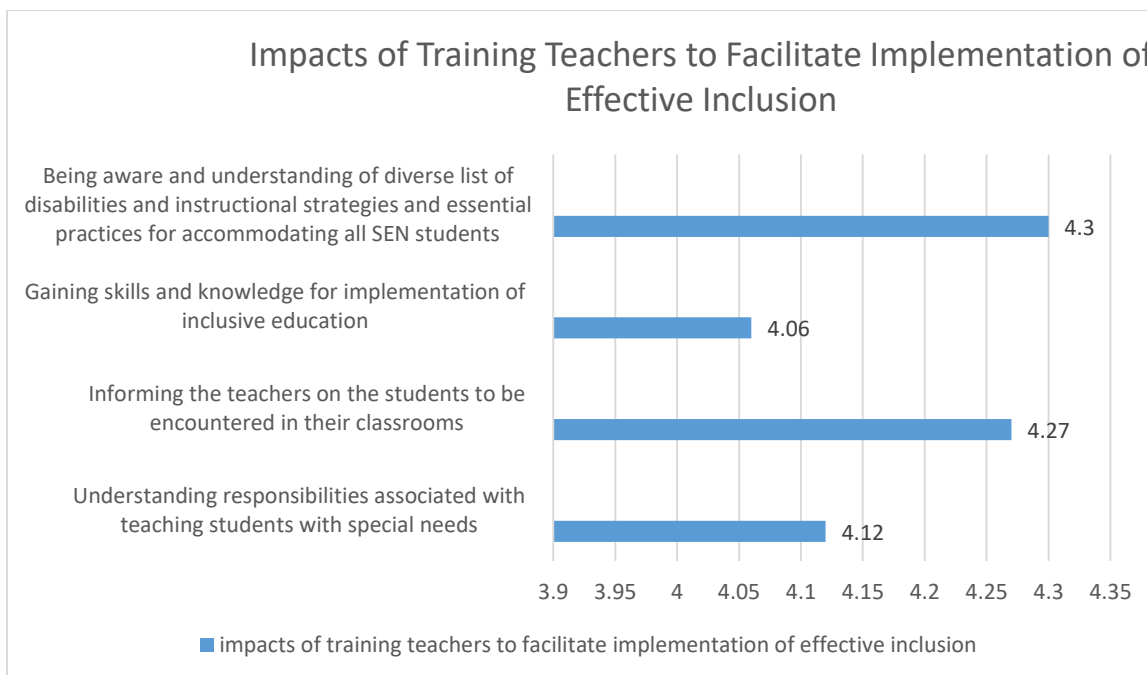


Graph 4.8: Need for Teachers Training

Additionally, from the respondents, only a cumulative of 13.33% disagreed and strongly disagreed that there is a need for offering more training to teachers to ensure they are in line with the expectations of teaching an inclusive teaching environment. In other words, the set of respondents disagreed with the view that it is essential to offer teachers with relevant training opportunities to make them better positioned to meet fresh standards and teaching students that are increasingly diverse on different levels. It is, however, worth noting that such attitudes and beliefs among the teachers would have a direct implication in terms of affecting their behaviors with the students and hence eliciting tremendous efforts and potential for influencing the classroom climate and overall learning outcomes of the students (Abd-El-Khalick & Akerson, 2009). This means that it is the responsibility of the teachers to ensure that they are better equipped in assuming the responsibility of teaching a classroom that is all-inclusive and is in tandem with all set federal education laws and policies in UAE education sector context.

4.3.7 Impacts of Training Teachers to Facilitate Implementation of Effective Inclusion
 In UAE, the Ministry of Education has established the new special education department that is based on encouraging inclusion in the UAE public schools. Apart from this, as a best practice in ensuring there is an effective inclusion, the Ministry has equally taken it as their responsibility to training teachers in specialized courses for the sake of inclusion of special needs students into the regular schools and classrooms. To ensure holistic training, the UAE government has established an assessment team in every zone in all Emirates to evaluate and follow-up the adequacy of the training offered to teachers mandated with teaching the SEN students.

Within the above context, the respondents were surveyed with respect to the impacts of training of teachers in facilitating implementation of a useful inclusion. As evidenced in graph 4.9 below, the majority of the respondents with an average mean of 4.3 agreed that being aware and understanding of the diverse list of disabilities and instructional strategies and essential practices for accommodating all SEN students should top up the list of the need for training. In other words, the respondents noted that it would be pointless for inclusion to be implemented but the educators lack an understanding of what it counts on disabilities, their causes and how they are often manifested. Also, a significant majority with a weighted average mean score of 4.27 noted that the need for training is to inform the teachers on the type of student to be encountered in the classroom. This would be inclusive of a study of the level of disability or how they tend to relate to others in a classroom setting.



Graph 4.9: Impacts of Training Teachers to Facilitate Implementation of Effective Inclusion

Additionally, some of the respondents with a mean average score of 4.06 agreed that the need for training should be oriented on gaining skills and knowledge for the implementation of inclusive education. In other words, the respondents noted that teachers must be trained to avoid any misconceptions regarding inclusive education and remove all their fears posed by the general education teachers on their capacity to teach SEN students. Through this, they would feel more competent to accommodate others in the diverse student population. This should be in addition to being aware of and understanding the extreme diverse list of disabilities and instructional strategies and services essential for accommodating all SEN students.

Chapter 5: Conclusions and Recommendations

5.1 Chapter Introduction

The current study sought to critically evaluate both genders teacher's views and opinions on the concept of integration of SEN students. The study was undertaken in the context of Dubai, UAE education system. Following the collection and analysis of data, this final chapter provides the conclusions and recommendations. Where relevant, the conclusions are discussed in relation to the literature reviewed in the second chapter. Towards the end of the current chapter, suggestions for future research are adequately provided.

5.2 Conclusions

5.2.1 Male and Female Teachers Perception towards Inclusion

As part of the study's first objective, the researcher focused on understanding what the perceptions of teachers on the issue of inclusion in Dubai, UAE education sector are. On the basis of the study findings, several conclusions pertaining to this objective can be put forward. To begin with, the study concludes that there exists a positive inclusion in Dubai, UAE education system. In this case, it is valid to evaluate the scope of the country issue of inclusion and how it has been promoted in the country with a focus on the teacher's perceptions. This is evident from the issues of offering an opportunity to the students with disabilities with adequate knowledge and skills, ensuring all learners have the appropriate environment of receiving education in regular classrooms, acceptance of the students with disabilities and offering appropriate services to the students with special needs. The presence of these issues is consistent with the reviewed literature. Kenner and Weinerman (2011) as reviewed in this study, for instance, indicate that SEN students are supposed to be offered with an opportunity of holding an effective discussion on the different issues that would be synonymous with their life progress. This means that through collaborative working with students, this can contribute to a positive pairing with slower learner's students. Warford (2011) and Shabani et al. (2010) which focused on guided learning theory which noted that students with disabilities could potentially learn from their peers without disabilities in an equal measure of the support of adult guidance in gaining an improved understanding of the concept taught. In this case, through inclusion in the learning process, it is possible to ensure that the students are actively learning and supported by others who do not have the special needs (Yu et al., 2010)

Second, the study concludes that there lacks a common agreement on the views of the teacher's perceptions towards inclusion. This means that the understanding of the teachers in inclusion is based on their understanding of the need of the students. Specifically, the need for offering learner-centric teaching practice in an environment with only students with special needs and the need of having a collaborative environment with both learners with special needs and those without. For instance, unless all teachers are knowledgeable about the curriculum changes, inclusion cannot be promoted successfully. Also, it is possible to collaborate with all stakeholders in an education system to meet the needs of a child with special needs. This is in line with having an appropriate governance framework characterized by relevant policies in the education sector. The conclusion is in line with the reviewed study by Kalyva et al. (2007) which noted that despite all teachers having positive perceptions on the issue of inclusion, other factors influence their perceptions. The factors include the teacher's inclusion in curriculum development and changes, policy changes in the organisations, support received from their institutions and their capabilities in learning. This was in line with Humphrey and Symes (2013) study that equally noted that increase in the teacher's experience with SEN students normally has an equal implication on increasing their confidence in teaching with the group of children with special needs. In this case, it can be noted that to have a common perception on the issue of SEN students inclusion; it is important for all teachers to be passed through adequate training and support since they are critical stakeholders in the process.

5.2.2 Male and Females teachers understanding of the concept of inclusion in UAE

The second objective involved the evaluation of the teachers understanding of the concept of inclusion in UAE. One of the main findings in this context is that in UAE, there exists a mixed understanding among the teachers in regard to the context of inclusion. Nevertheless, the concept of understanding is not a direct aspect, but it is dependent on the level in which the teachers understand the different aspects characterizing inclusion. For instance, there is a widespread knowledge on the policies, efficacies in inclusive education and the government initiatives that are already set in place. This is supported by one of the reviewed literature by Hwang and Evans (2011) that noted that irrespective of the gender of an individual, it is the responsibility of the teachers to possess adequate understanding of different policies linked with the issue of inclusive education and the appropriate approaches that can be integrated in harnessing the learning issues. Another critical finding in this study is that both the male and female teachers appreciate to the fact that inclusion must take into account the children emotional, behavioral disorders and learning

disorders. It is through this that a case of a child can be established whether to be included in a typical classroom environment or to be segregated individually. This is supported by Parsons et al. (2009) study that had noted that the level of acceptance by the teachers for the students to be included with SEN elicit significant influence on the increased severity characterizing the disability of a student. This means that for the sake of having a reasonably inclusive classroom environment, it is always essential for all involved stakeholders such as the learners, the teachers, and administrators to note on issues of the severity of disability, the presence of emotional and behavioral disorders among other critical factors touching on the children needs. It is only through this that a successful inclusion can be possible in UAE. This situation is intensified by the fact that UAE is a cosmopolitan country characterized by people of different diversities and beliefs. In this case, any decision on the learners with disabilities should be based on the individual background and their origin.

5.2.3 Views and Opinions of Teachers Influence on Successful Implementation of Inclusion

The third objective of the current study involved the demonstration of how the views and opinions of the male and female teachers tend to influence successful implementation of inclusion in the UAE. This was followed by an evaluation of whether the training of teachers plays any role in ensuring that they successfully implement the inclusion process in Dubai, UAE education system. In regard to the impact of the male and female teachers understanding of the concept of inclusion in Dubai, UAE, it is evident that this plays an instrumental role towards the successful implementation of inclusion. This study has noted that it is only through this that the learners can positively gain positively in terms of leveraging on equal opportunities, active learning in understanding, respect, and appreciating that students are suffering from physical and intellectual differences. Through an embracement of positive views, the educators would provide SEN students with an ardent opportunity of playing, making friends and becoming full participants in the society that is within the facets of their reach. These findings are supported by Gal et al. (2010) who noted that majority of the teachers are significantly supportive of an individual level of the inclusion process. This is informed by the fact that they hold a common belief that inclusion is an appropriate process for the learners in general education students and special education students. The implication of this has been noted to be a holistic contribution to the institutional goals and methods that are implemented and ultimately contributing to the success or failure of the offered

instructions. Eventually, as the population of students included increases, the teachers end up introducing fresh concerns that mitigate any stress that they might hold to enable them to cope up with diverse social and emotional concepts successfully. In the past, successful inclusion in Dubai, UAE has failed significantly as some of the involved teachers believed that inclusion is a distractor towards successful learning of other students. In this case, there is a need to segregate the SEN students in the learning process in standard classrooms. This has significantly been identified as a significant hindrance or a motivator towards a successful inclusion of the learners in the education sector.

Another critical finding in this study is the relevance of training in the inclusion process. It has been noted that training leads to teachers being conversant and appreciating the diverse lists of disabilities and instructional strategies and all the essential practices suitable to accommodate all SEN students. Also, gaining skills and knowledge for implementation of inclusive education is also critically relevant in the inclusion process. This can be inclusive of informing the teachers on the students to be encountered in their classrooms as part of appreciating the responsibilities linked with teaching students with special needs. This means that it is the responsibility of the teachers to ensure that they are better equipped in assuming the responsibility of teaching a classroom that is all-inclusive and is in tandem with all set federal education laws and policies in UAE education sector context. The progress is evident from the strategies adopted by the UAE Ministry of Education which has formed a new special education department that is tasked with promoting and encouraging inclusion in the UAE public schools. The Ministry sets a curriculum that is used in training teachers to be specialized in all courses that are critical in promoting inclusion of the special needs students into the regular schools and classrooms.

5.3 Recommendations

In consistence with the sourced study findings and conclusions, a number of recommendations can be suggested to assist the teachers and all involved stakeholders in Dubai, UAE education system to successfully implement a holistic inclusion. To begin with, the study recommends that Dubai, UAE education stakeholders should prioritize on creating comprehensive market awareness of the benefits of inclusion to the students, overall society and the country. The relevance of creating awareness should be initiated by the teachers already in the learning system and gradually move to the existing teachers in the system. After the awareness process, this study can recommend the adoption of an intensive in-service training program targeting the teachers in the special education

particularly the inclusive education. In such a program, they are supposed to be continuous with the professionals being invited to providing the much-required expertise. This is in an inclusive classroom teaching strategies for effective instruction. Some of the issues that can be factored in the instruction include differentiated instruction, universal design for the learning process and responses to the different integrated intervention.

The third recommendation should be encouraging the UAE government and different institutions in allocating funds in the inclusive learning. Through this, the institutions would be able to buy indispensable resources which include assistive technologies which are made available to the students as part of harnessing inclusivity in the learning process. The rationale for this is informed by the fact that the SEN requires mobility aids such as wheelchairs, canes, walkers, prosthetic devices and orthotic devices for enhancing their overall mobility.

The fourth recommendation is for the teachers in Dubai, UAE education system to focus on specific areas of specialism which generally characterize the SEN learners. Through a focus on the different areas specialism, it is possible to assist in building the knowledge and overall expertise and hence increasing their capacity of servicing the diverse learners. Through this, it would be possible for the educators to develop reliable skills on reliable coursework, clinical experiences, professional development opportunities which are factors leading to holistic self-efficacy and ultimately increasing the effectiveness of the students. If need be, it is recommended for the learning institutions can partner with foreign schools. This would be appropriate for the teachers and students having access to essential didactic resources. All these resources would further promote the issue of inclusion as the best strategy for improving the concept of inclusion.

Lastly, the current study advocates for the need of having a gradual transition in the education system for the sake of avoiding substantial disruptions in the education system. The education system in Dubai UAE should not immediately implement the inclusion process and remove the learners from the special needs schools. Instead, they should introduce a new curriculum and ensure all learning equipment's for SEN are available as they gradually phase out their traditional learning practices.

5.4 Suggestions for Future Research

In the current study, various limitations have been faced in the current study that the future studies can focus on overcoming. From a research methodology perspective, the study only leveraged on the use of the questionnaires. Despite the questionnaires being relevant in the provision of a

detailed statistical analysis that is reliable and generalized, the generated insights are not in line with the respondent's point of view and understanding. Future research can leverage the use of interviews or a qualitative study which would incorporate respondents with precise knowledge of the issue of focus. Through this, the researcher would also participate in the research and offer their insights. Second, the findings in this particular area of study can significantly be improved by carrying out a comparative study. As an example, future research works can focus on comparing the current progress in the inclusion of UAE relative to the already developed countries such as the United States and other European nations.

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