



**Probable or Inevitable? The Readiness of Teachers to
Implement Inclusive Education Effectively: A case study in a
Private School in Sharjah**

محتمل أم حتمي؟ جاهزية المعلمين لتطبيق التعلم الدامج: دراسة حالة في مدرسة
خاصة في الشارقة

by

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ABSTRACT

This main objective of this research is to investigate the readiness of teachers to implement inclusive education effectively. A sample of 58 teachers of different subjects was investigated in a private school in Sharjah depending on the descriptive analytical approach. The teachers were asked to answer a questionnaire to investigate their psychological, social, cognitive and academic readiness to implement inclusive education effectively.

Findings indicated that the readiness of teachers to apply inclusive education effectively was high in the four factors of the questionnaire (Psychological - Social - Cognitive - Academic). Moreover, the study showed that the teachers face many problems and challenges when teaching students with special educational needs and disabilities (SEND) in their classes, and therefore the study recommended the necessity of identifying those challenges that face the teachers, then confronting them and proposing solutions to overcome those challenges and problems.

Keywords: Inclusion- Inclusive education (IE) – Special Educational Needs and Disabilities (SEND).

ملخص البحث

إن الهدف الأساسي من هذا البحث هو التعرف على مدى استعداد المعلمين في مدرسة خاصة في الشارقة لتطبيق التعلم الدامج. حيث تم دراسة عينة من المعلمين مكونة من (58) معلم ومعلمة في مختلف المواد الدراسية بالاعتماد على المنهج الوصفي التحليلي.

وقد تم استخدام استبيان لبحث مدى استعداد المعلمين نفسياً، اجتماعياً، معرفياً وأكاديمياً لتطبيق التعليم الدامج. وقد أشارت النتائج إلى أن استعداد المعلمين لتطبيق التعليم الدامج بفاعلية كان مرتفعاً في العوامل الأربعة التي تم بحثها في الاستبيان (النفسي - الإجتماعي - المعرفي - الأكاديمي).

وقد أوضحت الدراسة أن دمج الطلاب ذوي الاحتياجات الخاصة في الفصول العادية عادة ما يواجه العديد من المشاكل والتحديات عند تطبيقه، وبالتالي أوصت الدراسة بضرورة تحديد تلك التحديات التي تواجه دمج الطلاب ذوي الاحتياجات الخاصة في الفصول العادية، ثم مواجهتها واقتراح الحلول للتغلب على تلك التحديات والمشكلات.

الكلمات المفتاحية: الدمج - الدمج التربوي - الطلاب ذوي الاحتياجات التعليمية الخاصة والإعاقات.

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DEDICATION

For my father's soul, Adnan, you left me long ago but you taught me how to keep my head held up despite all circumstances.

For my mother, Aida, my best friend who is always encouraging me to stay strong and work hard to fulfil my dreams.

For my sisters and my brother, the light in my dark nights.

For my husband, who is always by my side supporting and encouraging me to overcome all challenges.

For my kids; Karam, Maria and Mahmoud my true love.

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CHAPTER1: INTRODUCTION

1.1 Background of the Topic

The issue of inclusive education is one of the most controversial topics, due to the difference of opinions between supporters and opponents. Studies and research conducted on the experience of teachers towards inclusion showed a clear contradiction in their results about the pros and cons of inclusion, the goals and justifications, and the extent to which the principals and teachers of mainstream schools accepted the idea of inclusion. In addition to the vision of school principals and teachers of special education and the opinion of parents of people with SEND about the idea of inclusion. (Francisco. Et.al. 2020).

In almost all parts of the world, implementing inclusive education has become a common standard in schools, which entails educating children who have any kind of disability or those who have additional abilities alongside with children who do not have any restrictions. This enables these children to receive high-quality education, removes any barriers when they interact with the outside world, and facilitates their incorporation into the society. The United Arab Emirates is one of the countries who is making various and continuous efforts in order to include children with SEND in mainstream classrooms.

However, many factors affect implementing inclusive education successfully. Policy, place, process and practice are the pillars of inclusion. If one pillar is missing then the whole process of inclusion will not be successful. One of the most important pillars is practice. If the teachers are not ready and aware about the importance of inclusion so they will not be able to implement it effectively and as a result the process of inclusion will not succeed.

Inclusive education refers to the school-wide approach to delivering support and high quality services to all students regardless their abilities or disabilities in mainstream classrooms. It is not a program or a

place it is a phenomenon. As stated by Bailey. Et.al. 2015, inclusive education means that schools should accommodate all students regardless their physical, intellectual, social, emotional or any other disabilities.

When speaking about the effectiveness of inclusive education, the lights will be shed on teachers. Teachers play a vital role in implementing inclusive education successfully. They are the ones who have the power to create effective inclusive schools. Therefore, Brackenreed (2011) claimed that it is very important to make sure that they are ready to teach and deal with students SEND in terms of resources and professional development that are the main two factors that help any teacher to implement inclusive education.

Unfortunately, the case in most schools is that the students with SEND are included in mainstream classrooms, the schools have policies written on papers but those children are left behind or they are not given the desired access to education equally to their peers in the classroom. (Shaw & Dukes. 2010).

1.2 Purpose of the Study and Research Questions

This study aims to answer the following research questions in order to investigate the readiness of teachers to implement inclusive education effectively:

- 1- To what extent teachers are ready to implement inclusive education effectively in terms of four different factors:
 - Psychological Readiness factor
 - Social Readiness factor
 - Cognitive Readiness factor
 - Academic Readiness factor

- 2- What can be recommended to ensure teachers' readiness to implement inclusive education effectively?

1.3 Significance of the Study

The current research gains importance by studying a vital topic, which is to verify the teachers' readiness to apply inclusive education effectively. Studies examining instructors' readiness to integrate children with disabilities in regular education settings are limited. This research highlights the need for teacher psychological, social, cognitive and academic readiness to implement inclusive education effectively.

Implementing inclusive education successfully need extensive efforts from teachers, administration, students themselves and parents. There are many challenges that hinder inclusion such as disability category and severity, the curriculum, and strategies used in teaching that must be compatible with the educational needs of students with disabilities. Therefore, there is a need to begin with teachers and train them on how to apply inclusive education, and how to deal with educational problems that may occur when having students with SEND in mainstream classrooms.

Generally, the importance of the current study comes because it deals with a very important topic, which is the readiness of teachers to implement the idea of inclusive education. If the teacher's readiness is high, this will support the success of the idea of inclusive education, but if this readiness decreases, it will have a direct impact on achieving the desired idea of inclusive education.

1.4 Rational

Investigating teachers' readiness to implement inclusive education is more important than focusing on their beliefs and attitudes towards inclusion. Ajuwon et al., (2012) claimed that teachers' background about inclusive and readiness to implement it might affect their attitudes towards the practice. Teachers will feel nervous and unconfident if there is a lack of readiness for inclusive education especially with students who have severe disabilities. Students with severe disabilities require extra efforts from teachers; they will need to collaborate with other team members and specialists, in addition to supporting students' academic achievement and also supporting physical or health needs. In order to make progress toward inclusive education, it is of the utmost importance to continue gathering information regarding the readiness of teachers to provide support and for students with disabilities in mainstream classrooms. Segall & Campbell (2012) claimed that teachers' positive attitudes are not related to the skills that teachers need to implement inclusive education. Therefore, there is a demand to learn about teachers' readiness to include students with SEND in mainstream classrooms and provide appropriate instruction, accommodations and modifications according to their individual needs. Hence, the purpose of this study is to gain an understanding of teachers' preparation to provide support for students with SEND focusing on their psychological, social, cognitive and academic readiness.

1.5 Structure of the Dissertation

This research consists of five chapters. Chapter number one introduces the topic of the current study and a background about the topic, followed by the purpose of this study and research questions. It also explains the significance of the study followed by the rational.

Chapter two provides a comprehensive analysis of the literature where previous studies related to inclusive education are reviewed.

The design and the methodology of this study is discussed in chapter three as well as clarifying the samples and the tools on which the current study based on.

Chapter four includes the results of the current research based on analyzing the results of the questionnaire that was used to conduct this research.

Finally, chapter six summarizes the overall findings of the research, provides a general discussion of the research findings and provides recommendations resulting from the current research with the Inclusive Education for SEND proposals for future research.

CHAPTER (2) – LITERATURE REVIEW

2.1 Introduction

In this chapter, the readiness of teachers to implement inclusive education will be discussed in general. This chapter also includes general information about students with SEND, issues related to special and inclusive education and the percentage of students with SEND according to the latest statistics.

The chapter also explores the issue of inclusion, its philosophy, and the challenges facing its application in mainstream classrooms. This chapter also addresses the efforts of the United Arab Emirates to provide an inclusive education that takes into account the needs of all students in the classroom regardless their abilities or disabilities.

2.2 Inclusive Education: Definitions and Theories

Sharma & Sokal (2016) claimed that supporting students with SEND is a necessity of life today. This begins from the school as an educational institution, by providing equal educational opportunities for each student regardless their abilities or disabilities. As well as providing services to prepare them to become active members in their societies.

Inclusion, in terms of concept, refers to an educational system intended to unite private education with public education. With the aim of providing a variety of educational services that help all students, including those with SEND, to participate in all educational activities within the school, and to learn according to their abilities and educational needs as pointed out by Gupta. & Tandon (2018).

This relates to serving students with SEND within the regular educational program in mainstream schools, with the provision of specialists and educational support services within and outside the mainstream classes in the school, instead of placing these students in separate classes. Alshamari (2019) stated that inclusion is a framework that requires placing students with SEND with their peers in the same regular school.

The comprehensive concept of inclusion is that general education schools and classes include all students regardless the level of intelligence, talents, disability, or cultural background of the student, so the school must support the special needs of each student individually. Through the different concepts of inclusion, it is clear that inclusion refers to the comprehensive integration of the students with disabilities and other students in regular schools and general education classes and provide them with a natural environment within the provision of special education and support services.

Inclusive Education movement stresses on the idea that all students, including those with SEND, should have equal access to a high-quality education and the opportunity to interact with their peers in the same classroom setting (Gupta and Tandon 2018; UNESCO 1994). As noted by Grima-Farrell, Bain, and McDonagh (2011), inclusive education is not only a one-person concern but it is a school-wide concern that aims to link special education with general education in such a way that a high-quality education is made available to each student .

In light of these considerations, McManis (2017) pointed that inclusive education refers to a system in which all students, irrespective of the difficulties they could face, are enrolled in mainstream schools located within their particular communities.

Within this framework, it is anticipated that students will receive instruction, interventions, and a high quality support that will enable them to achieve success within the core curriculum (United

Nations, 2016). According to McManis (2017), the overarching goal of inclusive education is to "welcome, challenge, and support all students in their endeavours".

This will be accomplished through removing obstacles that stand in the way of access and participation. Because of this, the term "inclusive education" refers to the practice of grouping together in the same classroom pupils of a similar age but of varying abilities and capacities (Armstrong & Spandagou 2009).

Ertmer and Newby (2013) declared that learning theories are important for curriculum designers because they provide instructional strategies and techniques that are needed to facilitate learning in classrooms and helps implementing inclusive education in general education setting. These instructional strategies and techniques include modifications of curricula and instructional design, the development of structures, and the use of evidence-based practices. Inclusive education is based on three major theories. If educators want to tailor their pedagogical choices effectively to the needs of their students, they should incorporate ideas from each of these theories as explained below:

1- Behaviourism-based Inclusive Education Practices

As defined by McLeod (2017), behaviourism is a theory of learning which states that all behaviours are learned through interaction with the environment. This theory is directly related to the fact that learning is a change in the observed behaviour resulting from experience. Harold & Corcoran (2013) identified the main tenets of this theory that support education as follows: students can learn behaviour; behaviour is controlled by the context in which it takes place; teaching cannot take place without learning; learning equals changing behaviour; behaviour is influenced by what follows actions; and there must be a focus on the observable.

Ertmer & Newby (2013) explained that the application of behaviourism in inclusive education settings could be seen clearly in the emphasis placed on student behaviour and

performance when manipulating stimulus materials. AlShammari (2019) pointed out that practices related to behaviourism-based inclusive education are included in well-known instructional approaches such as explicit or direct instruction. This kind of practices are systematic, involving a step-by-step process that breaks down tasks into smaller steps and they are widely used with students with SEND.

2- Cognitivism-based Inclusive Education Practices

Sees learning as a mental process represented by the use of memory, motivation and thinking, and reflections play a major role in learning. Therefore, this theory sees that learning is an internal process, and that the content of learning is as much as the capacity and depth of information processing for the learner, and on the structure of the information he has. (Alshamari, 2019).

As explained by Ertmer & Newby (2013), cognitivism-based inclusive education practices include the applications of cognitivism in inclusive education settings, which is evident in the emphasis of mental information processing and interactions in guiding student learning. When applying this theory students will use their prior knowledge, experience and abilities to learn new concepts. This theory is effective in inclusive classrooms because teachers will use different instructional strategies such as; framing, outlining, mind mapping, and graphic organizers to support the cognitive needs of students with SEND. Using flow charts to organize information is another strategy that can be used in a cognitivism-based classroom. Since of these factors, cognitivism can be tied to the core components of the most effective methods in inclusive education because it supports students to assimilate and accommodate information.

3- The constructivist Theory: The basis of this theory stems from cognitive learning theories, which focus on how the learner understands things in terms of growth stages and learning patterns, and focuses on how meanings and concepts grow from social encounters. Therefore, this theory is

one of the most important trends in terms of inclusion in education. The constructivist theory believes in the importance of the social dimension in learning through observation, processing, interpretation or adaptation of information, based on the knowledge structure of the learner, in real, realistic contexts and direct applications to achieve meanings and understanding for the learner. (McLeskey. 2004).

Therefore, this theory sees the learner as the centre of the learning process, while the teacher plays the role of facilitator and supervisor of the learning process. Salvia. Et.al. (2012) pointed out that opportunities for the learner should be provided within the integration classes mainly to build knowledge much better than receiving knowledge during teaching, or focusing on the role of the teacher in the learning process.

Steele (2005) identified active learn as an example of constructivism-based inclusive education practices. Steele suggested that practices such as “teaching students to summarize, paraphrase, predict, and use visual images, help students with learning disabilities understand and remember”

2.3 Inclusion Philosophy

Disability is a human rights issue. Persons with disabilities are subject to multiple violations of their rights, including acts of violence, abuse, prejudice and disrespect due to their disability, which intersect with other forms of discrimination based on age and gender, among other factors. Persons with disabilities also face obstacles, stigma and discrimination. It is also a development priority because of its high prevalence in low-income countries, and the interplay of disability and poverty. (Chafia, 2021).

Studies confirmed that isolating these children in private schools causes moral harm to them because of their classification as disabled students. Hence the idea of merging, unifying or

integrating children with SEND with other children in the same schools is a kind of training for the disabled child and the normal child to deal and interact together.

Inclusive education refers to the education of all students, in which all students are equally involved in the learning process. Julka. Et.al. (2014) claimed that inclusive education also engages students with disabilities in the belief that those with disabilities should not have to rely on specialized services alone, to benefit from the educational resources, activities and practices available to all.

Inclusivity is also maintained when all members of a group are able to participate in all activities, which means that the provisions made take into account all members and not only those who belong to certain groups or those with special abilities, disabilities and/or needs. As members of a group or a community, all have equal rights to participate; the practices and services must be inclusive of all.

Inclusion has shifted from the practice of complete isolation to the application of complete integration so that children with SEND are taught in regular schools. A large number of countries in the world have adopted the philosophy of inclusion for all, but with the exception of children with severe and sometimes multiple disabilities. In other words, the current trend demands that the ordinary classroom teacher bear the responsibility of educating and meeting the needs of children with disabilities, while providing organizational, administrative and teaching support systems for this teacher. (Al-Smadi. 2010).

Inclusion takes different forms. It is not limited as a concept that children with SEND learn in the regular classroom, but it may sometimes mean the integration of these children with children without disabilities in social activities and non-academic subjects such as physical education, art and music education, and this non-academic integration usually occurs when imposed the special

needs of the child substantive modifications to the curriculum or its complete replacement with a different curriculum, which necessarily means that the child enrolls in a class other than the regular semester, or even in a school other than the regular school. (Alkhateeb, 2013).

Although workers in the field of special education take different positions regarding the size and nature of inclusion, everyone agrees in principle that the stated goal of the vast majority of special education programs is to return students with special educational needs and disabilities to regular school as widely and as quickly as possible maybe. This goal has always been one of the goals that special education seeks to achieve over the past quarter century.

2.4 Students with SEND Rights

In 2006, the United Nations issued the International Convention on the Protection and Promotion of the Rights of Persons with Disabilities, which focuses on measures to implement existing laws, rather than issuing new laws. Because the rights of persons with disabilities are guaranteed in the Universal Declaration of Human Rights and other relevant international conventions. (Ministry of Community Development. UAE. 2016).

Within the right of persons with disabilities to education under international law, particularly in Article 24 of the Convention on the Rights of Persons with Disabilities, states must ensure an inclusive education system at all levels to implement this right without discrimination and based on equal opportunities. This means that states are obligated to: Ensure that persons with disabilities are not excluded from the general education system because of their disability. (Masry& Ajwa. 2020).

The Committee on the Rights of the Child, in its General Comment No. 9 on the rights of children with disabilities, makes recommendations for the effective realization of the right to

education for children with disabilities and emphasizes that inclusive education should be the goal of educating children with disabilities for their psychological well-being. (Fisher. 2019).

However, inclusion today become a fait accomplishment to reduce their problems and psychological disorders and achieve their well-being and mental health. Therefore, the educational integration of students with SEND has become a necessity for their education and the delivery of all educational services to them alongside other children. (Masry& Ajwa. 2020).

The truth is that students with SEND have suffered a lot of neglect in our Arab countries, especially in the field of providing education appropriate to their abilities. Although studies still confirm that integration is an inherent right for them to learn in regular classes, integration still requires more efforts to provide education that suits everyone. So the issue of educational integration comes as the most important issue that must be taken into account to overcome. (Zhran& Almalek, 2021).

Dubai believes that people of determination have constructive abilities that are not limited to disabilities, and many of them have been able to find their way to get their opportunities and achieve their ambitions. Dubai also seeks to provide appropriate education for all, ensure equality with others, provide the suitable environment and the tools required for the success of comprehensive integration in the classroom, improve the quality of educational services provided to them, and educate the community about the importance of embracing persons with disabilities and making them an effective force capable of contributing to building the emirate. (His Highness Sheikh Mansour bin Mohammed bin Rashid Al Maktoum 2022).

In order to support the rights of students with SEND, the United Nations has set December 3 of each year to celebrate them, and this day aims to enhance understanding of issues related to

disability, motivate and support people SEND to obtain their rights all over the world. (United Nations. 2016).

It also represents efforts to integrate them into society, such as the right to live with respect and appreciation from others, the right to learn to the extent of its capabilities, the right to health and social care, the right to work in the fields learned, the right to own property, the right to marry and have children, the right to participate in conversation and discussion. (Chafia, Azoz. 2021).

Moreover, students with SEND have the right - in accordance with universal human rights - to enjoy all civil, political, economic, social and cultural rights, while all countries that adhere to the United Nations Convention on human rights recognize the importance of access for children with a disability, whether mental or physical. They lead a dignified and decent life that guarantees their dignity and contributes to providing the necessary conditions to facilitate their self-reliance and their participation in community activities. (Bailey& Tubpun. 2015).

The United Nations has also obligated states that adhere to the United Nations Convention on human rights that children with SEND are entitled to receive special care within the available resources; to provide aid and assistance commensurate with their needs, provided that the persons responsible for his care, whether they are parents or others, are also supported, and every person with SEND has the right to enjoy the right to equality, justice, voting, work, education, and the enjoyment of a private social life that includes participation in all activities cultural and sports. (United Nations, 2021).

2.5 Inclusive Education Between Acceptance and Rejection

The academic and social inclusion of special education groups is one of the most controversial issues in the educational community, and this is due to the different views on their

integration programs, in addition to the fact that it is no longer possible to neglect the right of any child to education and active participation in life, regardless of his gender, age and abilities.

Tomlinson (2015) asserts that human rights and social justice underpin an inclusive education system. Cochrane (2016, 23) and Hornby (2011) later summarized inclusive education as "the practice of supporting a variety of student needs in a general educational setting", and inclusive education is a multidimensional concept that embraces diversity, human rights, social justice, and equity issues. However, Cooper and Jacobs (2011) consider inclusive education as exclusionary because children with SEND are present in the classroom without any guarantee of social and educational inclusion.

Inclusion provides SEND the opportunity to enrol in the special education system as a measure of affirmation to the principle of equal opportunities in education, and this is an effort to provide a place for children with disabilities, whether in school or outside. (Dukmak. 2013). In order to take the necessary and appropriate measures to implement inclusion, supporters of inclusion see that it has its characteristics identified by Salvia. & Bolt (2012) as follows:

- Gives disabilities the opportunity to acquire various realistic experiences while dealing with societal problems, interacting with their ordinary peers, and then they have more realistic concepts of themselves, life and the world in which they live, and thus prepare for socialization.
- Ordinary children can observe their peers with disabilities in educational and social situations closely, which leads to an improvement in the attitudes of ordinary children towards their peers with disabilities and an increase in their acceptance of them.
- Inclusion contributes to modifications in the learning environment to meet the basic needs of people with disabilities, whether they are academic, social or psychological.

- Inclusion achieves the goal of the philosophy of special education for the disabled, which is to return them to society and not isolate them from it, as well as placing the disabled with their ordinary peers in regular schools makes them feel that they live in their natural environment.

-Inclusion suits the conditions of many developing societies whose capabilities are unable to prepare private institutions and schools to accommodate all the disabled.

- Inclusion achieves what was recommended by international conferences and conventions that the disabled has all the human rights of his ordinary peers of his chronological age, regardless of the type of disability he has.

Researchers also mentioned some of the negatives that resulted from the application of the system of integrating students with SEND with ordinary students stated by Salama (2016) as follows:

- The process of inclusion SEND with ordinary ones increases the anxiety of these students.

- Inclusion SEND into regular schools and classes negatively affects them in terms of increasing the gap between them and the ordinary students, especially if the academic achievement is consider as the only measure of the success of inclusion.

- The situation of SEND with their ordinary peers affects the implementation of the educational program as a whole.

- The process of inclusion of SEND into regular classes leads to their failure in activities extracurricular.

- SEND Inclusion leads to the normal child imitating the movements of the disabled child, if they meet in one place.

- SEND feel a sense of failure and frustration at their inability to keep up with their ordinary peers in academic terms.

- Inclusion of SEND may contribute to increasing the isolation of many of them from the school community.
- Teaching SEND in regular schools deprives them of individual attention and learning and individual educational aids that can be available in a special education school.
- SEND may feel very ashamed of their disability in the regular classroom. This is because the school's requirements may outweigh the child's abilities and capabilities.
- Increasing social isolation among ordinary children and SEND, when not Their conditions allow to participate in various school activities.

2.6 Inclusive Education Types

The method of inclusion students with SEND differ from one country to another according to the existing and available capabilities as well as the type and degree of disability, so that it extends from simply placing students with SEND in special sections attached to the regular school to fully integrating them in the regular classroom with the provision of the necessary special services and based on the This varies with the method, objective and sample to be incorporated. (Ahmed 2020).

Also Inclusion of students with SEND today is a necessity of life, and it is possible through the school as an educational institution that contributes to achieving one of the first steps of social equality among members of society. which begins with providing equal educational opportunities for each student as a human being with rights and duties, and provides services to all members of society who are obligated to prepare them for jobs that are consistent with their inclinations and abilities that are needed by the comprehensive development of society. (Al-Etribi. 2017).

The following is a presentation of the most important forms of integration adopted in the field of care for students with SEND:

- **Partial integration:** called spatial integration, where students with SEND join ordinary students in the same school building, but in their own classes or in their own classroom units in the same school site, and students with SEND receive educational programs in special classes and for some time before the special education teacher, and they also receive a joint educational program with ordinary students in regular classes, and the educational program must be arranged according to a pre-prepared schedule so that the transition between classes goes in a smooth manner.

2- Total Inclusion: It is intended to enrol students with SEND with ordinary students in the same regular classes all the time, where these students receive a joint educational program, and this type of inclusion requires the provision of conditions and factors that help to make this, including the acceptance of ordinary students for students with needs.

The aim is to provide the methods that work to deliver the scientific material to students with SEND, and to provide the procedures that work to make this trend a success, represented in overcoming the difficulties that students with SEND face in regular classes.

3- Social Inclusion in Public Education Schools: It is the integration of students with SEND into public classes with various school activities such as educational, recreational and sports trips, as well as art education classes, music, trips and camps, and all other social activities. Social inclusion is the simplest type and form of integration, where the student with SEND does not participate in his ordinary peers in the school in the classroom, but is limited to his integration in the various social, educational, educational and recreational activities.

4- Societal Social Integration: It means integrating individuals with disabilities with ordinary individuals in society, by integrating them in the field of employment, housing and work, and it is

sometimes called functional inclusion. this type of inclusion aims to provide appropriate opportunities for social interaction and a normal social life between individuals with SEND and extraordinary, and to give them opportunities to integrate into the various activities and events of society and to facilitate their task in being active members and to guarantee them the right to work independently and freedom of movement and to enjoy all that is available in community of services.

2.7 SEND Teachers and Inclusive Education

The profession of teaching has been fundamentally and significantly affected as a result of inclusive education, which has significantly impacted the role of teachers in ways that have not been seen before. This transition instantaneously adds a duty on educators to ensure that the services they offer go beyond providing discipline knowledge; but rather, that they are truly meeting the needs of all students with different needs and disabilities in one classroom.

In some educational systems, such as in the United Kingdom and United States of America, newly qualified teachers are required to attend post initial training in order to improve and upscale their teaching practice during their first few years of teaching. However, there are still a great many areas in which the education and the requirements of teachers have not yet been modified to reflect the necessity of working in classrooms that are becoming increasingly diverse. (Imaniah& Firia. 2018).

Most research in education focused on the teachers perception towards inclusion, teachers nowadays are more aware about the importance of inclusion and they have positive perceptions towards teaching students with SEND. But yet, they are not receiving appropriate professional development that support them to implement inclusive education effectively.

According to Forlin (2010), inadequate coaching and the limited resources to empower teachers to develop the appropriate mindset or attitude have been considered barriers to implement inclusion effectively in many regions. With reference to international studies (Burke& Sutherland, 2004; Janney et al. , 1995;& Leyser et al. , 1994), it is evident that training teachers in terms of special education is significant in making them supportive towards inclusion. And without training, regular teachers may experience fears and anxieties when teaching students with SEND.

Professional development for teachers should focus on many aspects that teachers need to teach students with SEND such as, individual educational plans, what are the different types of disabilities and their characteristics, teaching methods and strategies that are relevant to different special educational needs.

In order to make sure that all students in the classroom regardless their abilities are receiving quality teaching it is necessary that the classrooms are equipped with highly knowledgeable teachers and leaders who keep supporting them in continuous professional growth. Hunzicker (2011), argued that professional development is essential for keeping up-to-date knowledge of effective teaching strategies, tools, and technology, as well as for supporting individuals with particular requirements or abilities.

Berry (2010) showed that instructors had good opinions of inclusion; nevertheless, many found it uncomfortable and difficult to implement because they considered that they lacked the necessary experience and skills to recognize the various kinds of disabilities. Aside from that, the overall performance of teachers in the classroom was higher for those who received assistance and support in working with children who have disabilities, in comparison to those who did not receive such assistance.

In many studies, teachers' readiness to work with children with disabilities mainly investigated to identify the teachers' attitudes towards inclusive education and the extent of its impact on the social interaction of students with SEND in the schools (De Boer A., Pijl SJ, Minnaert A. Cagran B., Schmidt M., etc.).

These studies generally show a negative attitude of teachers for inclusive education, the presence of which, in large part, due to the lack of knowledge about the personal characteristics of teachers of children with disabilities and the lack of special skills for their training. It was pointed out by Arif and Gaad (2008) that teachers do not have the appropriate training needed to succeed.

There are many studies related inclusive education that showed that most of research focused on the instructional capacities of teachers to help children with SEND. This was demonstrated by the findings of these studies (McCray & McHatton, 2011).

As stated by (Gaad,2011) that teachers have limited access to resources that help them support students with disabilities. There are two main critical needs for teacher who teach students with SEND in mainstream classrooms that are identified by researchers. First, that teachers need additional training in order to meet the needs of students with SEND. Second, that teachers require additional support from administration and SEN specialists (Blecker & Boakes, 2010).

According to Philpott, Furey, and Penny (2010), professional development can help instructors develop evidence-based methods, enhance their attitudes toward inclusion, and increase teamwork. Other studies have found a substantial connection between the amount of help provided and the attitudes of teachers toward inclusion (Avramidis & Elias, 2007).

Also studies investigated the implementation of inclusive education policies in schools, the implementation of teacher education for inclusion through programs of study and practice, and the

manner in which future teachers should be encouraged to implement inclusive educational practices that reflect awareness of the various crucial aspects of inclusiveness (Sharma & Sokal, 2016).

According to Moffett (2000), in order to provide students with special educational needs (SEND) with the most appropriate educational services, teachers need to demonstrate sensitivity to the specific educational requirements of these students and make use of strategies that are necessary for these students to learn. As stated by (Gaad & Khan, 2007), because teachers make up the majority of the workforce in schools and are primarily responsible for the implementation of inclusive service delivery models, research and practical experience have both shown that the perceptions of teachers are an important factor in determining how successful inclusion programs are.

2.8 Teachers' attitudes and readiness towards inclusive education

The first component that affects implementing inclusive education successfully is teachers' attitudes towards inclusion. According to Santoli et al. (2008), teacher attitudes have a significant impact on classroom practices and, ultimately, student accomplishment. These attitudes are crucial for a successful inclusion. When teachers realize that the primary barrier to learning is not the disability, but rather the environment, they are more likely to engage in direct interaction with the child. On the other hand, teachers who see the characteristics of the child as the barrier are less likely to interact directly with the child. Park & Chitiyo, 2011 noted that the attitudes of teachers are very critical because they have a direct impact on the interventions that are implemented and how successful they will be.

In addition, the attitudes of teachers are transferred to students, which might indirectly have an effect on the peer interactions between kids with and without special needs (Kim,2011). It is significantly more probable that the aims of inclusive education will be achieved if teachers have a positive impression of the inclusive education. The provision of equal educational and social opportunities to all children enrolled in a school is the primary objective of inclusive education. On the other hand, negative attitudes held by educators regarding inclusive education might contribute to the development of communication barriers between children with disabilities and their educators.

According to findings from a study conducted in the United Arab Emirates, the perception that educators have about various types of disabilities varies with their level of professional experience. In a study conducted by (Alghazo & Naggar Gaad, 2004), it was noted that the inclusion of children with mental problems and hearing impairments was supported more strongly by educators who had one to five years of experience with the classroom. Additionally, the findings also suggest that male teachers are more likely to hold negative attitudes than female teachers, and that the number of years an educator has spent in the classroom may be a factor in influencing how they feel about inclusive education. It would appear that as teachers get more experience, they become more open to the idea of accommodating kids who have various disabilities in their classes.

Moreover, teachers' attitudes towards inclusive education are directly related to their readiness. The effectiveness of inclusive education in mainstream classrooms rests heavily on teachers (Mitchell, 2010), and teacher readiness is one of the most crucial components in the successful implementation of inclusive education. However, teachers, particularly those without

an experience in diversity, may be unwilling to accept responsibility for such children or may lack the necessary abilities to support them so they will likely have negative attitudes towards inclusion.

Prior research has shown that many teachers are concerned about their readiness to deal with students with special needs in the general classroom and that the majority of teachers in those classes lack the abilities to conduct inclusive programmes (Agbenyega 2007; Agbenyega and Deku 2011; Ocloo and Subbey 2008). This implies that despite the fact that many instructors are willing to teach kids with SENs, they frequently lack the knowledge and teaching skills necessary to engage in inclusive education. Teachers are more likely to keep positive attitudes if they possess the knowledge and abilities necessary to implement inclusive pedagogies. However, the precise nature of instructors' attitudes on inclusion is unknown, and the statistics are inconsistent. Although teachers expressed positive opinions toward inclusion, Bailey, Nomanbhoy, and Tubpun (2015) found that they had bad feelings toward the implementation of inclusive programmes in their schools.

Consequently, teacher preparedness has become a crucial aspect for the successful implementation of inclusive education. Teachers who are unprepared to meet the demands and responsibilities of students with special needs do not favour inclusion, according to research (Blecker and Boakes, 2010; Brackenreed, 2011) because they are unfamiliar with special education practises, required resources, added workload, and time commitments (Harpell and Andrews 2010). This lack of preparedness leads to the schools' inability to implement inclusion (Gupta and Tandon 2018).

2.9 UAE efforts to support Inclusive Education for SEND

Education has been identified as a top priority in the UAE, so the government has taken measures to defend the rights of children with SEND by promoting inclusive education for them to provide educational services to students with SEND as well as students who have additional needs such as gifted and talented students. These educational programs and services reflect the best international standards and practices, and prepare these students to be productive members of society. These services must be provided in both public and private schools. (KHDA. 2017).

Special education programs and services have grown and expanded since 1979 in the United Arab Emirates to include students with SEND in higher grades, as well as to recognize a larger range of special education categories, in order to enhance inclusive education. In 2006, special education has covered a wider range that support students up to grade nine.

The main regulations for the provision of special education programs and services under the topic of 'School for All' were formally put into place by the Ministry of Education (MOE) in the United Arab Emirates (UAE) in May of 2010. This initiative's primary objective is to improve the quality of education for students with disabilities by ensuring that they have access to equal educational opportunities in both public and private settings, as well as supporting them to meet their requirements and develop their potential.

An intensive survey was carried out by the Ministry of Education in order to determine the percentage of students with SEND who are enrolled in regular classes. The majority of these pupils have issues with speech and language, as well as learning difficulties (Abdat 2010; Gaad 2011). As a result of this survey, it became apparent that there is a demand for services in mainstream schools. As a direct consequence of this, public schools started implementing specialized

classrooms in order to teach students who struggle academically, as well as students who have physical disabilities and students who have sensory disabilities.

Lately, his Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE, issued Law No. (3) of 2022 on the rights of disabilities in the Emirate of Dubai. The Law sets forth the rights of disabilities and the services that relevant entities should provide them. These include inclusive education at every stage, rehabilitation, inclusive job opportunities in all sectors, and healthcare, therapeutic and social services, in addition to access to all services such as worship, police and legal services.

Relevant entities should also offer disabilities the ability to access data and information through various platforms and inform them about their legal rights. The Law also seeks to ensure people with disabilities can access banking services and participate in various sports and entertainment programmes, among others. The Law also outlines the tasks and responsibilities of government entities in implementing this Law (GDMO, 2022).

CHAPTER (3) – METHODOLOGY

3.1 Introduction

This chapter discusses the methodology adopted in the current case study, in addition to details about the research design and philosophy, its community and sample, also data and tools validity, reliability and ethics, in addition to statistical methods used in the current research.

3.2. Research Design

Research design defined as the techniques and concepts used in work, ranging from broad assumptions to specific methods such as data collection, analysis, and evaluation, all of which contribute to the data interpretation. Choice of research design depends on its objectives. There are different research designs, such as qualitative research design and quantitative research design.

The researcher used secondary data sources to collect data on the readiness of teachers to implement inclusive education effectively. Chettay (2019) sees research design as a logically connected technique that facilitates effective analysis of the elements and methodologies to eliminate the current research problem. In this case study an analytical descriptive design was used with the teachers to investigate their readiness to implement inclusive education effectively.

3.3 Research Philosophy

Research philosophy summarizes the main principles and ideas of the study. There are two types of explanatory and positivist research models. The explanatory aims to observe the individual and know how he behaves.

The issue of inclusion is one of the most important philosophical issues raised today in the field of work with special educational needs and disabilities, as it depends on the foundations that must be adhered to ensure its success and to overcome the problems it faces.

So, through the teachers' opinions about their readiness to implement the inclusion effectively, it will be interpreted to arrive at a logical analysis that accurately interprets their views, which allows making recommendations that benefit future studies, and through which helps to overcome the problems and challenges of inclusion, considering that it is a philosophical issue that differs and opinions agree on it.

3.4 Research Methodology

This study uses a quantitative research method. For this, the researcher used the survey method to collect data. A survey was conducted for a number of teachers in a private school in Sharjah. After that, the sample that will be applied to the study tools was determined so that it is homogeneous to some extent, after obtaining permission to collect data from the school administration.

3.5 Research Population

The study population includes all teachers working in a private school in Sharjah, from various disciplines, where the school applies the inclusion system in its classes, therefore, the study community has sufficient knowledge of the issue of inclusion and its challenges, and they were trained to deal with SEND when merging them with ordinary students.

3.6 Research Sample

Study sample included (58) teachers working in a private school in Sharjah, from various scientific disciplines, males and females, and the distribution of the study sample will be clarified as follows:

1- Gender: Figure No (1) indicated the distribution of the study sample regarding to gender as follows:

Figure No (1) refers to sample teachers' gender

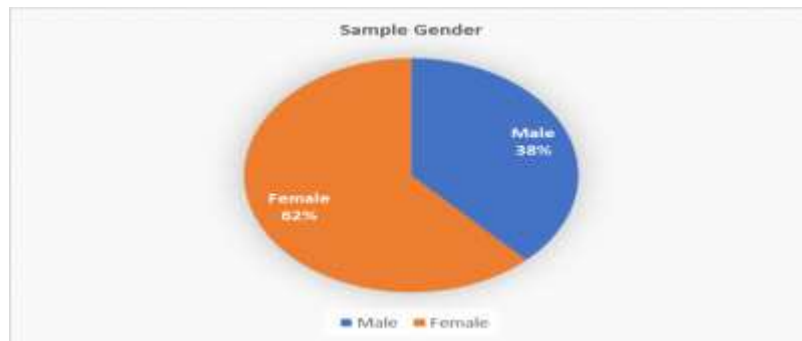


Figure No. (1) indicates the distribution of the sample regarding to gender, where the number of males was (22) with a rate of (37.9%), while the number of females was (36) at a rate of (62.1%).

2- Experience: Figure No. (2) indicates the distribution of the sample according to experience, as follows:

Figure No (2) refers to experience of the sample



Figure (2) indicates the distribution of the sample according to experience, where the number of those with experience of less than (5) years was (23) with a percentage of (39.7%), while the number of those with experience between 5 to 10 years was (16) with a percentage of (27.6%) and the number of people with experience between 10 to 15 years was (11) with a rate of (18.9%), and finally the number of those with more than 15 years of experience was (8) with a rate of (13.8%).

3- Grade: Figure No. 3 shows how the study sample was split up by Grade as follows:

Figure No (3) refers to grade taught by the sample

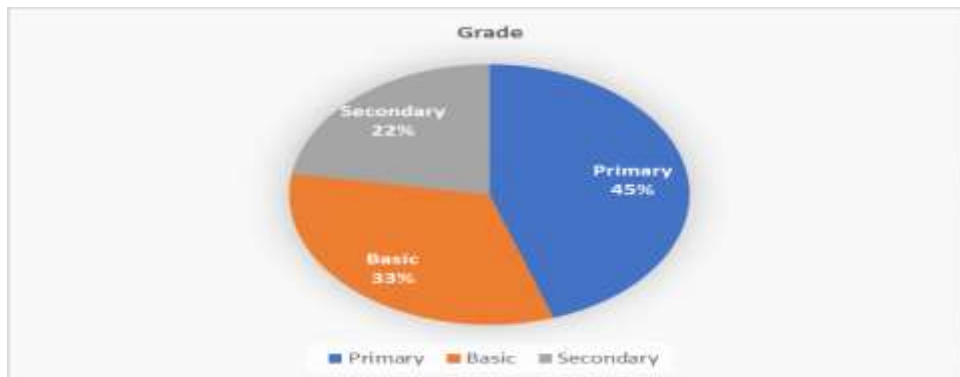


Figure No. (3) indicates the distribution of the sample by school stage, where the number of teachers working in the primary stage was (26) with a percentage of (44.8%), and the number

of teachers in the basic stage was (19) at a percentage of (32.8%), and finally it was (13) teachers in the secondary stage with a rate of (22.4%).

3.7 Tool and Data Collection

Regarding to the literature review and previous studies on the subject of the study, the researcher prepared a questionnaire on the readiness of teachers to implement inclusive education effectively. Examinee answers the main data such as gender, grade, and experience. As for the questionnaire's statements, initially consist of (25) statements, which eventually became (20) divided into four factors, validity and reliability were calculated. Examinee chooses between strongly disagree - disagree - neutral - agree - strongly agree.

3.8 Validity and Reliability

A questionnaire was applied in the current study after verifying its validity and reliability, this verification was done through two methods, the first one was through the validity of the arbitrators, where the researcher presented the questionnaire in its first form to a group of experts and arbitrators, and its phrases were initially 25 items, which became (20) items after deleting some of them, some were modified, and the validity was calculated through the Cronbach's alpha coefficient, which was (0.91), (0.87), (0.88), (0.84) in the four factors respectively, these transactions are statistically significant, indicating the validity and reliability of the questionnaire. Table (1) refers to Alpha Cronbach as follows:

Table (1) Alpha Cronbach coefficient for validity and reliability

Factor	Alpha Cronbach	Sig
Psychological	0.91	0.05**
Social	0.87	„ „
Cognitive	0.88	„ „
Academic	0.84	„ „

** sig at 0.05 level

Table (1) refers that all factors of the Readiness of Teachers to Implement Inclusive Education Effectively Questionnaire are valid and reliable

3.9 Research Ethics

The ethics of scientific research aim to adhere to all the ideals and ethical principles used in scientific research while avoiding fraud, plagiarism or falsification of information and everything that harms scientific research work and building high-quality research.

This requires full commitment to all the ethics of scientific research and the qualities that the researcher must possess, which leads us to important scientific studies, which play a major role in disseminating reliable accurate data, information and results, which have a significant impact on the development of science and societies.

The scientific study has adhered to all the ethics of scientific research in terms of following the scientific method in writing, returning to scientific references, applying the study, analysing its results, and providing recommendations that benefit researchers in this field.

3.10 Research Procedures

The researcher developed a self-questionnaire that was approved by the research supervisor. The necessary approvals were taken to start the study procedures, and the required sample of teachers from various disciplines was selected. The purpose of the questionnaire was clearly defined before starting its application, and the questionnaire was distributed electronically, after explaining how to answer it to the intended sample.

Then the participants signed a consent in the beginning of the questionnaire stating that they have the right to withdraw from participation at any stage. Later, the data was collected then analysed using SPSS version 22.

3.11 Research Limitations

The current research focused on checking the willingness of teachers to apply inclusive education effectively. This necessitated reliance on the descriptive analytical approach by selecting a sample of teachers at the school in all its academic stages.

In general, the sample number was acceptable in light of the study population, which facilitated the process of statistical analysis and the quality of the tests that were performed statistically. It was based on percentages, frequencies, degrees of freedom, t-test, and some other statistical methods.

3.12 Test Analysis

The current study relied on descriptive research by analysing the sample responses, through the statistical program SPSS. Where the following statistical coefficients were used:

- Percentage
- Chi- Square
- Pearson correlation coefficient & ANOVA
- Mean
- T-test
- Alpha Cronbach.

3.13 Summary

The table below refers to the research methodology used in this research as follows:

Table (2) Methodology

Research Approach	Descriptive Analytical Approach
Research Sample	58 teachers in a private school in Sharjah
Research Tool	Questionnaire on the readiness of teachers to implement inclusive education effectively
Data Analysis	Thematic Analysis

CHAPTER (4) – FINDINGS

4.1 Introduction

Chapter (4) discusses the findings of the current study by analysing the results of the questionnaire that was applied to the study sample. This chapter explains the results obtained in the current study, through the tables of statistical analysis.

4.2. Questionnaire Findings

After completing the application of the questionnaire on the readiness of teachers to implement inclusive education effectively electronically, the researcher collected the responds, then the results of each question were analysed separately, and the incomplete questionnaires were excluded, as (58) teacher filled out the questionnaires.

4.3 Findings of the First Question:

- To what extent teachers are ready to implement inclusive education effectively in terms of four different factors:

4.3.1 Psychological Readiness factor

4.3.2 Social Readiness factor

4.3.3 Cognitive Readiness factor

4.3.4 Academic Readiness factor

The following table indicates the results of this question.

Table (3) Means, St.dv, T.Test& Level for Items

No	Item	Mean	St.dv	T.Test	Level
Psychological Factor					
1	I feel confident to teach students with SEND at the inclusion classes	3.74	.68	1.22	High
2	I feel comfort when I know that a student with SEND	3.67	.74	2.12	High
3	Teaching students with SEND in the regular classroom has a positive impact on their self-esteem	4.77	.78	1.35	High
4	I am confident in designing tasks to meet the different needs of students with SEND at the inclusion classes	4.89	.68	2.35	High
5	I feel confident teaching a child with a disability regardless of the type or severity of the disability	3.87	.79	1.65	High
Cognitive Factor					
6	When SEND are included in the Inclusion classes, this develops their social capabilities	3.55	.66	2.01	High
7	Inclusion of SEND in the regular classroom helps them interact well with their peers	4.27	.74	1.65	High
8	inclusive education contributes to making the educational environment an attractive for all	4.09	.79	2.35	High
9	In the inclusion classes, the friendliness and love prevail between SEND and their ordinary peers	3.67	.86	3.02	High
10	Social relations improve in the inclusion classes between the teacher and all the students	4.25	.68	2.08	High
Social Factor					
11	I believe that all students can learn in the same classroom regardless their abilities	4.62	.69	1.98	High
12	I believe that students with SEND should learn in inclusive classrooms	3.91	.78	2.65	High
13	I know how to differentiate in inclusion classes between meeting the needs of students with SEND and their regular peers	4.22	.76	3.14	High
14	My experience enables me to handle all academic, behavioral and disciplinary issues in inclusive classes	3.90	.84	3.00	High
15	I have the full knowledge of dealing with problems	4.55	.80	1.35	High

	while teaching in inclusive classes				
Academic Factor					
16	I can handle students with behavioral problems in my class	4.01	.77	2.01	High
17	I believe that students with SEND can progress academically in regular classrooms	4.52	.78	2.35	High
18	My school provides regular professional development to support teachers in teaching students with SEND	3.87	.79	1.97	High
19	I am aware about the inclusion policy in my school	4.80	.87	3.08	High
20	I do not find it difficult to teach a student with cognitive deficiencies in the inclusion classes	4.86	.84	2.54	High
Total Mean		4.21			

Findings that can be seen in the table above show that the mean of the study sample about the teachers' readiness to implement inclusive education effectively ranged between (3.55) and (4.89). The item "I am confident in designing tasks to meet the different needs of students with SEND at the inclusion classes" came in the first place, and the item "When SEND are included in the Inclusion classes, this develops their social capabilities" came in the last place .

In general, the means were all high and was statistically significant, so that the total mean was (4.21), and this shows that the dispersion in the means and standard deviations was low, which indicated that teachers' readiness to implement inclusive education effectively was high.

This convergence in teachers' opinions about their readiness to implement inclusive education effectively reflects the extent to which teachers accept the idea of inclusive education and their willingness to implement it with enthusiasm, as well as the convergence between the values of the arithmetic averages of the expressions. It was also noted through the levels of significance that there were no statistically significant differences in opinions on all statements,

and all levels of significance were less than (0.05) for all items of the questionnaire. As shown in Figure No 5 below:

Figure No (4) refers to overall teachers' readiness to implement inclusive education effectively

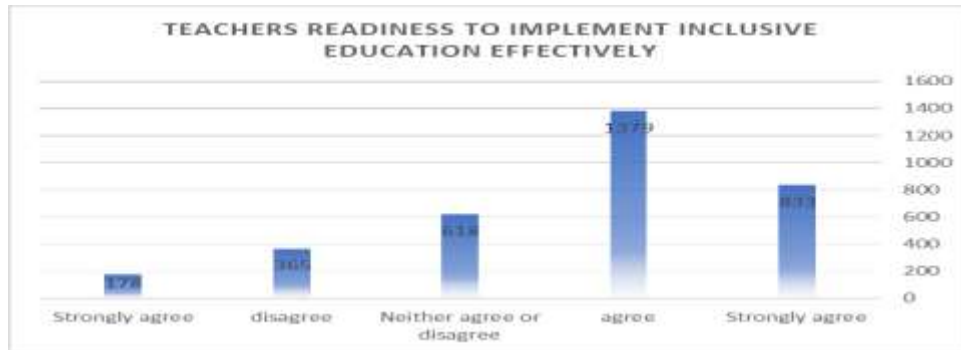


Figure (4) refers to the overall responses of the study sample to the teachers' readiness to implement inclusive education effectively, where it is clear that the higher responses are between strongly agree and agree than the other responses.

4.3.1 Teachers' readiness in terms of psychological factors

Findings of Table No. (4) refer to results related to teachers' psychological readiness to implement inclusive education effectively.

Table (4) Mean of the Items Statistics for the Psychological factor

items	Mean	Std. Deviation	N
Psycho01	3.74	.687	58
Psycho 02	3.67	.745	58
Psycho 03	4.77	.784	58
Psycho 04	4.89	.689	58
Psycho 05	3.87	.797	58

Finding in table number (4) indicate that all items' mean for the psychological factor was accepted. This means that the psychological readiness for the Inclusive education effectively of teachers was high and statistically significant.

Table number (5) refers to Chi- Square& DF to the psychological readiness factor to implement inclusive education effectively as explained below:

Table (5) Chi- Square& DF for psychological readiness to implement Inclusive education effectively

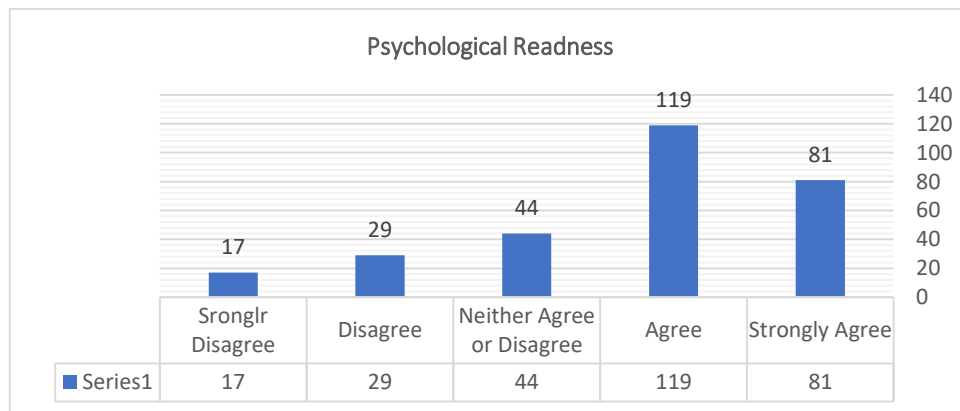
Item	S.Disagree	Disagree	Neutral	Agree	S. Agree	Chi Squ	D	Sig
Psy01								
F	3	7	10	22	16	120.01	6	.001
%	5.2	12.1	17.2	37.9	27.6			
Psy02								
F	4	6	9	24	15	122.1	6	.001
	6.9	10.3	15.5	41.4	25.9			
Psy03								
%	3	5	8	23	19	116.3	6	.002
	5.2	8.6	13.8	39.7	32.8			
Psy04								
F	5	5	9	27	12	112.3		.003
%	8.6	8.6	15.5	46.6	20.7		6	
Psy05								
F	2	6	8	23	19	115.8		.001
%	3.4	10.3	13.8	39.7	32.8		6	
Total	17	29	44	119	81	586.51		

Table 5 shows the Chi Square scores for all item questions for all participants regarding the psychological readiness factor for teachers to implement inclusive education effectively.

Findings in this table refers to the percentage agreement of respondents' answers for all items from 1 to 5, Chi-Square was different for all items and was significant in (0.05) for the psychological readiness factor.

Chi-Square analytical method above shows that the total Chi-square is 686.51 which is greater than the table value of 9.488 or 9.49, with the D.f at 6 and the probability level at 0.05, these findings were high. Figure number (6) refers to participants' responses in terms of the psychological readiness factor as follows:

Figure (5) participant’s responses for the psychological readiness factor



Generally, findings of this question indicate the high psychological readiness of the teachers to implement inclusive education effectively.

4.3.2 Teachers' readiness in terms of social factors

Findings of Table No. (6) refer to results related to teachers' social readiness to implement inclusive education effectively.

Table (6) Mean of the Items Statistics for the Social factor

items	Mean	Std. Deviation	N
Social01	3.55	.66	58
Social02	4.27	.74	58
Social03	4.09	.79	58
Social04	3.67	.86	58
Social05	3.55	.66	58

Findings in table number (6) indicates that all items' mean for the social factor was accepted. This means that the social readiness for implementing inclusive education effectively was high and statistically significant.

Table number (7) refers to Chi- Square& DF to the Social readiness factor as follows:

Table (7) Chi- Square& DF for Social readiness factor for the Inclusive education effectively of teachers

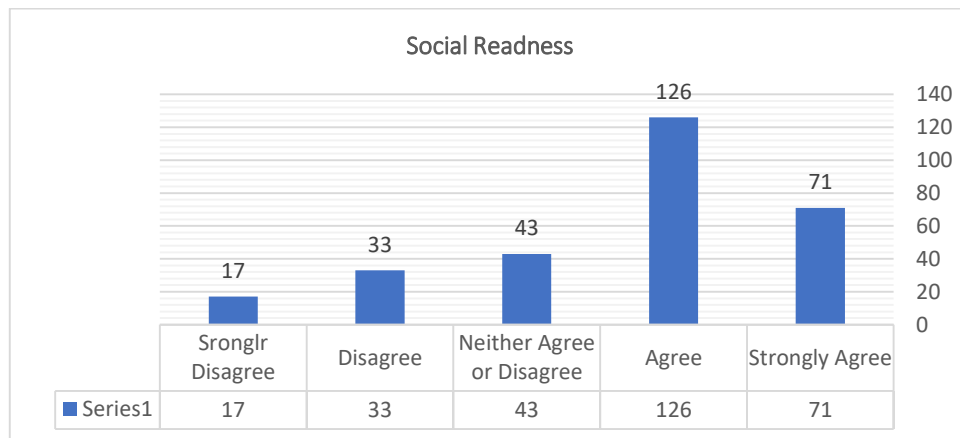
Item	S.Disagree	Disagree	Neutral	Agree	S. Agree	Chi Squ	D	Sig
Soc01								
F	4	5	9	24	16	118.2	6	.001
%	6.9	8.6	15.5	41.4	27.6			
Soc02								
F	2	7	9	26	14	112.3	6	.001
%	3.4	12.1	18.9	44.8	24.1			
Soc03								
%	4	7	10	27	10	114.5	6	.002
%	6.9	12.1	17.2	46.6	17.2			
Soc04								
F	3	8	8	25	14	112.3		.003
%	5.2	13.8	13.8	43.1	24.1		6	
Soc 05								
F	4	6	7	24	17	112.6		.001
%	6.9	10.3	12.1	41.4	29.3		6	
Total	17	33	43	126	71	569.9		

Table 7 shows the Chi Square scores for all item questions for all participants regarding the social readiness factor for teachers to implement inclusive education effectively. The percentage agreement for all items from 1 to 5, Chi-Square was different for all items and was significant in (0.05) for the social readiness factor. Chi-Square analytical method above shows that the total Chi-

square is 569.9 which is greater than the table value of 9.488 or 9.49, with the D.f at 6 and the probability level at 0.05.

These findings refers that the social readiness factor to implement inclusive education effectively was high. Figure number (7) below, refers to participants' overall responses in terms of social readiness factor.

Figure (6) participant’s responses for the social readiness factor



Overall, findings of this question indicate the high social readiness for the teachers to Implement Inclusive Education Effectively.

4.3.3 Teachers' readiness in terms of cognitive factors

Findings of Table No. (8) refer to results related to teachers' cognitive readiness to implement inclusive education effectively.

Table (8) Mean of the Items Statistics for the Cognitive factor

items	Mean	Std. Deviation	N
Cog01	4.62	.69	58
Cog02	3.91	.78	58
Cog03	4.22	.76	58
Cog04	3.90	.84	58
Cog05	4.55	.80	58

Findings in table number (8) indicate that all items' mean for the cognitive factor was accepted. This means that the cognitive readiness to implement inclusive education effectively was high and statistically significant.

Table number (9) below refers to Chi- Square& DF to the cognitive readiness factor to implement inclusive education effectively.

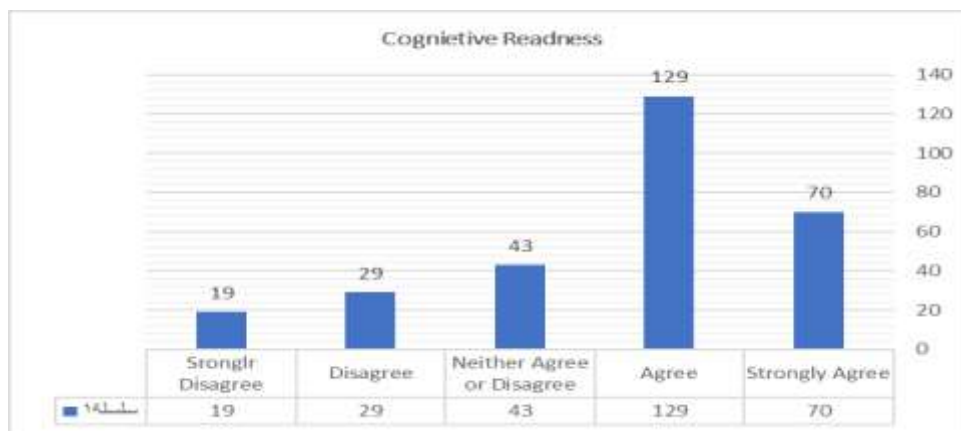
Table (9) Chi- Square& DF for teachers' cognitive readiness factor to implement inclusive education effectively

Item	S.Disagree	Disagree	No agr. disagr	Agree	S. Agree	Chi Squ	D	Sig
Cog01								
F	5	4	8	24	17	111.7	6	.001
%	8.6	6.9	13.8	39.7	29.3			
Cog02								
F	3	5	9	24	17	110.5	6	.001
	5.2	8.6	18.9	39.7	29.3			
Cog03								
%	6	6	11	27	8	112.5	6	.002
	10.3	10.3	18.9	46.6	13.8			
Cog04								
F	2	7	8	26	15	116.0		.003
%	3.4	12.1	13.8	44.8	25.9		6	
Cog05								
F	3	7	7	28	13	118.1		.001
%	5.2	12.1	12.1	48.3	22.4		6	
Total	19	29	43	129	70	568.8		

Table 9 shows the Chi Square scores for all item questions for all participants regarding the cognitive readiness factor. Findings in this table refers to respondents' answers the percentage agreement for all items from 1 to 5, Chi-Square was different for all items and was significant in (0.05) for the Cognitive readiness factor for the Inclusive education effectively of teachers.

Chi-Square analytical method above shows that the total Chi-square is 568.8 which is greater than the table value of 9.488 or 9.49, with the D.f at 6 and the probability level at 0.05, These findings refers that the Cognitive readiness factor for the Inclusive education effectively was high. Figure number (8) below refers to participants' overall responses to the cognitive readiness factors:

Figure (7) participant’s responses for the Cognitive readiness factor



Generally, findings of this question indicate the high Cognitive readiness for teachers to Implement Inclusive Education Effectively.

4.3.4 Teachers' readiness in terms of academic factors

Findings of Table No. (10) refer to results related to teachers' academic readiness to implement inclusive education effectively.

Table (10) Mean of the Items Statistics for the Academic factor

items	Mean	Std. Deviation	N
Acad01	4.01	.77	58
Acad02	4.52	.78	58
Acad03	3.87	.79	58
Acad04	4.80	.87	58
Acad05	4.86	.84	58

Findings in table number (10) indicates that all items' mean for the Academic factor was accepted, that is mean. This means that the Academic readiness for the Inclusive education effectively of teachers was high and statistically significant. Table number (11) below refers to Chi- Square& DF to the academic readiness factor for implementing inclusive education effectively:

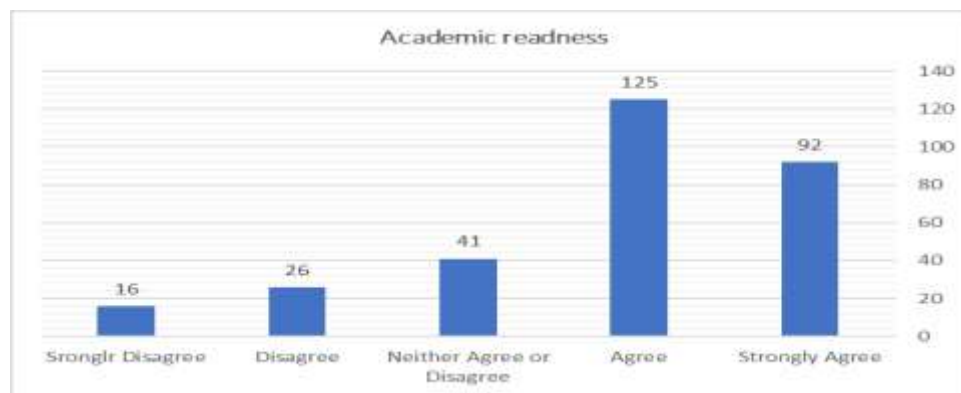
Table (11) Chi- Square& DF for Academic readiness factor for the Inclusive education effectively of teachers

Item	S.Disagree	Disagree	Neutral	Agree	S. Agree	Chi Squ	D	Sig
Acad 01	4	2	10	23	19	111.7	6	.001
F	6.9	3.4	17.2	39.7	32.8			
%								
Acad02	4	4	8	22	20	114.6	6	.001
F	6.9	6.9	13.8	37.9	34.5			
%								
Acad03	3	7	7	26	15	110.4	6	.002
F	5.2	12.1	12.1	44.8	25.9			
%								
Acad04	3	6	9	26	14	108.2		.003
F	5.2	10.3	15.5	44.8	24.1		6	
%								
Acad05	2	7	7	28	14	110.4		.001
F	3.4	8.6	12.1	48.3	24.1		6	
%								
Total	16	26	41	125	92	555.3		

Table 11 shows the Chi Square scores for all item questions for all participants regarding the Academic readiness factor for teachers to implement inclusive education effectively. Findings in this table refers to respondents' answers the percentage agreement for all items from 1 to 5, Chi-Square was different for all items and was significant in (0.05) for the academic readiness factor

for implementing inclusive education effectively of teachers. Chi-Square analytical method above shows that the total Chi-square is 555.3 which are greater than the table value of 9.488 or 9.49, with the D.f at 6 and the probability level at 0.05, These findings indicate that teachers' academic readiness for implementing inclusive education effectively was high. Figure number (9) below refers to participants' overall responses in terms of the academic readiness factor:

Figure (8) participant's responses for the Academic readiness factor



Overall, findings of this question indicate the high academic readiness for the teachers to Implement Inclusive Education Effectively.

CHAPTER 5 DISCUSSION AND CONCLUSION

5.1. Introduction

The last chapter of the study discusses the findings it achieved through compatibility with the theoretical framework and previous studies presented by the researcher regarding to the variables of the current study such as SEND and Inclusive Education. Then discuss those results and how to benefit from them, and present a number of recommendations and future studies that may benefit researchers in the field of work with students with SEND and in the field of inclusion in particular.

5.2 Discussion

Findings of the current study confirmed the need to integrate students with SEND in regular classes with their ordinary peers, as evidenced by the high willingness of teachers to apply the inclusion (psychological - social - cognitive - academic),

Findings also indicated that the four factors increased among teachers, which indicates their conviction of the benefit of inclusion for students with SEND, and its effectiveness in overcoming the problems faced by these students, as they need psychological, educational and social support, as this will only be done through inclusive classes. (Alshamari. 2019).

As studies and research in the field of inclusion indicated that the issue of inclusion of students with SEND in society and the school is one of the advanced steps that the various rehabilitation programs have seen as a primary goal for the rehabilitation of special educational needs and disabilities recently.

The method of inclusion refers to providing all services and care for people with SEND in an environment far from isolation. It is the environment of the regular classroom in the regular school, or in a special classroom of the regular school, or the so-called resource rooms, which provide services for SEND for some time. (Bailey. Et.al2015).

It is very important to bear in mind that inclusion has scientific and educational rules and conditions that must be met before, during and after its application. Despite the presence of opponents, the principle of inclusion has become an urgent educational issue in the field of special education. perhaps what opponents of the inclusion principle fear most is to deprive students with SEND of facilities, services and special care, whether educational, psychological, social or other assistance.

Studies have indicated that in order for service providers to students with SEND to ensure the success and acceptance of inclusion at the popular level or at the level of decision-makers. It is also necessary to look at the obstacles and needs, then it is necessary to carefully plan for a set of programs that prepare the process of inclusion, the most important of which was the subject of the teachers and attention to training them to work in the inclusive classes, and the development of their motives, whether psychological, cognitive, social or academic. (Imaniah& Firia. 2018).

Findings of the current study agreed with what was reported by many studies on the need to pay attention to the competence of the teacher, especially the teacher of inclusion. Because it is considered an essential factor for the success of inclusion of SEND with their ordinary peers, Therefore, teachers must be trained and developed professionally and in all aspects to be ready to implement the inclusion and differentiation between ordinary students and SEND in those classes. (Chafia, Azoz. 2021).

Also, as the studies in the field of inclusion agreed, educational inclusion constitutes a great interest for workers in the field of care and rehabilitation of children with SEND, as it is an aid to adapt children with SEND with ordinary children to acquire new educational skills that contribute to developing their personality and integrating them into society. (Park. 2021).

To achieve this it is required to prepare the frameworks in line with the inclusion programs, and the success of educational inclusion depends on good scientific and practical preparation to achieve the goals of the educational process and the chances of success and progress for this category. Despite the specialization of special education teachers and resource room teachers, it has become necessary for all teachers to have knowledge of the characteristics and needs of SEND, in addition to knowledge of their teaching methods. (Masry& Ajwa. 2020).

The educators made great efforts in order to reach the best practices to support students with SEND, and the area of concern for the teacher and the student was the focus of the first concern for the success of the Inclusion. So it was necessary to pay attention to the development of the teachers' motivation for the success of this inclusion and his willingness to do so, and thus the teacher, like the student, needs support as well. In an inclusive environment, support for teachers is an essential strategy for accommodating students with SEND in the regular classroom. (Leifler, 2020).

Many factors may influence the extent to which a comprehensive practice can be successfully implemented. However, the European Agency for Developers in Special Needs Education explicitly specifies that teachers need the appropriate skills, knowledge and understanding so that they can increase their motivation and willingness to work in inclusion classes. In addition to the

need to acquire some values and attitudes to work effectively in inclusive environments. The competence of teachers is related to their attitudes towards students with SEND. (Cat. Et.al. 2018).

Therefore, teachers are supposed to recognize the ways in which individuals learn, remove obstacles and create flexible learning environments, where teachers systematically analyse processes in school and classroom practice, where inclusive education is one of the target areas for sustainability, it is therefore important to provide teachers with opportunities for professional development that will contribute to increasing their motivation and willingness to properly implement inclusion. (Leifler, 2020).

In conclusion, the United Arab Emirates has made great efforts in the field of supporting people with SEND, starting with changing their names to People of determination, and setting a clear policy for inclusive education in all schools in the country.

In addition to supporting teachers and developing them professionally on all academic, cognitive, psychological and social aspects, which had the greatest impact in supporting SEND, and teaching them alongside the ordinary student in regular classes.

Therefore, the results of the current study confirm the efforts that have been made and are still being made in the field of supporting SEND in the United Arab Emirates, where the willingness of teachers was high in all fields, which confirmed those effort.

5.3 Future Studies

The researcher suggests future studies, as follows:

- Training needs of teachers in inclusion classes.
- The professional needs of teachers for the application of inclusion.
- Professional development for teachers to work in inclusion classes.
- Educational inclusion in light of COVID-19 and its impact on students with SEND.
- Effectiveness of educational integration within the virtual classroom.
- Psychological, social and academic effects of educational inclusion on ordinary students and SEND.

5.5 Conclusion

The current study was set to examine the teachers' readiness to implement inclusive education in a private school in Sharjah. A quantitative research method was used through a questionnaire.

It has clarified the need to pay attention to the issue of integrating SEND into regular classes, as this needs to make more efforts by all workers in the field, especially teachers who need to motivate them to work in those classes. So teachers are the most important pillar for the success of inclusion, therefore in order to assure implementing inclusive education successfully it is very important to consider teachers' readiness for it.

This confirms the efforts of the United Arab Emirates in the field of inclusive education, and to provide appropriate education for all, an education that takes into account the needs of SEND and their ordinary peers. Therefore, work must be done to motivate the teacher along with the student to make the process of inclusion in the regular classes successful.

5.5 Recommendations

At the end of the current study, the study presents a number of recommendations, for example:

- Assure psychological, cognitive, social and academic preparation for teachers when applying inclusive education within schools.
- Material and moral support for the teacher who works in the Inclusive classes.
- Providing all support services and full support within the Inclusive classes.
- Preparing students without disabilities to deal with their SEND and teach them how to support them.
- Connecting Inclusion classes with all services within the school, such as technology and others.

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APPENDIX

1- Questionnaire

Probable or Inevitable? A study to Investigate the Teachers' Readiness to Implement Inclusive Education in a Private School in Sharjah

Invitation to participate in the study

Dear Participant,

Thank you in advance for your participation in this questionnaire.

I am Hadeel Adnan, Master of Education student at the British University in Dubai. I am conducting this questionnaire to investigate the readiness of teachers when it comes to inclusive education.

This questionnaire should take you approximately 10-15 minutes to complete.

Participants have the right to withdraw from the questionnaire at any point. If you do not wish to continue or submit the questionnaire, please do not hit the submit button. Once the questionnaire has been submitted, this will be regarded as consent towards the data being used in this research.

This questionnaire is for educational purposes only and all participants and data shall remain anonymous.

Thank you for your participation and allowing the researcher to obtain information for this study.

Jazzakom Allah Khairan

Should you require any further clarification about the study, please feel free to contact the researcher;

Hadeel Adnan at 20002475@student.buid.ac.ae

General Information

1. Gender *

Mark only one oval.

- Male
 Female

2. Total years of Experience *

Mark only one oval.

- 0 - 5 years
 5 - 10 years
 10 - 15 years
 Above 15

3. Grade level you teach *

Mark only one oval.

- Lower Primary
 Higher Primary
 Secondary

Psychological readiness to implement inclusive education effectively

4. 1- I feel confident to teach students with special needs at the inclusion classes *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

5. 2- I feel comfort when I know that a student with special needs will be in my class *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

6. 3- Teaching students with special needs in the regular classroom has a positive impact on their self-esteem *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

7. 4- I am confident in designing tasks to meet the different needs of students with special needs at the inclusion classes *

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

8. 5- I feel confident teaching a child with a disability regardless of the type or severity of the disability *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Cognitive readiness to implement inclusive education effectively

9. 6- When SEND are included in the Inclusion classes, this develops their social capabilities *

Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. 7- Inclusion of SEND in the regular classroom helps them interact well with their peers *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

11. 8- inclusive education contributes to making the educational environment an attractive for all *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

12. 9- In the inclusion classes, the friendliness and love prevail between SEND and their ordinary peers *

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

13. 10 - Social relations improve in the inclusion classes between the teacher and all the students *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

14. 11- I believe that all students can learn in the same classroom regardless their abilities *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

15. 12- I believe that students with special needs should learn in inclusive classrooms *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree
 Strongly Disagree

16. 13- I know how to differentiate in inclusion classes between meeting the needs of students with special needs and their regular peers *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

17. 14- My experience enables me to handle all academic, behavioural and disciplinary issues in inclusive classes *

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

18. 15- I have the full knowledge of dealing with problems while teaching in inclusive classes *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

Social readiness to implement inclusive education effectively

19. 16- I can handle students with behavioural problems in my class *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

20. 17- I believe that students with special needs can progress academically in regular classrooms *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

21. 18- My school provides regular professional development to support teachers in teaching students with special needs *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

22. 19- I am aware about the inclusion policy in my school *

Mark only one oval.

- Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree

23. 20- I do not find it difficult to teach a student with cognitive deficiencies in the inclusion classes *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

