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ORDINARY STUDENTS' ATTITUDES TOWARDS THE INCLUSION THE STUDENTS WITH DISABILITIES IN PUBLIC SCHOOLS IN JORDAN

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Abstract

The current study aimed to investigate the attitudes of ordinary students towards integrating the students with disabilities in public schools in north Irbid. The study sample consisted of (245) male and female students, including (134) males and (111) females, who were chosen randomly on the basis on grade sections, to achieve the objectives of the study, a tool was developed to measure students' attitudes, and the tool in its final form consisted of (32) paragraphs, and its validity and stability were verified, and the descriptive analytical method was used for its suitability to the nature of the objectives of the study, the results showed that the attitudes of ordinary students towards their peers with disabilities were positive on the tool in general.

The results showed that there were significant differences in the attitudes of students towards students with disabilities due to the variables (gender, knowledge of disability, average) and the absence of statistically significant differences due to the grade variable. The study recommended conducting more scientific studies on attitudes towards students with disabilities in the light of other variables that were not dealt with by the current study , the addition of counseling, awareness and remedial programs seeks to support positive attitudes towards students with disabilities, and their parents.

Keywords: Trends, ordinary students, integration, students with disabilities, Jordan.

抽象的

目前的研究旨在调查普通学生对将残疾学生融入北伊尔比德公立学校的态度。研究样本由(245)名男女学生组成，其中包括(134)名男性和(111)名女性，他们是根据年级部分随机选择的，为实现研究目标，开发了一种测量学生的工具'态度，最终形式的工具由(32)段组成，并验证了其有效性和稳定性，并使用描述性分析方法使其适合研究目标的性质，结果表明，普通学生对该工具的态度总体上是积极的。

结果表明，由于变量（性别、残疾知识、平均水平）以及由于年级变量而没有统计学上的显著差异，学生对残疾学生的态度存在显着差异。该研究建议根据当前研究未涉及的其他变量对残疾学生的态度进行更多的科学研究，增加咨询、意识和补救计划，以支持对残疾学生的积极态度，以及他们的积极态度。父母。

关键词：趋势、普通学生、融合、残疾学生、约旦。

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Introduction and theoretical framework :

Enrollment of students with special needs in regular school provides them with equal learning opportunities with their ordinary peers, helping them on the social and academic growth. Therefore, educating students with special needs in regular schools is a right guaranteed by legislation and laws that encourage their integration, like other students, and their involvement in society, as it is the natural environment designated for these students. The past decades have witnessed achievements in educating students with special needs, and the countries of the world have become increasingly dependent on inclusion-based practices. Inclusion is more beneficial on the personal, social and academic levels, and more beneficial and in line with human rights principles and equal educational opportunities for all, as the level of knowledge of potential impacts increases, there is a change in educational philosophies (Angelides & Aravi, 2007).

The idea of integrating people with special needs into regular schools is based on a logical basis that ensures that they can benefit from the social and academic aspect and that the issue of educational integration and trends towards it is one of the modern topics in the field of special education, and this is what modern educational philosophies that call for gradual change in the education of students with disabilities in less restrictive educational environments are directed. In the twentieth century, the normalization movement emerged, which is based on the assumption that persons with disabilities have the right to live their lives as individuals without disabilities live. This movement came as a response to the life of isolation and exclusion that was imposed on

them, and the emergence of the principle of normalization was an indication of a necessary change in attitudes towards persons with disabilities, providing them with the opportunity to acquire daily and ordinary life experiences, increasing social interaction and equality in educational opportunities among students. Global and local legislation on the rights of individuals with disabilities and their right to appropriate education to the fullest extent possible, However, there are differences in students' attitudes towards accepting and rejecting the integration process, as some students consider that there is no need to include students with disabilities in the regular school. Hence, the attitudes adopted by schools and their students seem in many cases to have a greater impact on the lives of students with disabilities and is also considered one of the real reasons behind their disability. Negative attitudes will inevitably lead to a lack of friendship, loneliness and rejection by others, Exposure to bullying sometimes negatively affects the school life of students with disabilities and can lead to dropping out or engaging in negative behaviors and not participating in academic activities (Alude. Adeleke, Omoike&Afen-Akpaida, 2008), this is on the grounds that the success of people with disabilities in educational institutions does not depend on their efforts and the ease of their interaction with school facilities only, but also depends on the support provided to them by others and depends on the attitudes of peers, teachers and administrators towards them, fair dealing with them and looking at them as productive people (Dvir, 2015), In the twentieth century, the normalization movement emerged, which assumed that students with disabilities had the right to live their lives as normal students, and

the education of children with disabilities in regular classrooms became an internationally accepted goal along with United Nations declarations in 1993 and in 1994 at the Salamanca Conference, which It advocated equal access for all students to main classrooms, and called for support for the diverse needs of all students , Inclusive education has been encouraged by global organizations such as UNESCO, the World Health Organization WHO (, the World Bank, and others).

Comprehensive schools seek to prepare the school community to accommodate all students in the various school activities without exception, and to prepare everyone while providing educational and administrative organizational support systems for this landmark , Proponents of comprehensive inclusion or school for all assert that it is the necessary alternative to traditional special education based on segregation and segregation, and the emergence of the principle of normalization was an indication of a necessary change in attitudes towards persons with disabilities, providing them with the opportunity to be exposed to daily and ordinary life experiences, increasing social interaction and equality in educational opportunities among the students

Hence, global and local legislation focused on the rights of individuals with disabilities and their right to appropriate education to the maximum extent possible. (Alkhateeb, 2004).

The enrollment of students with special needs in the regular school provides them with equal learning opportunities with their ordinary peers, which helps them to develop socially and academically. Educating students with special needs in regular schools is a right guaranteed by special legislation for people with special needs

locally and globally (Angelides and Aravi, 2007) (Agbenyega, J. S. 2007).

Among the international laws and legislation are Individuals with Disabilities Education Act (IDEA) and among the factors that influence the adoption of their views, whether positive or negative It is one of the important issues for developing the process of moving towards enrolling students with disabilities in the regular class, which is called educational inclusion by providing the opportunity for students with special needs to receive education with their peers from ordinary students to the maximum extent possible, and the participation of students with special needs in educational activities that They can do it successfully , The integration creates a realistic environment in which students with special needs are exposed to various experiences and different influences that will enable them to form correct and realistic concepts about the world in which they live (Hallhan & Kauffman, 2012). Failure to Estimate these points of view or understand them appropriately and correctly may negatively affect the success of the learning and teaching process in the ordinary classroom , within this context, we can say that attitudes towards peers with disabilities is an environmental factor that may facilitate or prevent students' academic and social participation; If it is positive, it encourages them to engage in the educational environment and enables them to actively participate in all activities, and this facilitates their social integration (Dogan, 2015).

Also, students with disabilities have constructive energy that can be exploited and benefited from, so positive attitudes towards persons with disabilities can create a fertile environment for planning the necessary programs for their care,

development and improvement (Alkhateeb, Alhadidi, 2009)).

Attitudes are considered individual internal processes that reflect and explain the extent of our interaction and influence in our social environment , some of them defined them as beliefs and feelings that affect individual behavior positively or negatively, and some of them defined them as thoughts that affect our emotions towards social situations (Hannon, 2007).

Attitudes towards individuals with disabilities can be defined as the tendency to act in a certain way according to a positive or negative final judgment about individuals with disabilities. There are three agreed components of attitudes towards individuals with special needs: The emotional component (feelings) :

(what a person feels), the cognitive component (beliefs: a person's thoughts about a particular topic) and the behavioral component (actual actions: what a person does (Hannon, 2007)).

Attitudes towards individuals with special needs are affected either directly or indirectly, and the direct effect is through curiosity, personal experience, positive and negative reinforcement, and indirectly through social learning and observation, or group learning (Hannon, 2007).

Attitudes express a person's prior readiness for something, and there is agreement among everyone on the importance of trends in an individual's life in general, given the relationship of trends to human behavior and their impact on his habits, tendencies and patterns of behavior. The study of trends in various areas of life has undeniable importance. Attitudes lead to driving human behavior, what he believes and feels about an issue and the ability to predict what he will do regarding that matter (Ajzen, & Fishbein, 2000).

Several fields have been interested in studying and defining the concept of trends, and they have been the focus of attention in the fields of psychology, sociology, education, philosophy, health care and other sciences. (Johnson, Maio, & Smith-McLallen, 2005; Wegener & Carlston, 2005; Wyer&Albarracin, 2005).

Theoretical significance:

The current study acquires its importance from the nature of the subject it deals with, since the disclosure of school students' attitudes towards disability constitutes a basis for the actions that can be taken at the university level to prepare awareness, guidance and educational programs organized to support positive trends and modify negative ones.

The importance of this study is a response to recent global trends in the field of scientific research in special education. Therefore, this study is an attempt to enrich the Arabic library with studies on this subject and provides a framework of knowledge and reference for the concept of trends.

Applied importance:

1- The study gains its importance through the feedback it provides to all educational institutions, whether schools or universities, which will contribute to the development of plans and programs to invest their energies and potentials more.

2- This study contributes to preparing awareness programs to modify and change attitudes towards students with disabilities, and to make academic integration successful.

Study problem and questions:

The presence of students with disabilities in schools and universities has increased dramatically in recent years, yet many of these

students still face significant obstacles that can have a profound impact on their academic experience (Sniatecki, Perry, & Snell, 2015).

Perhaps the negative attitudes towards people with disabilities (if any) in schools are the most dangerous obstacles for this group, and there is no doubt that the attitudes of students in school stages in general towards students with disabilities are only a reflection of the trends of the society whose members carry a culture that has been discovered through previous periods of time . And that the issue of educational integration and trends towards it is one of the modern topics in the field of special education, and this is what modern educational philosophies that call for gradual change in the education of students with disabilities in less restrictive educational environments are directed.

In the twentieth century, the normalization movement emerged, which is based on the assumption that people with disabilities have the right to live their lives as individuals without disabilities live.

However, there are differences in the students' attitudes in accepting or rejecting the integration process, as some students consider that there is no need to integrate students with disabilities into the regular school and in the light of the researcher's knowledge and through reviewing many studies that dealt with trends, it is necessary to shed light and define perceptions and concepts Ordinary students about the students with disabilities .

Therefore, there is the importance of focusing on this subject from different aspects, educational, social, psychological, and cultural. This is what the current study examines.

The problem, through the researcher's work in teaching, is that he noticed many different trends towards individuals with disabilities, and hence

the study came to answer the two questions of the study:

1- What is the level of attitudes for the ordinary students towards the inclusion of students with disabilities in the regular school?

2- Are there statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in the level of ordinary students' attitudes towards integrating students with disabilities in public schools in Jordan due to the variables (gender, grade, knowledge of disability, average)?

Objectives of the study:

1 - The current study aims to identify the attitudes of ordinary students towards students with disabilities in the regular school.

2 - And to identify statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in the level of attitudes of ordinary students towards integrating students with disabilities in public schools in Jordan due to the variables (gender, grade, knowledge, average). Definitions and procedural concepts of the study conditions.

Attitudes: are the thoughts, beliefs, and views that a person holds toward another person, something else, a task, or a particular idea. It is a state of psychological, mental, neurological, and emotional readiness that has an impact on the individual's attitudes toward the subject of the trend. The viewpoint may be either positive, negative, or Neutral (Kochhar, 2008).

The procedural trend in this study is defined as: the degree to which students obtain on the measuring instrument of students' attitudes towards integrating students with disabilities into the regular school.

Inclusion: Teaching students with disabilities with ordinary students in the same school grade

without distinguishing between them within the regular school. (Madhumita & George, 2004).

Students with disabilities: They are students who suffer from deficiencies in one or more of the developmental aspects that limit their ability to learn and participate with other individuals in normal life situations (kirk, et al., 2011). And diagnosed that they have a disability in a particular field. Such as learning difficulties or motor and sensory disabilities

Ordinary students: They are the students who are in the regular school and do not have any abnormalities in growth in general.

The limits of the study:

Time limits: The current study was conducted during the first semester of the 2019/2020 academic year.

Human limits: They are the students enrolled in schools affiliated with the Ministry of Education. **Spatial boundaries:** Schools of the Directorate of Education, Irbid Governorate

Objective limits: include the tool used, its characteristics, and the possibility of generalizing its results.

This study is determined by the following limitations

This study was limited to ordinary students in Irbid Governorate schools

This study was limited to a tool designed and prepared by the researcher, and the generalization of the results of the current study is limited to the nature of the tool used and the indications of validity and reliability that have been achieved.

Previous studies:

The study of Abd al-Sabour (1995) aimed to know the attitudes of secondary school students towards people with disabilities, and the number

of the sample was (192) male and female students, and the Attitudes towards Disability scale was used. One of the most prominent results is that students' attitudes are positive towards people with disabilities (visual, kinesthetic, auditory, and mental), and female students' attitudes were also more positive than males.

Al Bustanji (2002) conducted a study that aimed to identify the level of social interactions of students with learning difficulties with ordinary students in regular schools in the city of Amman according to the variables of gender, nature of the school, type of learning difficulty and number of years of enrollment of students with learning difficulties in the resource room.

The sample of the study amounted to (284) male and female students with learning difficulties and normal students, and the results indicated that there are social interactions between normal students and those with learning difficulties, and the study did not show statistically significant differences in the interactions according to the variables of gender and the nature of the school. Al-Sartawi (2003) conducted a study with the aim of identifying the attitudes of students in the middle school towards people with special needs. The relationship of these trends to each type of disability and knowledge of people with disabilities, and the impact of the educational level on those trends , the sample consisted of (345) students from middle school students in the city of Riyadh, and the results revealed that there are positive trends towards people with special needs in general.

With the exception of mental disability, it was negative, and a statistically significant effect was found in students' attitudes towards people with disabilities according to the variable type of disability, identification of people with special

needs, clarity of disability, and father's educational level.

The study of Megerger and Forlin (2005), which aimed to know the attitudes of students towards their peers with disabilities. When creating an inclusion program, students' attitudes toward peers of different abilities toward themselves are likely to be a critical factor in schools' success in managing diverse student groups , this study examined any potential changes in peer attitudes after the inclusion of previously separated students in a normal school setting. The study sample consisted of eighth year students ($n = 199$) in a middle school in Western Australia. Eighth-year students' attitudes toward students with disabilities were measured using the "peer attitudes toward handicapped scale (PATHS)." The PATHS survey was conducted at the beginning and end of the first semester in 2003, and The discussion group found that students with disabilities were more accepted by their regular peers .

Al-Jundi's study (2007) indicated the development of a training program to change the attitudes of ordinary children towards their peers with disabilities and increase their cognitive level. The sample consisted of (60) students from the sixth grade from the city of Amman , the program was applied to the experimental group, and the results indicated that there were positive results in attitudes towards people with disabilities in favor of the experimental group, in the level of knowledge in favor of the experimental group, and in social interactions in favor of the experimental group. In a study to assess the attitudes of ordinary students towards the inclusion of their peers with disabilities in Nigeria,

The results of the study of Olaley and others (2012) indicated that students' attitudes in

general were positive towards inclusion, It has indicated that the attitudes of females were more positive than males. She also indicated that ordinary students who had friends with disabilities had more positive attitudes than those who did not have friends

Papaionnou and others (2013) conducted a study aimed at knowing the effectiveness of a training program based on awareness of the nature of disability, and the results of the study indicated that the program had an impact on modifying the behavior of ordinary students in a positive aspect towards their peers with disabilities as a result of their participation In this program, they have access to sufficient information about the nature of disability and how to deal with people with disabilities.

In the study of De Boer et al(2014), which aimed to find out the effectiveness of an intervention program for ordinary pre-school and primary students towards their peers with disabilities, the results indicated the positive effects of the early intervention program and the direct positive effects of the program for children with disabilities. pre-school, and to limited effects with regard to the attitudes of students in the primary stage.

And Latwi (2009) conducted a study entitled the effectiveness of a collective counseling program in modifying the attitudes of ordinary students towards students with special needs in the middle school in the city of Tabuk and to identify the attitudes of ordinary students towards people with special needs after the end of the program. The sample consisted of (30) students from the seventh grade in the city of Tabuk, and the scale of attitudes was used for ordinary students towards people with special needs, and the results showed that there were statistically

significant differences in favor of the experimental group.

Grams and Leverent (2010) conducted a study entitled (Attitudes towards people with disabilities: a comparison between Chinese and American students), which aimed to know the type of disability (physical congenital, acquired physical, behavioral disability) and the nationality variable (American and Chinese) on the variable Attitudes towards disability. The study sample consisted of (138) of two nationalities, and their ages ranged between (18-24). The results showed that Chinese students had more positive attitudes towards people with disabilities compared to American students, and Chinese students had more attitudes about congenital physical disability, and Americans showed more positive attitudes towards psychological disabilities, and there were no statistically significant differences due to gender. Also conducted by Bssaert, Colpin, Pijl., & Perty. (2011).

A study in Belgium aimed to identify the attitudes of ordinary Belgian students towards their peers who suffer from disabilities. Their ages ranged from (11-15) who participated in answering the Attitude Scale that was published electronically on their school websites, and the questionnaire consisted of (36) items on a five-point Likert scale distributed over the dimensions of behavioral, cognitive and emotional trends.

The results showed the presence of positive attitudes among ordinary students towards their peers with learning difficulties and other disabilities, and showed that females were more positive than males , Ustilaite, Arlauskiene & Valanciut(2011) conducted a study in Lithuania that aimed to reveal teachers' attitudes towards inclusion of students with disabilities in general education schools. The study sample consisted of

(33) male and female teachers working in government public education schools in the capital , to achieve the goal of the study, a qualitative research methodology was followed, based on in-depth interviews with male and female teachers to determine their attitudes towards inclusion.

The results of the study showed that teachers' attitudes towards inclusion were moderate for all disabilities, except for mild disabilities and autism disorders, which were high , the study showed the need for teachers to know more about the needs of students and the participation of special education teachers with them in order to form more positive attitudes towards students with special needs , Schulz, Gebhardt and Tobias (2012) conducted a study in Bavaria, Germany aimed at revealing the attitudes of student teachers towards the inclusion of people with different disabilities in general education schools. The study sample consisted of (158) student-teachers (78 females, 80 males) who completed the study requirements in special education and trained in the field for a full year , to achieve the goal of the study, a questionnaire consisting of (15) open-ended questions of the type (yes, no) was applied. After collecting and analyzing the data, the study showed that teachers' overall attitudes were moderate, as 37.2% of the sample indicated positive attitudes towards integrating various mental disabilities, while 55.9% answered the need to separate students with physical and motor disabilities, especially severe ones, from their ordinary peers. Cipkin & Rizza (2013) conducted a study in the United States of America aimed at revealing the attitudes of primary and middle school teachers towards integrating students with disabilities in regular schools of education , to achieve the goal of the study, a questionnaire consisting of (20)

questions was distributed to a sample of (50) male and female teachers, of whom (29) teachers responded and were considered as a sample for the study, then the results of studies and research conducted in the last two decades were analyzed to compare the results. The study showed that there were positive trends towards integrating people with mild mental disabilities and emotional disorders among middle school teachers and were less among teachers of the basic stage, and there were no significant differences in attitudes due to the gender variable, and this is in agreement with most of the previous studies conducted in this field,. The study of Nketsia and W.Salovita (2013), which aimed to determine the attitudes of pre-service teachers as one of the main factors in promoting inclusive education for students with disabilities, and (200) pre-service teachers in the final year at the university and from three educational colleges in Ghana were surveyed. To know their opinions and knowledge of inclusive education and special needs , the results of the study showed that almost all participants were introduced to the concept of inclusion during their studies and that only one third of them felt a high degree, or to some extent, their willingness to teach children with disabilities, and their level of knowledge, personal experience and feelings of self-efficacy had an important role through field training And a high level in providing comprehensive education to students .

A study aimed at knowing and evaluating the relationship between the attitudes of ordinary students with disabilities according to age, gender and educational stage in India, and showing whether older students had positive attitudes from younger students, both boys and girls, and whether there was an effect of education on attitudes towards disability. Collect

data from participants in classes (9, 10, 11 and 12) with an equal number of boys and girls . Harold E. Yuker J. (ATDP) & Education, BlockJanet H. Youinng 6 scale, which contains twenty paragraphs, was used, and the results showed a positive relationship between educational stage and age. And there is a negative relationship between gender and people with disabilities and it was in favor of females. Al-Hassani (2015) conducted a survey study aimed at identifying the attitudes of ordinary students towards their peers, students with learning difficulties in Jeddah Governorate. A questionnaire was developed for the purposes of the study, and it consisted of (25) items and was divided into three dimensions. 450 students from The third and fourth grades of primary school and the arithmetic means and standard deviations were extracted, and the results of the study concluded that there are positive attitudes among ordinary students towards their peers with learning difficulties.

The study methodology and procedures:

The current study relied on the analytical descriptive approach in order to suit the nature of the objectives of the study in an attempt to identify the attitudes of ordinary students towards students with disabilities and were quantitatively expressed as numerically in order to determine the differences in the attitudes of students towards their peers with disabilities according to the variables: (gender, grade, knowledge with disability, and average).

Study participants:

The number of individuals participating in the study was 245 male and female students. In the schools of the Koura District Education Directorate, which numbered (134) male and (111) female students during the first semester of the academic year 2019/2020. Table (1) shows

the distribution of the participants according to the variables

Table (1)
Distribution of the study population according to its variables

	the level	the number	Percentages
Gender	Male	134	54.7
	Female	111	45.3
Grade	First secondary	179	73.1
	second secondary	66	26.9
Average	Low	63	25.7
	Middle	94	38.4
	High	88	35.9
Knowledge with disability	Known	95	38.8
	he do not know	150	61.2
Total	Total	245	100.0

The researcher was able to limit (40) paragraphs that express the attitudes of students towards students with disabilities. By referring to the theoretical literature and previous studies, including (Maurya, parasarr, 2017) (Yuker, 1986) (Bakhsh, 2000) (2003, Al-Sartawi) (Alkhateeb, 2003) and (ALBastanji, 2002), (Bssaert). , Colpin, Pijl., & Perty, 2011) (Al-Quraiti, 2005).

To verify the validity of the tool, it was presented to a group of arbitrators specialized in the field of special education, mental health, psychological counseling and educational psychometrics, in order to benefit from their

observations regarding the clarity of the wording of the paragraphs, the arbitrators made a set of observations related to the formulation of some paragraphs, the merging of four paragraphs and the deletion of four of the paragraphs to be repeated, and the scale in its final form consisted of (32) items using a five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree) and the scale contained: Positive and negative paragraphs, and their results were reversed during the statistical analysis. An agreement percentage of 80% or more of the arbitrators unanimously agreed to amend, delete or accept the paragraph.

Construction veracity:

In order to extract the significance of the construct validity of the scale, the correlation coefficients of the scale items with the total degree were extracted in an exploratory sample from outside the study sample that consisted of (30) students, As the correlation coefficient here represents an indication of validity for each paragraph in the form of a correlation coefficient between each paragraph and the total degree , and the correlation coefficients of the paragraphs with the tool as a whole ranged between (0.41-0.72), and the following table(2) shows that :

Table (2)

Correlation coefficients between items and the total degree

paragraph number	correlation coefficient with the tool	paragraph number	correlation coefficient with the tool
1	.61(**)	17	.49(**)
2	.61(**)	18	.68(**)
3	.49(**)	19	.70(**)
4	.50(**)	20	.53(**)

paragraph number	correlation coefficient with the tool	paragraph number	correlation coefficient with the tool
5	.61(**)	21	.40(*)
6	.55(**)	22	.55(**)
7	.72(**)	23	.57(**)
8	.54(**)	24	.40(*)
9	.50(**)	25	.55(**)
10	.69(**)	26	.40(*)
11	.36(*)	27	.44(**)
12	.68(**)	28	.52(**)
13	.54(**)	29	.40(*)
14	.40(*)	30	.55(**)
15	.55(**)	31	.45(**)
16	.72(**)	32	.70(**)

* Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

Stability of the study tool:

To ensure the stability of the study tool, the test-retest method was verified by applying the tool, and re-applied after two weeks on a group from outside the study sample consisting of (20) students, and then the Pearson correlation coefficient was calculated between their estimates in both times and amounted to (0.92), The stability coefficient was also calculated by the internal consistency method according to Cronbach's alpha equation, and it was (0.88). These values were considered appropriate for the purposes of this study because the scale has high stability indications.

Statistical processing:

To answer the first question, arithmetic means and standard deviations were used

To answer the second question, Analysis of Covariance (ANCOVA) and Scheffe's test for dimensional comparisons.

Study procedures :

1. Reference was made to the theoretical literature and related previous studies.
2. The researcher prepared the study tool in its final form and verified its validity and reliability.
3. Then identify the study sample, then distribute the study tool on the study sample on paper. The students were informed that their answers will be treated confidentially and will be used for scientific research purposes only.
4. Data entry into the computer and data analysis using the Statistical Package for the Social Sciences system(SPSS) .

correction tool :

The statistical standard adopted in the study:

The five-point Likert scale was adopted to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree) and they are represented numerically (5, 4, 3, 2, 1) respectively, the scale was calculated by using the following equation:
upper end of scale (5) - lower end of scale (1)
Number of categories required (3)

$$5-1 = 1.33$$

3

And then add the answer (1.33) to the end of each category. Therefore, the following criterion was adopted for the purposes of analyzing the results:

- Negative trends from 1.00 - 2.33, which is the lowest third from the responses of the study sample
- Neutral trends from 2.34 to 3.67, which is the middle third from the responses of the study sample

Positive trends from 3.68- 5.00, which is the highest third from the responses of the study sample

Study results and discussion

Results related to the first question: What are the attitudes of ordinary students towards the inclusion of students with disabilities in the regular school?

To answer this question, the arithmetic means and standard deviations of the responses of the

study members were calculated on the study tool to estimate the respondents' attitudes towards students with disabilities, and the table (3) below illustrates this,

Table (3)

Arithmetic means and standard deviations of students' attitudes towards students with disabilities, arranged in descending order according to the arithmetic means.

Degree	Number	Paragraphs	Arithmetic means	Standard Deviation	The level
1	26	I feel good when I help a student with a disability to reach the classroom	4.54	.807	positive
2	23	I feel that students with disabilities have a basic and legal right to receive appropriate education in regular classes	4.51	.828	positive
3	7	Students with disabilities should not feel inferior	4.50	1.003	positive
4	6	I am happy for students with disabilities to share their hobbies	4.40	.791	positive
5	10	Students with disabilities should be isolated from society	4.36	1.113	positive
6	24	I feel embarrassed when I study with students with special disabilities at school	4.19	1.032	positive
7	21	A student with a disability may transmit an infection to others	4.16	1.055	positive
8	22	I want to learn how to deal with people with disabilities	4.13	1.069	positive
9	5	Disability does not prevent students from excelling	4.12	1.227	positive
10	13	I believe that inclusion enhances the self-concept of students with disabilities	4.08	.955	positive
11	12	I feel alienated from students with special disabilities	4.06	1.081	positive
12	9	I welcome the establishment of social relations with students with disabilities.	4.02	1.134	positive
13	25	Inclusion increases academic achievement for students with disabilities	4.02	.949	positive

Degree	Number	Paragraphs	Arithmetic means	Standard Deviation	The level
14	14	I don't like to appear with students with disabilities in front of people	3.98	1.296	positive
15	29	People with disabilities can become the leader in a game or in a class	3.94	.984	positive
16	16	I see the need to stay away from students with disabilities because it poses a danger and aggression to others	3.91	1.150	positive
17	17	I treat students with disabilities the same way I treat any other student	3.89	1.250	positive
18	30	If people with disabilities showed undesirable behavior, discuss it.	3.80	.898	positive
19	15	I do not like to participate in trips with students with disabilities	3.76	1.239	positive
20	18	I feel comfortable talking with students with disabilities	3.65	.927	neutral
21	31	You think that people with disabilities should learn in the same class rather than in their own class	3.60	1.092	neutral
22	8	Look at students with disabilities with pity	3.52	1.445	neutral
23	20	A student with a disability cannot provide any assistance to his peers	3.51	1.077	neutral
24	2	Students with disabilities do not constitute a burden on the educational process.	3.41	1.413	neutral
25	11	People with disabilities succeed in appropriate jobs as students as ordinary students	3.39	1.060	neutral
26	19	A student with a disability brings grief and depression to his family	3.33	1.203	neutral
27	27	Teaching students with disabilities in a regular school costs a lot of money	3.18	1.207	neutral
28	4	Students with disabilities can be self-reliant. The integration program increases the gap between	3.02	1.136	neutral
29	32	students with disabilities, students and ordinary students.	2.76	1.287	neutral

Degree	Number	Paragraphs	Arithmetic means	Standard Deviation	The level
30	1	Students with disabilities have abilities that are less than their normal peers.	2.64	1.192	neutral
31	28	Provide special educational means that lead to the success of the integration	2.53	1.151	neutral
32	3	Activities for students with disabilities are limited	2.31	1.080	negative
	TOTAL		3.73	.489	positive

Table (3) shows that the arithmetic means ranged between (2.31 -4.54), where paragraph No. (26) states, "I feel satisfied when I help a student with a disability to reach the classroom" came in the first place and with an arithmetic means It was (4.54), and the standard deviation was (807.) Paragraph No. (3) reads, " Activities for students with disabilities are limited." It ranked last, with a arithmetic mean of (2.31). The standard deviation was (1.080) and the arithmetic mean of the tool as a whole was (3.73). And standard deviation (489) to indicate the level of positive trends on the tool in general.

The researcher explains this result to the fact that the student community in schools adopts positive attitudes towards disability and students with disabilities. In light of this result, it becomes clear that ordinary students' knowledge of the characteristics and needs of their peers with disabilities had a clear impact in developing positive attitudes and by referring to the policies adopted by public education institutions We find that the school is more understanding and accepting of individuals with disabilities than ever before , this is also due to the attitudes of teachers and principals of ordinary schools that adopt positive attitudes towards these individuals, and this is explained by the fact that international and local bodies and organizations, laws and legislation advocate the rights of

persons with disabilities in public education, work and the services provided to them , This result is also explained by educational philosophies that seek to enroll students with disabilities in the regular class, in application of the philosophy of comprehensive inclusion, where educational integration is one of the educational alternatives that provide students with special needs the opportunity to receive education with their peers, ordinary students to the maximum extent possible, and the participation of students People with special needs in educational activities that they can perform successfully .

The integration creates a realistic environment in which students with special needs are exposed to conditions that are as close as possible to the natural environment, which leads to their social, academic and psychological development with their ordinary peers , this is also due to the fact that students obtain information from their parents and families about individuals with disabilities. It is noted that students with learning disabilities and people with disabilities have acceptable social skills and have the ability to form friendships and acceptable social relations with ordinary students, it seems that ordinary students do not mind the presence of students with disabilities with them in class and school, and they are ready to provide assistance to them

wherever they request it. This result agrees (with Al-Hassani study, 2015) and Grames & Leverent, 2010), and Maurya and Basar (Maurya). (parasarr, 2017) and Al-Sartawi's study, 2003) and (Mohammed's study, 1990) (and Al-Bustanji's study, 2002).

The second question: "Are there any statistically significant differences at the significance level ($\alpha = 0.05$) in the attitudes of ordinary students towards inclusion of students with disabilities due to the variables (gender, grade, knowledge, average)?"

To answer this question, the arithmetic means and standard deviations of the estimates of the

participants in the study were calculated on the scale of the ordinary student's attitudes towards their peers of students with disabilities according to the variables (gender, grade, knowledge) and the table (4) illustrates this and to indicate the statistical differences between the arithmetic means , a test was used "T", and Table (4) illustrates this.

By gender variable:

Table (4)

Arithmetic Means , standard deviations, and t-test for the effect of gender on the college score

		number	Arithmeti c mean	standard deviatio n	"T""valu e	degrees of freedo m	Statistical significanc e
Gender	male	134	3.64	.413	-3.153	243	.002
	female	111	3.83	.550			
Grade	First secondar y	179	3.72	.514	-.441	243	.660
	second secondar y	66	3.75	.416			
knowledg e of disability	Known	95	3.87	.409	3.731	243	.000
Gender	he do not know	150	3.64	.514			

Table (4) shows that there are statistically significant differences in the level of performance of the study members on the study tool as a whole at the level ($\alpha = 0.05$) due to the effect of gender and in favor of females, where the arithmetic mean for females was (3.83), while the arithmetic mean for males was (3.64).

This result can be explained by the fact that female students have more sincere emotions and feelings towards students with disabilities and are more receptive than males, and this is a positive indicator that reflects the extent to which students with disabilities are accepted in regular schools. It can also be argued that attitudes

towards peers with disabilities is an environmental factor that may facilitate or prevent students' academic and social participation; If it is positive, it encourages them to engage in the educational context and enables them to actively participate in all activities, and this facilitates their social integration (Dogan, 2015)). Also, students with disabilities have a constructive energy that can be exploited and benefited from. Otherwise, they will become a burden on their societies. Therefore, positive attitudes towards persons with disabilities can create a fertile environment for planning the necessary programs for their care, development and improvement (Alkhateeb, Alhadidi, 2009). Here, we must stop at this result, and the educational decision-makers in the Ministry of Education should think of appropriate strategies that help improve the attitudes of male students towards integrating their peers with disabilities, identifying them and their characteristics in the school community, and organizing comprehensive counseling programs in order to improve the image of students with disabilities. Distinctive models for some students, The Ministry of Education must include images of people with disabilities in school curricula and at all school levels. This result agrees with the study of Bssaert, Colpin, Pijl., & Perty (2011) and the study of Bssaert, Colpin, & Perty. (Olal ey et al, 2012) and the study of Maurya and Pasar (Maurya, parasarr, (2017). It differed with the study of Grams & Leverent (2010).

As for the grade variable: Table (4) shows that there are no statistically significant differences in the performance level of the study members on the study tool as a whole at the level ($\alpha = 0.05$) due to the effect of the Grade. The age stage and its data and requirements, and this result is logical to a large extent, especially if we know

that the environmental experiences experienced by both the first secondary and second secondary grades are the same, and that the society to which they belong is the same,

As for the variable of knowledge of disability? Table (4) shows that there are statistically significant differences in the level of performance of the study members on the study tool as a whole at the level ($\alpha = 0.05$) due to the effect of knowledge and in favor of those who know, where the arithmetic mean of those who know reached (3.87), while the arithmetic mean is not known (3.64). The researcher explains this result to that the students who have knowledge through their follow-up to the media, books and pamphlets, and took various cognitive experiences and educational skills related to people with special needs, which contributed to the formation of their knowledge also through family upbringing and religious education in positive treatment of students with disabilities, which encourages students Ordinary people accept their peers with special needs and urge them to understand and respect differences, diversity and variance.

for the average variable

To answer this question, the arithmetic means and standard deviations of the attitudes of normal students towards integrating their peers with disabilities were calculated according to the average variable, and Table (5) illustrates this.

Table (5)

Arithmetic means and standard deviations of the attitudes of ordinary students towards integrating their peers with disabilities according to the average variable

Categories	The number	Arithmetic means	standard deviations
low	63	3.63	.461
middle	94	3.67	.539

high	88	3.85	.428
total	245	3.73	.489

Table (5) shows an apparent discrepancy in the arithmetic means and standard deviations of the attitudes of normal students towards their peers with disabilities due to the different categories of the academic average variable.

To clarify the statistically significant differences between the arithmetic means, a one-way analysis of variance was used according to Table (6).

Table (6)

a one - way analysis of the effect of the rate variable on the attitudes of students towards their peers with disabilities

Source	Sum of squares SS	degrees of freedom	Sum of Squares SS	F value	Statistically significant
between groups	2.157	2	1.079	4.648	.010
within groups	56.160	242	.232		
total	58.317	244			

It is clear from the previous table that there are statistically significant differences at the significance level ($\alpha = 0.05$) that are attributed to the average on the students' attitudes.

To show the statistically significant pairwise differences between the arithmetic means, Scheffe's test for dimensional comparisons was used, as shown in the following table.

Table (7)

Dimensional comparisons by Scheffe method for the effect of the academic average on the attitudes of ordinary students towards their peers with disabilities according to the average variable

	arithmetic means	Low	Middle	High
Low	3.63			
middle	3.67	-.04		
high	3.85	- .22(*)	-.18(*)	

* Statistically significant at the significance level (0.05).

Table (7) shows that there are statistically significant differences ($\alpha = 0.05$) between students with high academic achievement on the one hand and both low and average on the other hand, and the differences came in favor of students with high academic achievement , this result is logical because students with high academic achievement have more positive attitudes than those with low academic achievement. this reflects their self-confidence, their ability to learn, knowledge of the characteristics of students with disabilities, their ability to think logically, and knowledge of the causes of disabilities and ways to prevent them.

Recommendations

1. Conducting more scientific studies on attitudes towards students with disabilities by adding other variables that the current study did not address.
2. Adding a number of materials, courses and workshops that seek to bring about a change in the negative attitudes that students, teachers and school workers hold towards students with disabilities, and to support positive attitudes.
3. Holding counseling, awareness and treatment programs that seek to positively change the

attitudes of school students towards students with disabilities. and their parents.

4. The study recommended conducting more scientific studies on attitudes towards students with disabilities studying in higher education institutions by adding other variables that the current study did not address.

- The study recommends conducting future studies on the attitudes of teachers and school principals.

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