

Awareness of Teachers regarding Needs and Problems among Inclusive Disabled Primary School Students

Hanem Abdelfatah Abdel Mordy¹, Howyida Sadek Abdel Hameed² and Mona Abdalla Abdel Mordy³

(1) M. sc. Student of Community Health Nursing, Faculty of Nursing- Benha University, (2) Professor of Community Health Nursing, Faculty of Nursing- Benha University and (3) Assist. Prof. of Community Health Nursing, Faculty of Nursing- Benha University.

Abstract

Background: Inclusive education which fully engages all students with and without disabilities and role of teachers to know their needs and problems. **This study aimed** to assess awareness of teachers regarding needs and problems among inclusive disabled primary school students. **Research design:** A descriptive research design was used to achieve the aim of this study. **Setting:** This study was conducted at 13 primary schools in Benha City, Qalubya Governorate. **Sample:** Purposive sample was used to include inclusive disabled children and interactive teachers in the previous mentioned settings by simple random sample. **Tools: Two tools were used I):** A structured interviewing questionnaire which consists of four parts. **Part 1:** A) Socio-Demographic characteristics of the studied inclusive disabled primary school students, B) characteristics of the studied students' health status and disability profile and their needs and problems **Part2):** Knowledge of teachers regarding inclusion and disability. **Part3):** Reported practices of the studied teachers regarding needs and problems of inclusive disabled students. **Part4)** It included attitude rating scale, A) Teacher's attitude regarding needs and problems of inclusive disabled students .B) Student's attitude during the academic day **II):** Observational checklist to assess teacher behavior , student behavior and school environment **Results:** 56.8% of the studied students aged from 8-<10 years with **mean ± SD** was 10.23±2.16, 53% of them were males 46.2% of the studied teachers aged from 35-<40 years with the **mean ± SD** was 33.33 ± 3.46 **Conclusion:** High statistically significant positive correlation was found between the studied teachers' total knowledge and their total reported practices and their total attitude. **Recommendations:** Develop and disseminate posters and booklet about importance of inclusive system for disabled students, conducting periodic courses and workshop within school for teachers about how dealing with inclusive students and to be updated with the current trend of teaching methods.

Keywords: Awareness, Teachers, Needs and Problems, Inclusive Disabled Students

Introduction

Education is very important for every person regardless of age, gender, race, economic status, as well as disability. People, particularly students with disabilities are usually perceived by societies as disadvantaged groups, hence they are in apposition of missing some economic, political and social benefits including the right to access equitable and quality

education. This is in line with who points out that, students with physical disabilities experience personal limitations in school environments that affect their social, psychological and academic spheres that may likely affect academic performances at school. Some of the limitations can be alleviated with parental, community and government support (Mcleod, 2019).

Hanem Abdelfatah, Howvida Sadek and Mona Abdalla

Disability- is the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these. One disability could be a result of birth complications, or it could develop along a life continuum as a consequence of a disease or accident (**Kabuta, 2019**). Between 93 million and 150 million children live with a disability worldwide. Throughout Africa, less than 10% of children with a disability are in primary education, In Bangladesh, 30% of people with disabilities have completed primary school, compared to 48% of those without disabilities, In Zambia it is 43% compared to 57% and in Paraguay 56% to 72%, According to one estimate, 75% of children with disabilities in Afghanistan are out of school. Education can help people with disabilities get increased access to employment, health and other services, and develop a better awareness of their right (**World Health Organization (WHO), 2020**).

Students with disabilities do not need to be placed in different institutions. They deserve to have full access to all resources and social interactions that are present in the general education classroom. The inclusion of students with disabilities in the general education classroom is a current legal requirement according to the nation's special education law identified as individuals with disabilities education (**Walsh, 2021**).

The United Nations on the Rights of Persons with Disabilities United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) signifies a paradigm shift from seeing disability as a clinical and social welfare issue toward recognizing that disability is a fundamental human rights issue and that meeting the development goals of persons with disabilities is necessary to meet overall global development goals. This Convention provides a legal framework for all issues related to the lives of persons with

disabilities, and it includes explicit language stating that children with disabilities have the right to receive education in an inclusive setting and with the supports needed to succeed (**Partanen, 2023**).

Teachers play an important role in bringing inclusion to typical classrooms but they may have a number of issues related to implementing inclusive education, such as difficulties in managing children with different disabilities, inadequate training, a poor working environment and the fear of a decline in academic achievement among the typically developed students. Teachers face stress or dilemmas when balancing classes to meet the needs of both students with and without Special Educational Needs (**Senarath, 2020**).

The challenges facing successful implementation of inclusive education may be summarized as: challenges related to change from segregated settings to inclusion, meeting needs of both children with disabilities and the less challenged learners in regular classes, equity, infrastructural barriers, classroom learning environment, policy and human resource, community barriers and poverty-(**Jelena, 2022**).

Community health nurse plays a key role in schools for over 100 years, there has been a dramatic increase in children with special health needs and disabilities in schools across the country. Children with special needs include those with severe physical, behavioral, and developmental disabilities. However, the role is of paramount importance in the special education classroom due to unique student immobility issues, limited cognitive abilities, and inability to follow direction in an emergency situation such as fire, weather, or violence. Children with special needs may be unable to recognize and report potential safety hazards. Therefore, the school nurse should observe in the classroom, lunchroom, playground, and parking lot for potential

Awareness of Teachers regarding Needs and Problems among Inclusive Disabled Primary School Students

environmental safety hazards
(Gutenbrunner, et al, 2021).

Significance of the study

In 2018–2019, in Egypt the number of students ages 3–21 who received special education services under the Individuals with Disabilities Education Act (IDEA) was 7.1 million, or 14 percent of all public school students. Among students receiving special education services, 33 percent had specific learning disabilities (National Center for Education Statistics, 2020).

This study is important because there were no previous studies are undertaken in Benha University about this topic. So the researchers conducted this study awareness of teachers regarding needs and problems of disabled primary school students.

Aim of the study:

The aim of this study is to assess awareness of teachers regarding needs and problems among inclusive disabled primary school students

Research Questions:

- 1) What are the needs and problems of inclusive disabled primary school students?
- 2) What are the knowledge of teachers regarding needs and problems among inclusive disabled primary school students?
- 3) What are teachers attitude toward needs and problems of inclusive disabled students?
- 4) What are the reported practices of teachers regarding needs and problems among inclusive disabled primary school students?
- 5) Is there a relation between teachers knowledge, attitude and their practice regarding needs and problems of inclusive disabled students?
- 6) Is there a relation between teacher's knowledge, attitude and their practice regarding academic achievement of inclusive disabled students?

Subjects and Methods

Research design:

A descriptive research design was utilized to conduct this study.

Setting:

Cluster sample was used in the study in primary schools at Benha City from Benha Educational Administration after divided to rural and urban areas then take 25% of total number of villages (ten villages) having (18 school) take 25% of schools in rural area (5 schools) named: kafer Sandnhour, Alkramaa, Mogool Al-Ebtidaeya, Azbeat Alkopar, Kafer Abo-Zahra, then take 25% of schools selected randomly from urban areas (8 schools) named: Mohamed Farid, Hamza Ibn Abdel Muttalib, Al-Emam Mohammed Abdo, Kamal Eldin Hussein, Hoda Shaarwy, Taha Hussien, Ibn khaldun, Atrib Al-Ebtidaeya Aljadidah, to complete the study take 25% of interactive teachers from each selected school.

Subjects:

Simple random sample of primary school students used according equation $n = \frac{N}{1+N(e)^2}$

$$n = \frac{N}{1+N(e)^2}$$

N = Total population

n = Sample

e = 0.05

Tools of data collection:

Two tools were used to collect the data:

It was developed by researchers, based on reviewing related literature and written in Arabic simple language and consisted of:

Tool I: A structured Interviewing Questionnaire: It consisted of four main parts:

Part I: It was designed to collect data about:
A. Socio-demographic characteristics of the inclusive disabled primary school students which consisted of 6 items (age, sex, academic year, birth order, place of residence and family monthly income).

B. Characteristics of the studied teachers which consisted of 5 items :(Age, sex, specialty name, years of experience and previous training concerning inclusion and dealing with disabled students).

C. Student health status and disability profile data which consisted of 7 items:(Causes of disability, type of disability, duration of disability, past health problems, follow-up visits, rehabilitation program and assistive devices).

D. Educational profile data which consisted of 2 items (Child daily academic performance and scholastic achievement).

E.1- Needs of disabled primary school students mentioned from their point of view as (health care within the school, entertainment, psychological support and good relationship from healthy students).

E.2- Needs of disabled primary school students mentioned from teachers point of view as (health care within the school, entertainment, having a complete support team, remedial sessions and modern technology).

F.1- Problems of disabled primary school students mentioned from their point of view as (disability problems and problems related to teaching aids).

F.2- Problems of disabled primary school students mentioned from teachers point of view as (difficulty understanding, difficulty perception, difficulty being able to interact and learning difficulty).

Part II: knowledge of teachers regarding inclusion and disability and consisted of 8 items as (meaning of disability, meaning of inclusion system, benefits of inclusion, types of inclusion, problems faced inclusive disabled students, high risk groups vulnerable to problems, kinds of needs of inclusive disabled students in their school and support services that can be provided to inclusive disabled students).

Scoring system of the studied teachers' total knowledge:

It was calculated as follows: (2) score for correct and complete answer, while (1) score for correct and incomplete answer and (0) score for don't know or incorrect answer. These scores were converted into percent score. Teachers total knowledge score was classified as the following:

Total scores of knowledge=16 points.

- **Good** when the total score was > 75% (>12 points).
- **Average** when the total score was 50% to less than 75% (8 to less than 12 points).
- **Poor** when the total score was less than <50% (<8 points).

Part III: It concerned with reported practices of the studied teachers regarding needs and problems of inclusive disabled students and included 14 items

Scoring system of total teachers reported practices:

For each practice was give as follows: (0) score for not done, while, (1) score for done. These scores of items were converted into a percent score. Teachers reported practices classified as follow:

- **Total scores of teachers reported practices =14 points**
- **Satisfactory teachers reported practices $\geq 60\%$ ($\geq 8,4$ points).**
- **Unsatisfactory teachers reported practices < 60% (<8,4 points).**

IV: It concerned with attitude rating scale adapted from)and consisted of two sub parts:

- a) Teachers' attitude regarding needs and problems of inclusive disabled students and included 32 closed ended questions and divided to two parts, first part named (**Teachers experience and training**) and included 22 items and second part named (**social and psychological factors in dealing with students with special needs and their families**) and included 10 items **Scoring**

Awareness of Teachers regarding Needs and Problems among Inclusive Disabled Primary School Students

system of the studied teacher's total attitude:

The scoring system for teachers' attitude was calculated as the following: (0) score for disagree, while, (1) score for don't know, and (2) score for agree. These score converted into a percent score. Teachers' attitude classified as follow:

The total level of teacher's attitude was categorized as the following:

Total scores of attitude= 64 points.

- **Negative** when total score was less than 75 %(< 48points).
- **Positive** when total score was equal or more than 5% (≥48points).

b): Student's attitude during the academic day, which included 14 closed ended questions

Scoring system of the studied inclusive students' total attitude:

The scoring system for students' attitude was calculated as the following: (0) score for disagree, while, (1) score for don't know and (2) score for agree. These score converted into a percent score. Inclusive attitude classified as follow:

The total level of students' attitude was categorized as the following:

Total scores of attitude= 28 points.

- **Negative** when total score was less than 75 %(<21points).
- **Positive** when total score was equal more than 5% (≥21points).

Tool II: Observational checklist to assess the following:

a) Teachers behavior and consisted of the following: **Communication** which include 9 items, **Duties and responsibilities** which included 7 items and **Interactive methods** which include 4 items

Scoring system of the studied teachers' total behavior:

The scoring system for teachers' behavior was calculated as the following: (0) score for

rarely, while, (1) score for often, and (2) score for always. These score converted into a percent score. Teachers' behavior classified as follow:

The total level of teachers' behavior was categorized as the following:

- **Total scores of behavior = 40 points.**
- **Unsatisfactory** when total score was less than 75 %(<30 points).
- **Satisfactory** when total score was equal or more than 75% (≥30 points).

b) Students behavior which adopted from (Eunhee & Garito, 2010) and consisted of the following: **Communication** which included 7 items and **Movement** which included 7 items-

Scoring system of the studied student total behavior:

The scoring system for students' total behavior was calculated as the following: (0) score for rarely, while, (1) score for often, and (2) score for always. These score converted into a percent score. Students' behavior classified as follow:

The total level of student's behavior was categorized as the following:

- **Total scores of behavior = 28 points.**
- **Unsatisfactory** when total score was less than 75 %(<21 points).
- **Satisfactory** when total score was equal or more than 75% (≥21points).

c) School environment observation data and consist of the following:- **Building and Safety** which included 7 items, **class room environment** which included 4 items and **School utility** which included 8 items

Scoring system of the studied school environment:

The scoring system for school environment was calculated as the following: (0) score for not present, while, (1) score for present. These score converted into a percent

score. School environment assessment classified as follow:

The total score of school assessment was categorized as the following:

- **Total scores = 19 points.**
- Safe environment condition $\geq 75\%$ (>14 points)
- Unsafe environment condition $< 75\%$ (<14 points)

Content validity:

The tool validity was done by three expertise in Community Health Nursing field who reviewed the tools for clarity, relevance, comprehensiveness, applicability and easiness for administration implementation and according to their opinion minor modification were required.

Reliability of tool:

Reliability of tool was applied for the internal consistency of the tools by Alpha Cronbach reliability analysis. Reliability for teacher's knowledge was 0.897, for reported practices was 0.955, for attitude was 0.918 and for behavior was 0.882

Ethical Consideration:

All subjects were informed that participation in the study was voluntary; no name was included in the questionnaire Anonymity confidentiality of each participant was respected and protected, confidentiality was assured and subjects was informed that the content of the tool was used for research purpose only and they have the right of refuse to participate in the study or withdrawal at any time without any consequences.

Pilot study:

A pilot study was carried out on 10% (13 students and 10 teachers) from the total sample, no modification were done so the pilot study were included in the total number of the study sample. The aim of pilot study was to test the applicability and clarity of the tools and estimate the time for tool data collection. According to the results of the

data analysis, no items corrections or modification

Field work:

Data collection took about 3 months from the beginning of October 2022 to the end of December 2022; three days per week (Mondays\ Tuesdays\ Wednesdays), the researchers prepared the questionnaire and checklist and visit the selected previous setting and took the permission from director of school and explained the aim and the nature of the study for teachers and students after arranging the suitable time to gain their support and cooperation. Data was collected through distributed the questionnaire to participants (teachers) to fill them individually about their knowledge ,attitude and their practice toward needs and problems of inclusive disabled students, but inclusive disabled students help them to fill the questionnaire through their teachers , The researchers also collected data about Teachers behavior assessment, student's behavior assessment and school environmental assessment through observational checklist form the researchers visit the schools during three days \week (Mondays\ Tuesdays\ Wednesdays) to ensure that the studied sample present in the school because this days in middle of week and the average number of responses per day was ranged between 3-6 response during the academic day. The time needed to fill the observational checklist took from 20-30 minutes.

Statistical analysis:

The collected data was organized, tabulated, scored, analyzed and presented in figures using the number and percentage distribution, mean and stander deviation using Statistical Analysis Package for Social Science (SPSS) version 20. Data were presented using proper statistical tests. The following statistical tests that were used: Number and percentage: Mean and Stander Deviation (SD) and Chi-

Awareness of Teachers regarding Needs and Problems among Inclusive Disabled Primary School Students

square X^2 was used for qualitative data and spearman correlation test.

Statistical significance was considered at:

* Highly significant result when p-value < 0.001.

* Significant result when p-value < 0.05.

* Non-significant when p-value > 0.05.

Results:

Table (1): Shows socio-demographic characteristics of the studied students and clear that; 56.8% of the studied students aged from 8-<10 years old with the mean \pm SD was 10.23 ± 2.16 , 53% of them were males and 36.3% of them were in the second academic year. Regarding, birth order 56.8% of the studied students were the first child, 73.5% of them lived in village and 68.2% of them had just enough family monthly income.

Table (2): Illustrates that; 46.2% of the studied teachers aged from 35-<40 years with the mean \pm SD was 33.33 ± 3.46 , 71.2% of them were females, 53.8% of them were subject teachers 52.9% of them had 5-<10 years of experience and 100% of them didn't receive previous training concerning inclusion and deal with disabled students

Table (3): Illustrates that; 58.3% of the studied students their disability related to hereditary causes, 22.7% of them had physical disability, 49.2% of them had disability from birth, 47.7% of them had sleep disturbances, 59.1% of them had follow up visits, 64.4% of them had rehabilitation program, 65.9% of them didn't use assistive devices, 51.5% of them had average academic performance and 64.3% of them had succeeded in scholastic achievement.

Table (4): Demonstrates that; 75.8% of the studied students perceived that they need "psychological support" and 77.3% of them perceived that they had problems related to "teaching aids". In addition, 93.3% of the studied teachers perceived that students need

to have a complete support team and 97.1% of them perceived that students had difficulty in the interaction with others.

Figure (1): This figure demonstrates that; 57.7% of the studied teachers had poor total knowledge level about inclusion and disability, while 32.7% of them had average total knowledge level and 9.6% of them had good total knowledge level about inclusion and disability

Figure (2): This figure clears that; 86.5% of the studied teachers had unsatisfactory total reported practices level regarding needs and problems of their inclusive disabled students, while, 13.5% of them had satisfactory total reported practices level regarding needs and problems of their inclusive disabled students.

Figure (3): This figure illustrates that; 68.3% of the studied teachers had negative total attitude regarding needs and problems of inclusive disabled students and 31.7% of them had positive total attitude regarding needs and problems of inclusive disabled students

Table (5): Illustrates that; there was statistically significant relation between the studied teachers' total behavior level and their age, specialty name and years of experience. While, there was no statistically significant relation between the studied teachers total behavior level and their sex.

Table (6): Demonstrates that; there was highly statistically significant positive correlation between the studied teachers' total knowledge and their total reported practices and their total attitudes, while there was statistically significant positive correlation between the studied teachers' total knowledge and their total behavior, and also, between their total reported practice and their total behavior. While, there was no statistically significant correlation between the studied teachers' total reported practices

Hanem Abdelfatah, Howyida Sadek and Mona Abdalla

and their total attitude, in addition there was no statistically significant correlation between the studied teachers' total behavior and their total attitude level.

Table (7): Shows that; there were statistically significant positive correlation

between the studied teachers' total knowledge and total reported practices, attitudes, total behaviors and total students' achievements.

Table (1): Frequency distribution of studied students regarding their socio-demographic characteristics (n= 132)

Socio-demographic characteristics		No.	%
Age/ years old	6-<	37	28.0
	8-<10	75	56.8
	10≤12	20	15.2
	Mean ± SD 10.23±2.16		
Sex	Male	70	53.0
	Female	62	47.0
Academic year	First	27	20.5
	Second	48	36.3
	Third	23	17.4
	Fourth	16	12.1
	Fifth	10	7.6
	Sixth	8	6.1
Birth order	The first	75	56.8
	The middle	47	35.6
	The last	10	7.6
Place of residence	City	35	26.5
	Village	97	73.5
Family monthly income	Sufficient and saving	26	19.7
	Enough only	90	68.2
	Not enough	16	12.1

Awareness of Teachers regarding Needs and Problems among Inclusive Disabled Primary School Students

Table (2): Frequency distribution of studied teachers regarding their characteristics (n= 104)

characteristics		No	%
Age/ years old	25-<30	13	12.5
	30-<35	27	26.0
	35-<40	48	46.2
	40 and above	16	15.3
	Mean ± SD		33.33 ± 3.46
Sex	Male	30	28.8
	Female	74	71.2
Specialty name	Subject teacher	56	53.8
	Psychologist	22	21.2
	Social specialist	2	1.9
	Physical education teacher	4	3.8
	Food specialist	8	7.7
	School nurse	12	11.6
Years of experience	5-<10 years old	55	52.9
	10-<15 years old	35	33.7
	15-<20 years old	6	5.8
	20 years old and above	8	7.7
Previous training concerning inclusion and dealing with disabled students:-	Yes	-	-
	No	104	100

Table (3): Frequency distribution of the studied student regarding to their health status and their educational profile data (n= 132)

Items		No	%
Causes of disability	Hereditary	77	58.3
	Accident	45	34.1
	Medical error	10	7.6
Type of disability	Physical disability	30	22.7
	Mental disability	25	18.9
	Optical or visual disability	11	8.3
	Hearing disability	41	31.1
	Learning difficulty	10	7.6
	Multiple disabilities	15	11.4
Duration of disability	From birth	65	49.2
	Before school age	55	41.7
	After school joining	12	9.1
Past health problems	Chronic diseases	20	15.2
	Sleep disturbance	63	47.7
	Optical or visual problems	37	28
	Weight problems	12	9.1
Follow-up visits	Yes	78	59.1
	No	54	40.9
Rehabilitation program	Yes	85	64.4
	No	47	35.6
Assistive device	Yes	45	34.1
	No	87	65.9
Academic performance	Poor	49	37.1
	Average	68	51.5
	Good	15	11.4
Scholastic achievement	Succeed with excellence	11	8.3
	Succeed	85	64.4
	Fail	36	27.3

Table (4): Frequency distribution of the studied student regarding to their needs and problems as perceived by student and teachers

Items	No	%
Needs of disabled primary school students as students perceived*		
Health care within the school	88	66.7
Entertainment	49	37.1
Psychological support	100	75.8
Good relationship from healthy students	69	52.3
Needs of disabled primary school students as teachers perceived*		
Health care within the school	89	85.6
Entertainment	75	72.1
Having a complete support team	97	93.3
Remedial sessions	84	80.7
Modern technology	45	34.1
Problems of disabled primary school students as students perceived*		
Disability problems	96	72.7
Problems related to teaching aids	102	77.3
Problems of disabled primary school students as teachers perceived*		
Difficulty understanding	58	55.7
Difficulty perception	97	93.3
Difficulty being able to interact	101	97.1
Learning difficulty	76	73.1

The answers are not mutually exclusive

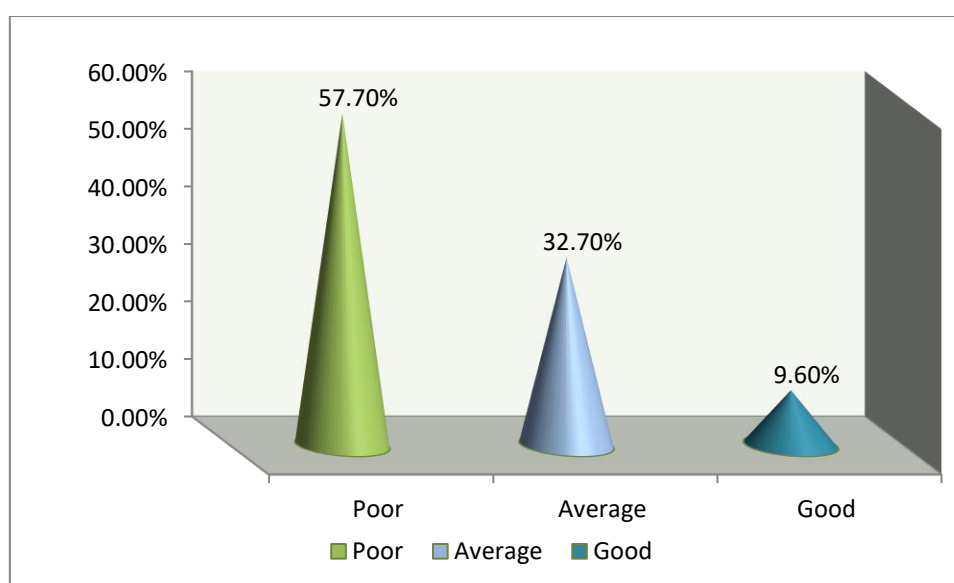


Figure (1): Percentage distribution of the studied teachers' regarding to their total knowledge level about inclusion and disability (n=104)

Awareness of Teachers regarding Needs and Problems among Inclusive Disabled Primary School Students

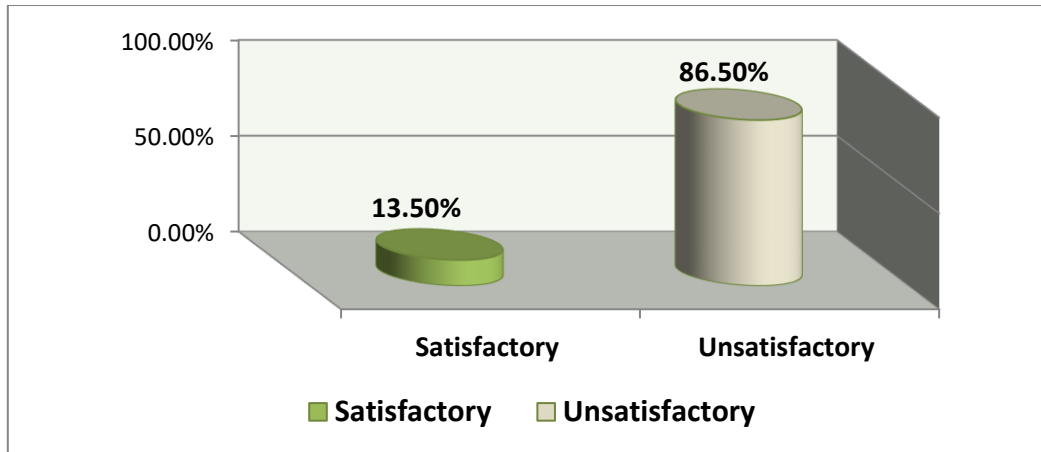


Figure (2): Percentage distribution of the studied teachers' total reported practices level towards needs and problems of inclusive disabled students (n=104)

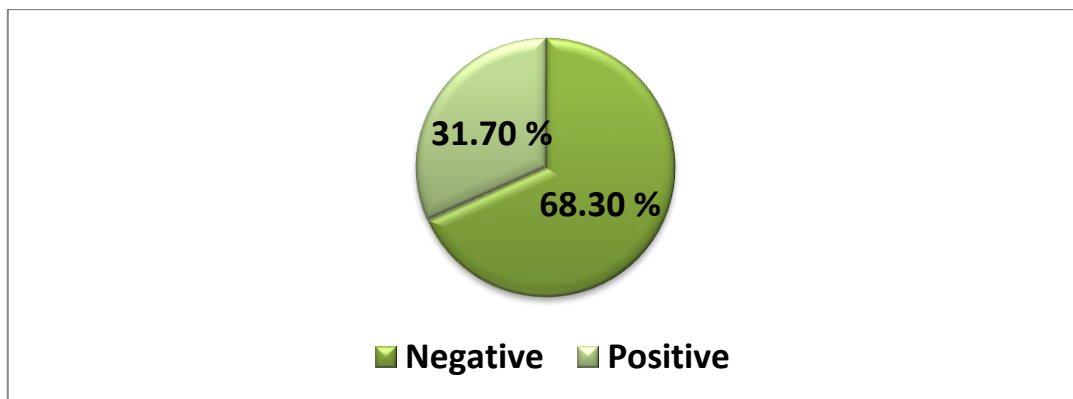


Figure (3): Percentage distribution of the studied teachers' total attitude regarding needs and problems of inclusive disabled students (n=104)

Table (5): Relation between the studied teachers' total behavior level and their socio-demographic characteristics (n=104)

characteristics		Total behavior level		X ²	P-Value
		Negative	Positive		
Age/ years old	25-<30	8	5	8.708	.033
	30-<35	9	18		
	35-<40	28	20		
	40 and above	4	12		
Sex	Male	15	15	.141	.707
	Female	34	40		
Specialty name	Subject teacher	29	27	19.670	.005
	Psychologist	16	6		
	Social specialist	0	2		
	Physical education teacher	0	4		
	Food specialist	0	8		
	School nurse	4	8		
Years of experience	5-<10	35	20	15.253	.002
	10-<15	12	23		
	15-<20	0	6		
	20 and above	2	6		

* A statistically significant difference $P \leq 0.05$

** A highly statistically significant difference $P \leq 0.001$

Table (6): Correlation matrix between the studied teachers' total knowledge, total reported practices, total attitudes and total behaviors (n=104)

Study variable	Total knowledge		Total reported practices		Total attitudes		Total behaviors	
	r	P	r	p	r	P	r	p
Total knowledge	--	--	.303	.001**	.503	.000**	.457	.035*
Total reported practices	.303	.001**	--	--	.079	.392	.050	.042*
Total attitudes	.503	.000**	.079	.392	--	--	.044	.635
Total behaviors	.457	.035*	.050	.042*	.044	.635	--	--

* A statistically significant difference $P \leq 0.05$

** A highly statistically significant difference $P \leq 0.001$

Table (7): Correlation between the studied teachers total knowledge, total reported practices, total attitudes, total behaviors and total students' achievements

Study variable	Total knowledge		Total reported practices		Total attitudes		Total behaviors	
	r	P	r	p	r	P	r	p
Total students' achievement	.477	.026*	.763	.024*	.293	.044*	.168	.015*

* A statistically significant difference $P \leq 0.05$

** A highly statistically significant difference $P \leq 0.001$

Discussion:

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

In almost all parts of the world, implementing inclusive education has become a common standard in schools, which entails educating children who have any kind of disability or those who have

additional abilities alongside with children who do not have any restrictions. This enables these children to receive high-quality education, removes any barriers when they interact with the outside world, and facilitates their incorporation into the society (Adnan, 2022).

Concerning to the socio-demographic characteristics of the studied students, the present study revealed that more than half of the studied students aged from 8-<10 years old with mean \pm SD was 10.23 ± 2.16 , more than half of them were males and more than one third of them are in the second academic year.

These finding disagreed with the study 'Environmental Adjustment Needs of Children with Special Educational Needs in Austrian Mainstream Schools' in Australia done by Morgenthaler (2023) who stated that less than two thirds of the studied sample

Awareness of Teachers regarding Needs and Problems among Inclusive Disabled Primary School Students

were female. also, these results inconsistent with study done by **Mantey, (2018)** about Accessibility to Inclusive Education for Children with Disabilities in France, who stated that less than one third of children aged from 8-<10 years old.

Concerning to the characteristics of the studied teachers, the present study revealed that less than three quarters of the studied teachers were females, more than half of them were subject teachers more than half of them had 5-<10 years of experience, all (100%) of them didn't receive previous training concerning inclusion and dealing with disabled students.

These findings disagreed with the study done by **Warnes et al., (2021)**, about Mainstream Teachers' Concerns about Inclusive Education for children with Special Educational Needs and Disability in England under pre-pandemic conditions who reported that more than half of their respondents had less than 5 years of experience in teaching. This result was agreed with the study of **Joseph & Ganesan (2021)**, titled Awareness of Inclusive Education among Teachers in Relation to Morale, Egypt, who stated that less than three quarter of the sample were females, may attribute this result to the high involvement of women in more jobs in Egypt

Also, the result were consistent with the study done by **Hassanein (2021)**, about The inclusion of Children with Special Education Needs in mainstream Schools in Egypt and stated that more than half of their participants were subject teacher, it might be due to the number of the normal student are more than the disabled students in the schools also, this schools aren't specialist for the disabled students only, as well as, the majority of the studied teachers didn't receive training concerning inclusion and dealing with disabled students.

Concerning distribution of the studied students regarding to their health status and their educational profile data, the present study illustrated that more than half of the studied students their disability related to hereditary causes, less than one third of them had physical disability, less than half of them had disability from birth and less than two thirds had rehabilitation program and didn't use assistive devices, more than half of them had average academic performance and less than two use of them succeed in scholastic achievement. These results were in consistent with the study done by **El-Saadani, & Metwall (2019)** about Inequality of Opportunity Linked to Disability in School Enrollment among Youth in Egypt who stated that the vision disability was the first then hearing and mobility disabilities. From the researchers' point of view because more than two thirds of students' parents income enough only they didn't assistive device for their students despite that, more than half of the students had average academic performance and succeeded in scholastic achievement may this return to their commitment in the rehabilitation program for each disability of the students. Also, less than half of students had disability from birth and less than three quarters of them from village it may be due to the phenomenon of consanguineous marriage, which is the cause of the existence of genetic diseases

Concerning distribution of the studied students regarding to their needs and problems as perceived by students and teachers, the present study revealed that three quarters of the studied students perceived that they need "Psychological support" and more than three quarters of them perceived that they had Problems related to teaching aids

In addition, most of the studied teachers perceived that students need "to have a

complete support team" and had difficulty in the interaction with others". This finding was congruent with the study of **Sayed (2016)** students with disability and the quest for inclusive education: A case study of private schools in greater Cairo case study of private schools in greater Cairo, who stated that according to teachers, the special support system is the most important factor in helping special needs students and successfully implementing inclusive education. Also, three quarters of the studied students perceived that they needed for psychological support within the school, it may be due to their feeling of fear and problem of acceptance between their classmate so they need psychological support to give them ability and confidence to deal with others.

On the other hand related to their problems in the school as they studied students perceived more than three quarters of them experienced problems related to teaching aids from the researchers' point of view this result related to difficulties that faces students during teaching process as they need for aids according to types of their disabilities. On the other hand, most of the teachers perceived that the problems of the disabled students related to difficulties of being able to interact that may attributed to poor psychological support and support team that supposed to help them to accommodate with their classmate and feeling normal life with them.

Concerning to the studied teachers total knowledge level about inclusion and disability, the present study showed that more than half of the studied teachers had poor total knowledge level about inclusion and disability, while less than one third of them had average total knowledge level and minority of them had good total knowledge level about inclusion and disability.

This finding was in consistent with the study done by **Thomas &Uthaman (2020)**

about Knowledge and Attitude of Primary School Teachers towards Inclusive Education of Children with Specific Learning Disabilities, who stated that less than two thirds (63%) of the teacher participants, had an average level of knowledge on specific learning disabilities and inclusive education. Lack of awareness of teachers about learning disabilities is either due to the reason that they did not receive any kind of professional training or their training did not impart any knowledge about learning disabilities. It is due to the lack of professional training for teachers that disabled students have to go through a demotivating learning experience. The discouraging experiences make them feel bad about themselves and also cause them to lose interest in the process of language acquisition. In the worst cases of demotivation, they may deliberately give up learning. Thus, it is very important that teachers are trained and have awareness about learning disabilities. A trained teacher would be able to identify disabled students and handle them more effectively.

Regarding to the studied teachers total reported practices level towards needs and problems of inclusive disabled students; the present study cleared that the majority of the studied teachers had unsatisfactory total reported practices level regarding needs and problems of their inclusive disabled students and disability, while more than one fifth of them had satisfactory total reported practices level regarding needs and problems of their inclusive disabled students. These finding were consistent with the study done by **Geleta (2019)** about School Principals and Teachers' Perceptions of Inclusive Education in Sebeta town primary government schools, Sebeta, Ethiopia, who stated that the majority of the actual implementation of inclusive education in general schools were not satisfactory. From the researchers' point of view, to succeed in implementing inclusive education in schools, there is a need of

Awareness of Teachers regarding Needs and Problems among Inclusive Disabled Primary School Students

creative school reforms, new firm policies and strategies that overcome such social and financial barriers, and provide the best of schools, teachers, communities, and resources. Only then we could talk about delivering a profound educational environment that is accessible to all learners regardless to their disabilities or special needs.

Regarding the studied teachers' total attitude level toward needs and problems of inclusive disabled students, the present study illustrated that more than two thirds of the studied teachers had negative total attitude regarding needs and problems of inclusive disabled students and less than one third of them had positive total attitude regarding needs and problems of inclusive disabled students. These findings were inconsistent with the study by **Warnes et al (2021)**, who stated that the attitudes of primary school teachers towards inclusive education of children with specific learning disabilities showed that 51% of their respondents possessed a positive attitude whereas 49% of them possessed a negative attitude towards inclusive education of children with specific learning disabilities.

Regarding relation between total behavior level of the studied teachers and their characteristics, the present study illustrated that there was statistically significant relation between the studied teachers' total behavior level and their age, specialty and years of experience. While, there was no statistically significant relation between the studied teachers total behavior level and their sex. From the researchers' point of view the positive behavior of the teacher included patiently listening to the students, and timely approving and praising those with disability and this revealing more praise or encouragement when the teacher interacted with their students.

The present study demonstrated that there were highly statistically significant positive correlation between the studied teachers' total knowledge, total reported practices and total attitudes, while there was statistically significant positive correlation between the studied teachers' total knowledge and their total behavior also, between their total reported practices and their total behavior. While there was no statistically significant correlation between the studied teachers' total reported practice and their total attitudes, in addition there was no statistically significant correlation between the studied teachers' total behavior and their total attitude level. agreed with the study done by **Warnes et al (2021)** who stated that there was a significant positive correlation between teachers' overall knowledge regarding inclusive education and attitude. Also, as far as attitude is concerned, there is ample room for improvement, which calls for the development of a better behavior when faced with the diverse situations or occurrences related to inclusion.

The present study demonstrated that there were statistically significant positive correlation between the studied teachers' total knowledge and total practices, total attitudes, total behavior and total students' achievements. From the researchers point of view than there were statistically significant positive correlation between the studied teachers' total attitudes, total behavior and total students' achievements, due to good attitudes of teachers lead to good of achievement of students and average teacher total knowledge lead to students succeed.

Conclusion:

More than two thirds of the studied students need to psychological support and more than two thirds of the studied students problems related to teaching aids. More than

half of the studied teachers had poor total knowledge level about inclusion and disability. Most of the studied teachers had unsatisfactory total reported practices level practices regarding needs and problems of inclusive disabled students. More than two third of the studied teachers had negative total attitude regarding needs and problems of inclusive disabled students. More than half of the studied students had negative total level attitude during academic day. There were highly statistically significant positive correlations between the studied teachers' total knowledge and their total reported practices and their total attitudes. There were statistically positive relation between teacher's knowledge, attitude and their practice regarding academic achievement of inclusive disabled students.

Recommendations

- *Imposing compulsory training courses for teachers about inclusive system.
- * Teachers need to be examined appropriately and certified before allowing them to teach in schools
- * Develop and disseminate posters and booklet about importance of inclusive system for disabled students.

For further research:

- *Factors affecting on needs and problems of inclusive disabled students.
- *Effect inclusive academic day on psychological life of teachers.

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وعى المدرسين تجاة الاحتياجات والمشاكل بين طلاب المدارس الابتدائية ذوى الاحتياجات الخاصه المدموجين

هانم عبدالفتاح عبد المعطى فرج الله - هويدا صادق عبدالحميد - منى عبدالله عبدالمرضى

يعتبر التعليم المدمج هو دمج كامل لجميع الطلبة سواء باعاقه او بدون اعاقه ومعرفة المدرسين لاحتياجات ومشاكل هؤلاء الطلبة. لذا هدفت هذه الدراسة الى تقييم وعى المدرسين تجاة الاحتياجات والمشاكل بين طلاب المدارس الابتدائية ذوى الاحتياجات الخاصه المدموجي. تم استخدام تصميم بحث وصفى لتحقيق هدف الدراسة. وقد اجريت الدراسة فى 13 مدرسه ابتدائية فى مدينه بنها فى محافظه القليوبيه. وتضمنت الدراسة عينه غرضيه تحتوى طلاب الدمج والمدرسين المتفاعلين معاهم باستخدام العينه العشوائيه البسيطة باستخدام ادائن الأولى: استبيان يضم معلومات عن الطلبة المدموجين ومعلومات وممارسات واتجاهات المدرسين تجاه الاحتياجات والمشاكل بين هؤلاء الطلاب الثانيه: استماره الملاحظه وتكونت من ملاحظه البيئه الخاصه بالمدرسه وملاحظه سلوك المدرسين و الطلبة0 اظهرت النتائج ان 75% من الطلبة اللذين شاملتهم الدراسة يحتاجون الي دعم نفسى وان 77% منهم لديهم مشاكل مع الوسائل التعليميه وان 68% من المدرسين لديهم اتجاهات سلبيه تجاه الاحتياجات والمشاكل بين هؤلاء الطلاب. وخلصت الدراسة الى ان توجد علاقة ذات دلالة إحصائية عالية بين اجمالى مستوي المعلومات ، الممارسات و الاتجاهات الخاصه بالمدرسين الخاضعين للدراسة. واوصت الدراسة فرض كورسات تدريبيه اجباريه للمدرسين عن الدمج والاعاقه, عمل اختبار مناسب للمدرسين واعتمادهم قبل السماح لهم التدريس فى المدارس و تطوير ونشر معززات وكتيبات حول اهميه نظام الدمج للطلابه المعاقين.