



The Obstacles for Integrating Disabled Students in Ordinary Schools from the Schools Employees

KEYWORDS

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ABSTRACT *The study aimed at recognizing the obstacles of the disabled students integrating in ordinary schools, limiting the more difficult kinds of disabilities for integration and the suggestions and solutions that take place in encountering these obstacles. The sample of the study consisted of (200) individuals who work in public and private schools in Amman governorate. The researcher constructed a questionnaire of (40) items and an open question. The validity of the instrument was checked by experts through content validity.*

The results of the study indicated that the most difficult obstacles for the tegration program were the lack of finance, assistant services for integrating those disabled in the society, specialized teachers in the process of preparing and rehabilitation of the disabled students, leaflets for parents on how they can deal with disabled sons, perspectives of parents towards the way of treatment with disabled sons. The most difficult disability among these kinds for integrations was mental disability, where as the least one was the emotional disability.

The study proposed the following recommendations and solutions for solving these obstacles :

- Providing schools with equipments and devices needed for the purpose.
- Continuous development in curriculum and methods of teaching for this target group.
- Training employees to be able to deal with this group.
- Taking into account the individual differences.
- Producing programs that guide and counsel parents in dealing with the target group.

The Theoretical Framework

Education and presenting educational services with all its forms isn't limited nowadays on normal students and teaching also isn't directed to subject a particular include the whole categories learners regardless their mental levels and comprehensive abilities as a belief in achieving the principle of democracy and equivalence of opportunities in the field of education, the concept of educational integration has emerged. The success of integration program requires the necessity of particular conditions and resources to be available with the existence of supportive services . The program of integrating disable student with their peers of normal students (Guralunick, 1999) and also is related strongly to the attitudes of normal students parents , teachers and the attitude of the society towards disable students, and is related to the number of teachers, the educational system, the flexibility of this system, and the methods of evaluation, exams, and the environment in which students learn.

AL-Sadiq (1999) viewed that the process of integrating disable students needs planning of the school, the teacher, the classroom, the specialist who works with students to teach them and guide his family and the program must meet partnership and integration between the whole elements of the educational process, and planning and implementation all must be extended to include the local environment form which disable students come and to which return after completing the program.

AL-Sartawi(1987) mentioned that there was no need for rush or impulse in applying integration without previous planning and he emphasizes on the importance of collaborative official

integration in addition to the previous education creating the positive attitudes among the society in general, and the school in general, and the school personals in the articulations.

The researcher confirms through his necessity of purposeful collaboration between special education teachers and general education teachers to enhance integration.

It could be said that: the success of integration program is related to the educational authority belief in the philosophy of integration where this authority has the potential power to create a great enhancement to prove that integration is a successful project.

Researchers agree that teachers attitudes toward integration and accepting it among the most important elements that determine the success or the fail of this process also the normal students attitudes may be an extend for their teachers attitudes toward them. (Hani. 1997) Also conducting training programs for in-service teachers on how to use teaching methods and working as one team their recognition of the individual differences , their understanding for such differences, making available teaching material and tools necessary for teacher through providing them with information regarding the characteristics and the need of disabled learners and the kind of successful and appropriate integration.

It became necessary to make appropriate and necessary changes in the educational and cultural policies and concepts of teaching disabled learners that are applied worldwide where all parties must work together and students should be separated in contrasting such due to the individual differences. If the problem of regular schools is that they are unable to deal with such differences ,this is a clear confession of the weakness of the programs that are prepared for qualifying teachers and those educational programs that are appropriate for the whole students. The solution of this problem will not be excluding disable students from general education with the argument that they will not pass or it is impossible for them to pass and so they forbid them from their rights to participate in the normal life . so if the regular school currently cant contain those student and offers them the lowest degree of success and participation opportunities it then admits that there is a major problem in its educational ission which calls planners educators and policy makers to ask themselves many questions regarding developing the regular school to be appropriate for the needs of the disable and normal students alike . The disable students opportunities for success are increased within the appropriate environment depending on their needs and abilities and the less

were challenges and obstacles facing the disable student the more is his/ her opportunity for success and learning.

Al –Mousa (1993) emphasized the importance of making available the whole human and material resources within the regular school before initiating integration process he indicated that the views and perspectives of specialized people and workers within the educational field of special education were all confirmed . The importance of overcoming the whole obstacles before and during integration through creating an integrative team work with the participation of the whole related parties through the sharing the responsibility among all of the participants dealing with the towards disable student.

Kashif(2000) investigated the attitudes of regular class's teachers toward disable students their sample consisted of 1430 male and female teachers . The results indicated that 61%of teachers agree the integration of disable students within regular classes and that 39%of them refused the idea of integration . Saint Backpedal (1998) cited in Al-Rusan 1995 indentified the efficacy of integration program of their aimed to indentify the efficacy of integration programs for students with simple disability depends in the ability of regular school teachers on adjusting their teaching methods . The aspects of the problem of the current study have accumulation in light of what the previous research and studies have concluded that regular school suffer from many problems and deficiencies among them : the weak level of teachers performance , the bad methods for selecting ,training and preparing them while in service, the weak attention paid for developing their abilities to work with disable students (Abedalghaffar, 2003 and bdoh, 2003) the deficient method and the way used for teaching ,the low attitude toward using new and unconventional methods that help students to learn in a new way (Zakeria, 1995) the bad educational ,health ,qualification, and recreation services available in the regular schools –these services covers a small percentage of students (Ahmad and Sabir 2004) the weak material resources the bad educational buildings in these schools, classrooms ,workshop, tools and the absence of some health and educational standards and conditions within these buildings (Mosailhi 2003 ,Abedelghaffar, 2003) the weak role of both psychological and social workers in regular schools in helping disable students to face their behavioral ,social , or psychological programs and to solve such problems as possible (Mubarrak 2000; Abdelilah 2001, and Al-Qassas, 2004) the weak societal participation ,the weak role of the civil society institutions (Hassain 2004 ,and Mohammad 2004) the existence of some difficulties and obstacles that face regular school and hinder them from achieving some of their goals.

In Egypt intellectual education school suffer from the weak and limited resources in these schools and the included classes workshops and the included tools and seats are not enough in addition to the absence of some educational , healthy conditions and standards which hinders these schools from achieving some of their goals within the Egyptian society (Musailhi. 2003)

In the same frame the study of Abdelghaffar, 2003 concluded that there were many problems that face the special education schools in Egypt and hinder them from chieving their goals ,among these problems ; the problems regarding material resources , criteria of selecting teachers, training and preparing teaching ,curriculum designers , the used educational technology , and methods of evaluation . There are others challenges that distinguish the educational programs for disable students in the Arab world ,among these challenges is the following:

The low expectation for disable students, the unfixable educational system ,paying attention to quantity rather than quality, paying no appropriate attention to the progress achieved by students , the weak planning , implementation

of the designed program , investigation mechanisms , using unfixable models of services and programs . teachers work under inappropriate conditions, the weak relation between real field practices and theoretical research ,the lack of parental participation in the educational programs effectively , the lack for the suitable tools for testing , and evaluation , the great lack of the well qualified and trained school staff , the reduced and unequivalent supportive services ,services that are limited to particular geographical spots , the great shortage in preschool programs and after school programs , the weak of administrative staff support , the limited sources for information and training guides for the process that are directly related to the disable students teaching within public schools (Al-khatib, 2009) Ashley (1979) cited in Al-Rusan 1998 stated that despite the benefits achieved through integration , the attitude integrating disabled students and refuse the idea of integration , but still Ashley also viewed that there are some view points toward the idea of integration may create multi-education problems among these problems :

1. The problems of the availability of special education specialist in regular schools that is ,it is difficult to provide regular school with special education teachers ,resources rooms and special education material for each category of special education categories
2. The problem of accepting the idea of integration by principals , schools workers and normal students , as applying integration may enlarges the gap between disable and normal student regarding the difficulty in accepting disable cooperation with them ,humiliating them which contributes in increasing the level of neglecting those disable students.
3. The problem of educational material delivery to disable students due to the lack for a specialized teachers .
4. The problem of preparing the educational ,teaching , and individual plans for disable students that is the low attention played individually for students in the integration programs
5. The problem of the increasing social isolation between the normal and the disable students in integration programs, especially when the conditions of disable students do not allow for participating in the school activities such as social sport , art and other activities which increases depression among those students. Upon the previous researches and studies, the need and the justifications for the current study become clear to subject regular schools that apply the education integration program in Jordan and to concern about developing the various educational element for these schools such as teachers, school administration, curriculum, textbook, teaching methods and techniques, educational material, evaluation system, goals, admission requirements, school buildings equipments , and others, in light of the contemporary educational attitudes.

Problem of the study

Teaching disabled students is regarded as an educational style in regular classes that gains a great acceptance , and no one claims that integration disable students with their normal peers is an easy task , or gains the acceptance of every one with no reservation. The integration of disable students is regarded as one of the most topics that are the focus of controversy within the special education domains due to the different perspective and opinion that are either agree or disagree with the various programs of integration.

the fact is that integration constitutes a very difficult educational practice worldwide, and holds great challenges for students ,families ,teachers and the physical environment, and has an importance once we realize that regular schools teachers appear reluctant towards applying integration. Al-Sabbah (2008) indicated that there are some difficulties that face special education teachers, and school staff which leads them to quit work in addition to the material and financial shortage. This indicates that there are serious difficulty that

face teachers and workers in public schools apply integration programs (Awwad, 2005). Similarly, parents may be hesitant to send their disabled children to regular classes, they are afraid that their children may receive less care in such classes, or to be refused by their normal peers, to face negative situations from who do not understand them or teachers who do not want to receive an additional responsibility due to the special conditions of those students, or they are not prepared for accepting such idea (Al-khatib, 2004).

So, it is necessary to prepare for the application of integration experience in order to get more opportunities for success and not failure in the field.

The efforts are distracted, random, and not integrated, they lack of regulation, continuity, and also lack of vocational maturity, they only comprehend a small category from the subjected categories. These efforts are rarely undergo evaluation and assessments and documentation which creates a difficulty for decision makers to analyse the real qualitative and quantitative changes to prospectively make plans that are according to subjective data.

To identify the obstacles and challenges that face integrating disabled students within regular schools that apply the integration program in Amman in light of the contemporary challenges.

Purpose of the Study

The study aimed at recognizing the obstacles of the disabled students integrating in ordinary schools, limiting the more difficult kinds of disabilities for integration and the suggestions and solutions that take place in encountering these obstacles.

Questions of the Study

The current study attempted to answer the following questions:

1. What is the degree of obstacles and challenges that face the integration program of disabled students in regular classes from workers' perspectives, and what is the degree of the subjects' responses on the obstacles regarding the dimensions of the tools?
2. Are there any statistical significant differences at $(0.05 \geq \alpha)$ in the obstacles and challenges that face disabled students' integration programs that are attributed to the job title (principal, teachers, resources room's supervisors and counselors)?
3. Are there any statistical significant differences at $(0.05 \geq \alpha)$ in integration disabled students attributed to gender?
4. Are there any statistical significant differences at $(0.05 \geq \alpha)$ in challenges and obstacles that face integrating disabled students that are from the perspectives of the principal, the teachers, resources rooms supervisors, and counselors due to job title and gender?
5. What are the most difficult categories of disability to be integrated within regular classes?
6. What are the most suggestions that contribute in confronting the obstacles in order to improve integration program of disabled students within regular classes from the perspective of the workers?

Significance of the study

The study can be utilized by institutions and boards concerned about disabled student's education and may help these institutions to identify the most important educational problems that those students suffer from. Also, this study is beneficial for those specialized disabled students' education and teaching in the ministry of education by drawing the best technical instruction, and the best school instruction and regulations within the school administration in regular school settings within integration programs. The finding of the study may contribute in increasing the awareness of vocational and research categories that may utilize these findings in real set-

tings to contribute in developing educational integration programs within regular schools in Jordan and hence comes the applicative significance of the current study.

Operational Definition of Terms

Integration: which is considered despite being very old the most comprehensive and popular definition of the integration is that they believe that integration means "to integrate students with disabilities who are also qualified with their colleagues chronologically, educationally and socially in accordance with a plan, a program and a constant teaching method.

That are chosen based on the need of every child separately. However, responsibility should be clear for both the administrative and the educational sectors. (Al-Musa, 1993; Al-Katieb, 2004 and Kenneth, 2002). In this study, it is to put students with disabilities in normal schools with normal students in side a typical classroom or in special classroom for a specified period of time or for a whole period depending on the students' need. All that must be accompanied with offering facility services provided by a team of specialists. Also some physical and human justifications must be done to ensure the success opportunities of these students and ensure their progress. A disabled person: Any one who has a constantly partial or complete disability in one of his senses or physical, psychological or mental abilities to the extent that restricts his ability to learn, be qualified or work. Also, this disability prevents him from satisfying his daily needs in typical circumstances. (The law of the disabled, the official papers, 2002). Normal schools: The governmental schools were both males and females from normal and disabled students are studying in the basic schools.

Previous Studies

(Zakaria, 1995) investigated the effectiveness of integrating disabled students in typical schools. The sample included six governmental schools in Jordan. The study revealed that typical schools better suit disabled students. However, there was an agreement on the major difficulties encountered such programs such as the insufficient number of qualified personnel, the negative attitudes of teachers toward disabled students and the attitudes of parents of normal students who had some reservations on integration such students with their children.

(Abdulsabour and Al-Kashif, 1998) investigated the success of failure of integrating disabled students in typical schools. The sample of the study included 76 parents of normal students, 75 parents of disabled students, 83 normal children in the fourth and fifth grades and 71 teachers. A questionnaire was used, to investigate the attitudes of teachers and normal students' parents and finally to investigate the attitudes of disabled students to the integration process. (Al-Khatieb, 2001) studied teachers' perceptions of "The school for all" and its correlation with the teachers' variables, gender, qualification and teaching experience. A measuring tool for teachers' perception was used. The results revealed that teachers support some implications of the teacher for all but not all of them.

(Al-Khashrami, 2003) investigated the programs implemented on the disabled students and evaluated its success. Also, specifying the difficulties encountered them. The study sample included all the schools implementing the integration program. The results revealed that all the students with different disabilities made a use of the programs. However, some of the schools reported that the major difficulty encountered the integration process is the difficulty related to negative attitudes to disabled students scoring 4% of the cases. Then the lack of the experience and proper knowledge of the disability itself, that received 3% of the cases. The same importance was given to the unavailability of specialized and well-qualified teachers and the multiplicity of the disability. Lack of proper preparation formed 2% of the difficulties. However, the family cooperation, wrong diagnosis of the cases and

poor infrastructure form 1%. In comparison with females the study showed that both females and males have the difficulty of negative attitudes 4%. However, in female schools the unavailability of a specialized and well-qualified teacher was the major difficulty. (11%,7%). But males had the difficulty with the percent of just 2%. In addition to this, in female schools the lack of previous preparation and the multiplicity of the disability received (3%). (Hannafy,2005) specified the different difficulties that prevent implementing the individualized educational programs effectively with deaf students. The study has been implemented on the individuals in both typical schools and in the " Hope Institution for the Deaf". The sample included 105 teachers, 61 female teachers in different institutions in Al- Ryadh. The results showed that the most affecting difficulty was the individual or the team.

(Al- Atibi,2004) carried out a study on the difficulty of teaching Maths to students suffering of a disability in their speech or audition in governmental schools from the perspectives of both teachers and supervisors. The study revealed that there was a difficulty related to the planning process, actual implementation of teaching and students' achievement. In addition, there were difficulties in teaching Maths to students in integration programs. The results have also revealed that there was no statistically significant difference between the sample related to the subject (Mathematics, Auditory).

(Al- Duaish,2006) investigated the administrative role of the school involved in an integration program. The study revealed that the administration has no flexibility. Headmasters don't usually tend to choose specialized and well- qualified teachers. (Al- Sabbah,2008) identified the main difficulties encountering the integration of disabled students in governmental elementary schools. The results showed a number of difficulties like there are no evolution strategies, no qualified teachers and that there were some difficulties related to the curriculum.

(Marchesi,1996) identified the main problems encountering integrating disabled students in typical schools in Spain. The results revealed the following findings: the inflexibility of the school curriculum, poor medical services, the poor knowledge of teachers and finally the poor faculties.

(Hanson et al,2001) investigated the main problems facing students at the pre- schooling stage. The study sample included (35) parents. The results revealed that most parents have their own fears concerning the class size, medical services and teachers' qualification and experience.

(Hemmingson & Borell,2003) studied the needs of adaptation and the suitable setting to integrate students with severe disabilities in typical schools. The comparative method has been used to collect data. The results revealed that there were difficulties facing students when trying to take part in social contexts. The social activities were organized and carried out the school setting, this led to forming a feel in of isolation and unwillingness to participate by the students. Also, the activities didn't fit the students' age level.

(Prainser,2003) investigated the typical schools administrators' attitudes toward teaching and integrating disabled students in typical schools. The study ample included (408) headmasters. The results revealed that one headmaster out of five had positive attitude toward integrating disabled students in typical schools. The others had negative attitudes.

Population and Sample of the Study

The study population of the study included all the teachers working with disabled students in both male and female governmental schools in Amman. These schools implement the integration program of the disabled students. The schools are also under the supervision of the Ministry of Education. The teachers were chosen randomly. The population of the study consisted of (70) male and female schools .The sample

of the study consisted of (40) male schools and (30) female schools where the sample comprised (200) teachers whom were randomly chosen . Table (1) shows the sample distribution.

Table (1) The sample distribution Gender Headmaster Counselor Teacher Resources room teacher Total

Gender	Headmaster	Counselor	teacher	Resouroses room teacher	Total
Male	30	17	32	23	102
Female	20	33	25	20	88
Total	50	50	57	43	200

Study Procedures

- 1 developing a questionnaire for the major difficulties of integration. The questionnaire consisted of (40) items. It has been divided into five dimensions to measure the responses of the examinees on the most important difficulties of integration from the perspective of the employers.
- 2 The questionnaire was given to a jury working at the departments of special education at the Jordanian universities, the jury was asked to add , omit or to make any appropriate changes.
- 3 After collecting the questionnaires, the suggested justifications have been put into action.
- 4 The researcher himself distributed the copies of the responses.

Instruments of the Study

The current study uses :

- A questionnaire that includes the most important integration obstacles that face integrating disable students within the regular schools.
- n investigation regarding the opinions toward suggestions and solutions that contribute in overcoming some obstacles that face integrating disable students within regular schools, and what are the most difficult categories of disability in the integration program.

Design of the Instrument

The researcher used a questionnaire- which was prepared by the researcher – for the purpose of collecting the information, this questionnaire included direct question, initial items, and items that aimed to collect information about integration obstacles in Jordan. The researcher subscribed the questionnaire to 10 juries from the special education divisions in the Jordanian universities to ensure the reliability of the questions and the data in order to achieve the purposes they were constructed for. After receiving the list of the requirements, and after making the proposed adjustments and alterations for integration, the final number of the items was (40) items distributed on five dimensions (parents, school environment, teachers and administration, the curriculum, disable students, and normal students in order to answer the questions of the study.

Validity of the Instrument

To calculate for the validity of the tool, test-retest was used as the researcher applied the tool on a sample of the workers, then it was reapplied again on the same sample after nearly one month of the first application. The correlation coefficient was calculated using Spearman correlation was 0.86.

Variables of the Study

a- Independent variables : gender (male, female), and job title (principal, educational counselor, teachers, supervisors of learning resources classrooms).

b- Dependent variable : subjects response' degree on the questionnaire of obstacles that face programs of integrating disable students in regular classrooms.

Statistical Analyses

One- way ANOVA , Spearman correlation , Means and standard deviations were used.

Criterion	Degree
1.00-0	Low
3.32-1.67	Medium
5-3.33	High

Results of the Study

Presenting the results and discussion of the results :

First :- answering the first question : " What is the extent of obstacles and challenges that face the programs of integrating disable students within regular classrooms from workers' perspectives and their relation with some variables?"

To identify the most related dimensions to the obstacles and challenges that face the programs of integrating disable students within regular classrooms from workers' perspectives, means and standard divisions were calculated for the dimensions of the study as shown in table (2).

Table (2) Means and Standard deviations of the dimensions of the study in descending order Dimension

Dimension	Dimension	Means	StD	Rank	degree
2	School-related problems	4.469	0.478	1	High
4	Curriculum-related problems	4.432	0.440	2	High
5	Student- related problems (disable, normal)	4.427	0.424	3	High
1	Parents- related problems	4.209	0.495	4	High
3	Teacher-related problems	4.157	0.637	5	High
	Total	4.346	0.370		

As shown in table (2), the dimension of school-related problems had the highest mean (4.469) and SD (0.478), followed by the dimension of curriculum- related problems with a mean of (4.432) and a standard deviation of (0.440). then the dimension of student- related problems (disable, normal) with a mean of (4.427) and a standard deviation of (0.424), then came the dimension of parents-related problems with a mean of (4.209) and a standard deviation of (0.495), and finally the dimensions of teacher-related problems with the lowest mean (4.157) and SD (0.637).

Generally, table (2) shows that the degree of obstacles and challenges of integration was high with a mean of (4.346) and a standard deviation of (0.370). The findings of this study are in line with the findings of Al- Khashrami (2003), in that the lack for the pre- preparation for schools was one of the obstacles, as some schools were not prepared for the programs of integration both financially and technically as the 4 dimension of school- related problems had the highest mean from the researcher's perspective due to several reasons such as : most schools have old buildings, the idea of integration and its requirements wasn't taken into account, there are many rented school buildings and so it isn't to make any modifications, and even in new buildings planning and preparation for including disable student weren't taken into account, and finally, the lack for adhering to the national construction code for public institutions. Technically, there are no educative programs for administration, teachers, or normal students, the unavailability of the special personnel staffs to make easy the process of integration, and this may due to the belief among those in charge that these things cost very much. For more details, means and standard deviations were calculated for each dimension of the study, and results came as follows :

Table (3) Means and standard deviations of the items of parent- related dimension in descending order

No	Item	Means	StD	Rank	Degree
1	Instructional guides for parents to deal with disable students are unavailable	4.76	0.553	1	High
2	The lack of parents' rnderstanding for the correct ways for dealing with their disable children	4.46	0.726	2	High
7	Parents do not assign enough time to explain the conditions of their children	4.40	0.850	3	High
3	The negative attitudes of parents of disable students	4.03	1.005	4	High
4	Parents low expectations toward their disable children	4.02	0.757	5	High
5	The parents inappropriate cooperation with school	3.97	1.012	6	High
6	Neglecting disable students parents in the programs for their children	3.85	1.295	7	High

From table (3) its clear that the item instructional guides for parents to deal with disable students are unavailable was the first with a mean of (4.76) and a standard de viation of (0.553) followed by the item the lack of parents understanding for the correct ways for dealing with their disable children with a mean of (4.46) and a standard deviation of (0.726) while the lowest item was neglecting disable students parents in the programs for their children with a mean of (3.85) and a standard deviation of (1.295) This results agrees with the result revealed in the study of Al- Khashrami regarding the lack for the family cooperation but according to the perspective of the researcher in this study the reason behind the lack for understanding is related to the lack for family counseling programs and educative programs.

The second dimension school related problems

Table(4) Means and standard deviations for the items of school- related dimension in descending order

No	Item	Means	SD	Rank	Degree
8	The lack for financial and technical recourses specialized in integrating the disable within society	4.728	0.524	1	High
11	The low number of professionals psychology and sociology compared to the real needs	4.592	0.586	2	High
10	The lack for the educational programs with special characteristics for disable students	4.580	0.609	3	High
9	The low motivations and rewords for workers in schools that apply the programs of integration	4.530	0.759	4	High
14	The decrease in diagnosing and assessment tools	4.444	0.790	6	High
15	Services are limited in particular geographic areas or the centers of cities	4.419	0.819	7	High
13	The schools buildings are not prepared for disable students to participate in learning activities within and out of the classroom (special tracks ,elevators ,bathrooms...etc	4.395	0.831	8	High

16	The lack for educational materials specialized for disable students	4.382	0.845	9	High
17	The weak mechanisms of planning and implementation for workers within the school	4.172	0.818	10	high

As indicated table (4), the item,(the lack for financial and technical recourses specialized in integrating the disable within society.) comes in the first order with a mean of (4.728) and a standard deviation of (0.524), followed by the item(the low number of professionals psychology and sociology) compared to the real needs with a mean of (4.592) and a standard deviation of (0.586) while the item with the lowest mean is the weak mechanisms of planning and implementation for workers within the school) with a mean of (4.172) and a standard deviation of (0.818).

The reason that the item (the lack for financial and technical recourses specialized in integrating the disable within society) comes in the first order is the high cost of preparing schools with materials and tools and conducting the physical and construction reforms in additions there are no financial items in budgets for preparing and adjusting the environment of the school due to the lack for support from the ministry of education. The third dimension: teacher- related problems.

Table(4) Means and standard deviations for the items of teacher- related dimension in descending order

No	Item	Means	StD	Rank	Degree
24	The low number of teachers specialized in the process of preparing and vocational qualification for disable students	4.358	0.991	1	High
23	The presence of teacher in the ordinary classroom without the existence of co- teacher .	4.271	1.060	2	High
19	The lack in qualifying the specialized and trained staffs to deal with disable students	4.246	0.859	3	High
25	The existence of administrative constructions that hamper teachers and workers' work within the school	4.185	0.923	4	High
20	The standardization of the teachers' teaching methods with the disable Students	4.172	0.833	5	High
18	The inflexibility of teachers in their way of adjusting their teaching methods to be appropriate for disable students and their appropriate for disable students and their abilities within the classroom	4.135	1.033	6	High
22	The unclear goals for many workers in schools that apply the program of integration .	4.135	1.069	7	High
21	The negative attitudes of teachers	3.753	1.209	8	high

Table (5) indicates that the item (the low number of teachers specialized in the process of preparing and vocational qualification for disable students) is in the first order with a mean of (4.358) and a standard deviation of (0.991) , followed by the item (The presence of teacher in the ordinary classroom without the existence of a co-teacher) with a mean of (4.271) and a standard deviation of (1.060) and the item with the lowest mean is (the negative attitudes of teachers) with a mean of (3.753) and a standard division of (1.209).

The most notable thing in this dimension is that the item regarding teachers' negative attitudes comes in the last order which is satisfactory thing, and is an evidence on the change of teachers' attitudes toward the integration of disable students, and the reason behind that might be the qualification of teachers in educational qualification programs, and also that some teachers achieved the high educational diploma and M.A, and no doubt this has an effect in changing their attitudes toward more positive ones. The fourth domain : problems related to the curriculum

Table (6) Arithmetic means and standard deviations of the clauses of the area of curriculum- related problems ranked descending

No	Item	Means	St D	Rank	Class
30	Lack of time allocated to the school day for the training process	4.617	0.681	1	High
31	Curriculum is available in multiple formats (audio, visual)	4.592	0.771	2	High
32	Curriculum and programs offered to students with disabilities are not modified and adapted many cases, the merger	4.530	0.549	3	High
29	Difficulty of curricula and courses of study compared to the level of students with disabilities	4.444	0.851	4	High
28	Curriculum activities are not commensurate with the diversity of students with disabilities	4.358	0.826	5	High
27	Lack of evidence for each course a teacher of students with disabilities	4.271	0.935	6	High
26	Inadequate use of advanced technology in the education of students with disabilities	4.209	0.983	7	high

Shown in table no. (6), paragraph (lack of time allocated to the school day for the training process) was the first order average arithmetic (4.617) and a standard deviation (0.681), followed by paragraph (curriculum is available in multiple formats (audio, visual))with an average arithmetic (4.592) and a standard deviation (0.771), but the paragraph that was less than average and the last paragraph in the order(negligent failure to use advanced technology in the education of students with disabilities)with an average arithmetic(4.209) and a standard deviation (0.983), and the reason is that paragraph(lack of time allocated to the school day the training process) were in the first place is the lack of flexibility of the curriculum, and the lack of validity for the teacher to change the functioning of the school day, and the lack of curriculum in various forms suitable for categories of disability, not convinced decision-makers the idea of integration, or thinking cost of finance to prepare the curriculum more than look and feel.

The fifth domain: problems related to student

Table(7) Arithmetic means and standard deviations of the clauses of the problems related to the student ranked Descending

No	Item	Means	St D	Rank	Class
39	Most students with disabilities need care and constant supervision	4.777	0.500	1	High
36	Density of the number of students in the class, which effect the merge	4.679	0.648	2	High
37	Negative trends for students without disabilities	4.555	0.623	3	High
35	Difficulty of access of disable students to school by themselves	4.432	0.835	4	High

34	The presence of health problems, physical and developmental students	4.407	0.754	5	High
33	Double-level grades to students with disabilities with a slow learning and limitations	4.284	0.854	6	High
38	Appearance of undesirable patterns of behavior of students with disabilities	4.234	0.898	7	High
40	Non- Disable students unprepared for the integration program	4.049	1.082	8	High

Table (7) showed that item (1) (Most students with disabilities to care and constant supervision) was in first place with an average arithmetic (4.777) and a standard deviation (0.500), followed by paragraph (density of preparing students in the class, which affect the merge) with an average arithmetic (4.679) and a standard deviation (0.648), but the paragraph that was less than average, and the last paragraph in the order (students without disabilities unprepared for the merger) with an average arithmetic (4.049) and a standard deviation (1.082), and the reason is that paragraph (Most students with disabilities to the care and supervision continuous) was in the first place is that the thinking of teachers in the beginning moving towards severe disability, because they need a great care, but should be simple interest in the level of disability, provided that they have independence in the performance of skills to be successful merger. The second question is: to answer this question, " Are there statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the constraints and challenges facing the program integrate students with disabilities in regular classes due the name of job (Director, teachers, administrators resource Rooms and social workers)?.

To answer these questions (II, III and IV) analysis of variance was used to single out the study sample the tool on the grounds that the independently and table (7) shows the results.

Table(8) Analysis of variance results of the bilateral (obstacles and challenges facing the programs integrate students with disabilities in regular classes)

Source	Total frequency of squares	Df	Average of the squares	F	Significance level
Job title	0.82	3	0.27	2.09	0.108
Gender	0.03	1	0.03	0.25	0.618
Interaction Job and gender	0.72	2	0.36	2.79	0.068
Error	9.66	74	0.13		
Total	1541.29	81			
Total corrected	10.96	80			

Table No.(8) showed that there was no statistically significant differences at ($0.05 \geq \alpha$) in the constraints and challenges facing the programs integrate students with disabilities in regular classes due to the name of job (Director, teachers, administrators resource rooms and counselors) as the value of P (2.09) which was not statistically significant, where there is consensus and agreement between individuals in various denominated functional constraints and challenges facing the programs integrate students with disabilities in regular classrooms, have varied results to this study (Morning,2008; Khatib,2001), where it could the reason is that everyone have the same possibilities and circumstances, and the majority of titles has almost the same level of educational qualification, thus showing the absence of such differences. The third question – the answer of this question were there any statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the constraints and challenges facing the programs integrate students with disabilities in regular classes due to gender?

Table No. (8) there were no statistically significant differences at ($0.05 \geq \alpha$) in the constraints and challenges facing the pro-

grams integrate students with disabilities in regular classes due to gender, as the value of P (0.25) which is not statistically significant, may be due the reason is that both sexes have been qualified in the same university and received the same subjects, without distinction between them.

Fourth question : Are there significant differences at the level of significance ($0.05 \geq \alpha$) in the constraints and challenges facing the programs integrate students with disabilities in regular classrooms from the perspective of (the director, teachers, administrators resource rooms and counselors) back to (interaction Job title and type social)?.

Table No. (8) there were no statistically significant differences at ($0.05 \geq \alpha$) in the constraints and the challenges facing the programs integrate students with disabilities in regular classes due to the interaction to gender and job title, as the value of P (2/79), a not statistically significant.

Fifth question : to answer the fifth question : What is the most difficult categories of disability to integrate in regular classrooms?

To find out which (categories of disability is more difficult to integrate in regular classes), it has been extracted frequencies and percentages of the categories of disability, as shown in table (9).

Table (9) Table No. (9) Frequencies and Percentages of the Categories of Disability in Descending Order

Disability	Frequency	Percentage	Rank
Mental Disability	67	%82.7	1
Autism	6	%7.4	2
Hearing disability	3	%3.7	3
Physical disability and health	3	%3.7	4
Visual disability	1	%1.2	5
Emotional disability	1	%1.2	6

Table No.(9) shows that the category of mental disability was in the first place as the most class difficulty in merging repeat (67) and percentage (82.7%), followed by the category of autism repeat (6) and the proportion (7.4%) and the category of disability, emotional ranked last repeat (1) and percentage (1.2%). Have agreed the results of this study with the study (morning,2008) may return the results of this study according to the researcher that the category of mental disability in need of education and training of an individual by specialists in the field of special education, and given the number of students in the class average, and the burden and responsibilities of times and in other times in the classroom, may limit its continuous and interest in individual students disable mental disabilities in the classroom. The hearing disability was in second place and this is due to the need for this category to the language of communication and it requires the development of the capacity of teachers and training them on the finger alphabet and sign language and the maintenance of the loud speakers.

Sixth Question : to answer the sixth question : What are the main proposals and solutions that contribute to addressing the obstacles to improve the programs integrate students with disabilities in regular classrooms from the perspective of workers?.

Have been summarized proposals and solutions to overcome the obstacles of integration are:

- Equipping schools with equipment and tools and expertise
- Continuous improvement in curriculum and teaching methods used in the education of students with disabilities.
- Preparation of skilled technical resources that can deal with students with disabilities.
- Preparation of skilled technical resources that can deal with students with disabilities.

- Design specifications which suit students with disabilities.
- Focus on guidance and counseling students to suit the individual differences among them.
- Provide guidance and educational programs for parents in how to deal with children with disabilities.
- Good preparation for the merger before the implementation process.
- Development of modern technology to serve special groups, "the use of oranges of vision, hearing and movement".
- adjust and adapt the physical environment of schools that apply the integration of education.
- The provision of appropriate curricula for groups of disabled persons in schools
- Determine the criteria for the integration of students with disabilities in schools and the clarity of the instructions.
- Further studies similar to this study and their relationship to other variables

Recommendations

In light of the results of the study, the following recommendations were proposed:

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