Research Article

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Difficulties Facing the Integration of Students with Disabilities from the Viewpoint of Workers in Integrated Schools in Riyadh, Saudi Arabia

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Abstract

The study aimed to identify the nature of the difficulties facing the inclusion of students with disabilities from the viewpoint of workers in integrated schools in Riyadh, Saudi Arabia, and identify the differences in those difficulties that are due to the variables (job title, gender, scientific qualification, specialization, years of teaching experience). It also aimed to identify the most challenging categories of disability to integrate into regular classes and identify the proposals of workers in integration schools to overcome the difficulties facing inclusion. The study population consisted of all workers in the integration schools that contain grades (1-10) and contain an educational counselor and students with disabilities, where a representative sample of (179) workers in these schools was selected. The researcher used a questionnaire to classify the difficulties within four dimensions: resources learning (equipment, means and methods, and curriculum). Next is evaluation and its contents of classroom evaluation strategies and activities, then qualification of educators, and finally awareness and trends; the tool contains (39) items. The study results showed no formal evaluation strategies in place for students with disabilities, and there is awareness and positive attitudes towards integrating students with disabilities, in addition to the presence of a resource room and a special education teacher to help support students with disabilities. Furthermore, there is a lack of educational evaluation tools for the disabled category, which the Ministry circulates in the field when evaluating them and setting achievement tests. Results also showed that teachers do not consider individual differences between students; besides insufficient training received by teachers to deal with students with disabilities, the inclusion of students with disabilities helps to form healthy social relationships with others.The researcher recommended some recommendations such as determining the criteria for inclusion of students with disabilities in integrated schools, increasing the number of resource rooms, conducting studies similar to this study to examine the difficulties facing the integration of the disabled in the integration schools from the point of view of the parents, the disabled, and the relevant institutions.

Keywords: *Inclusion, Disabilities, Integrated schools, Riyadh, Difficulties*

1. Introduction

Students with disabilities have suffered from isolation, deprivation, neglect, rejection, and loss in the past years. They were seen as below the level of ordinary students, as they are isolated from society and their families; this leaves many negative effects on students with disabilities, except for some

associations that sponsored a few of them out of pity, forcing some families to hide their children with disabilities and deny them, so as not to expose the family to social stigma. Accordingly, it is necessary to improve the society members' view of people with disabilities and to try to integrate them with them; this will only come by identifying the teachers' attitudes towards integrating this segment of students with disabilities with their ordinary peers in society and public schools (Al Najjar and Al Jundi, 2014).

Before the emergence of human civilizations and in the early primitive ages, disability was mythically interpreted based on magical, metaphysical forces that afflict people with disabilities with evil and misfortune, which led to the disposal of persons with disabilities or leaving them without care (Abu Nasr, 2004), the old view was that these groups had no hope behind them, and if there was hope, it was very little. These groups lived on the margins of life, in a society that leaves them alone or places them in shelters or private institutions until their terms expire, so they lived in an atmosphere of inferiority and frustration (Al-Ghazali, 2011).

The issue of inclusion of people with disabilities is not an individual issue, but rather an issue of an entire society, which needs to be fully mobilized by all institutions, public and private sectors, to reduce and reduce the negative effects of disability (Adel, 2006).

Rehabilitating students with disabilities, educating and training them to adapt to their society in the field of modern special education, if both the school and the community do not cooperate in helping him to overcome the educational difficulties he faces, and the natural environment must also be adapted to meet his needs and requirements so that there is a continuous interaction between the two parties, So the natural environment got attention, the idea of an environment liberated from obstacles was born, which is based on the fact that there are human-made obstacles in the environment, or they may exist and must be modified in each of the buildings, facilities, housing, transportation and other private and public devices, to become suitable for these groups to interact with the society and the surrounding environment freely, and to facilitate their integration into society after they have been educated, rehabilitated and trained, and developed integrated media and educational programs; to remove the impurities stuck in some practices towards them, and facilitate their involvement in work and normal life (Ibrahim, 2005).

Studies indicate the multiplicity of forms and methods of caring for students with disabilities, and among these methods, which have gained widespread in many countries of the world, is the "inclusion method" (Adel, 2003).

Despite the importance of integrating students with disabilities with their ordinary peers, this system faces some difficulties in implementation. Students with disabilities still face many problems that prevent their integration into society and make them feel frustrated, and among these difficulties are some aspects of isolation in the system inclusion, where students with disabilities feel a lack of true integration with their ordinary peers, as confirmed by many studies that dealt with the problem of integrating students with disabilities in regular schools (Maccanchie, 2003).

In essence, the concept of inclusion is social and ethical, stemming from the human rights movement instead of classifying and segregating any individual because of their disability, regardless of race, social level, gender, and educational qualification. The more time students with disabilities spend in regular school classes in childhood, their educational and professional achievement increased with their progress in years of experience, and the results of the studies showed that students with a mild and moderate degree of disabilities could achieve better levels of achievement and educational outcomes in the general educational situation (Kilani, 2004).

The inclusion of students with disabilities in regular schools is one of the most important indicators that indicate the increasing tendency within different societies to defend the rights of the person with disabilities to provide him with a decent life within his environment and to obtain programs and services that are largely similar to those programs and services that ordinary students receive (Al Najjar and Al Jundi, 2014).

Heward (2006) believes that it is necessary to re-design schools to consider people with special needs, or those with difficulties and disabilities in all its forms, and to train teachers to match their

abilities with students with special needs, and to train families on the process of proper care for students.

1.1 The Problem of the Study

The integration of the disabled is one of the most controversial issues in the special education community due to the difference of opinions between supporters and opponents of the different integration programs, as these objections led to the emergence of various forms of academic integration represented in special classes attached to the regular school, social integration and academic integration mainstreaming. It can be said that the experience of integrating the disabled seeks to place them in an ordinary educational environment that is less complex. Suppose the method of inclusion requires that the disabled learn in schools with their normal counterparts. In that case, this issue poses a new burden on the workers in the school community that they were not required to in the past, and they may not be prepared to receive it, so it was necessary to prepare well and adequate preparation to implement the integration experience, and to take all measures and hold all the necessary training so that this experiment is successful and that it does not have the fate of some educational experiments that succeeded on paper and failed on the ground.

Previous studies such as Abu Al-Mawaheb (2016); Al-Suwaiti's (2016); Dukmak (2013); and Deng (2008) have shown that some difficulties face special education teachers and school staff, leading to their resignation and leaving work. The existence of quarrels between teachers and administration, the most important of which is the insufficiency of communication skills between teachers and their supervisors, the weakness of administrative specialization, and the lack of support from supervisors and administrators, and indicates serious difficulties facing special education teachers and school staff from various aspects.

1.2 The Study Questions

The problem of the study can be defined in the following main question:

What are the difficulties facing the integration of students with disabilities from workers' point of view in the integration schools in the city of Riyadh?

The following sub-questions merged from the main question:

1. What are the arithmetic averages and standard deviations of the degree of response of the examinees to the domains of difficulty that face the integration of students with disabilities from the point of view of workers in the integration schools in Riyadh?
2. What are the arithmetic averages and standard deviations of the degree of response of the examinees to the difficulties that face the integration of students with disabilities concerning learning resources from workers' point of view in integration schools in the city of Riyadh?
3. What are the arithmetic averages and standard deviations of the degree of response of the examinees to the difficulties that face the integration of students with disabilities concerning the field of evaluation from the point of view of workers in integration schools in the city of Riyadh?
4. What are the arithmetic averages and standard deviations of the degree of response of the examinees to the difficulties that face integrating disabled students concerning academic qualification from the point of view of workers in integration schools in the city of Riyadh?
5. What are the arithmetic averages and standard deviations of the degree of response of the examinees to the difficulties that face integrating disabled students concerning awareness and attitudes from workers' point of view in the integration schools in the city of Riyadh?
6. Are there statistically significant differences at the level of significance (α = 05.0) between the arithmetic averages of the degree of response of the examinees to the domains of difficulties facing the integration of disabled students from the point of view of (the school principal, the educational counselor, and teachers who deal most with disabled students) due to (the job

title, gender, educational qualification, specialization, years of experience in education)?

7. What are the most difficult categories of disability to integrate into regular classes?

1.3 The Study Hypotheses

The study sought to examine the following null hypotheses:

The first hypothesis: There are no statistically significant differences at the level of significance (α = 05.0) between the arithmetic averages of the degree of response of the examinees to the domains of difficulties that face integrating disabled students from the point of view of (the school principal, the educational counselor, and the teachers who deal most with disabled students) due to the job title.

The second hypothesis: There are no statistically significant differences at the level of significance (α=05.0) between the arithmetic averages of the degree of response of the examinees to the domains of difficulties facing the integration of disabled students from the point of view of (the school principal, the educational counselor, and the teachers who deal most with disabled students) due to gender.

The third hypothesis: There are no statistically significant differences at the level of significance (α=05.0) between the arithmetic averages of the degree of response of the examinees to the domains of difficulties facing the integration of disabled students from the point of view of (the school principal, the educational counselor, and the teachers who deal most with disabled students) due to educational qualification.

The fourth hypothesis: There are no statistically significant differences at the level of significance (α=05.0) between the arithmetic averages of the degree of response of the examinees to the domains of difficulties facing the integration of disabled students from the point of view of (the school principal, the educational counselor, and the teachers who deal most with disabled students) due to specialization variable.

The fifth hypothesis: There are no statistically significant differences at the level of significance (α=05.0) between the arithmetic averages of the degree of response of the examinees to the domains of difficulties facing the integration of disabled students from the point of view of (the school principal, the educational counselor, and the teachers who deal most with disabled students) due to years of teaching experience.

2. Previous Studies

Abdel-Fattah (2018) study aimed to identify teachers' attitudes towards integrating students with their peers in Salfit Governorate schools in the light of the study variables (gender, educational qualification, years of experience, and the presence of a disabled child in the family), the study sample consisted of (200) male and female teachers, and the study concluded that there are no statistically significant differences in teachers' attitudes towards integrating the disabled with their peers due to the academic qualification, years of experience and the presence of a disabled child in the family, while there are statistically significant differences in the gender variable For the benefit of females.

Abu Al-Mawaheb (2016) studied the quality standards of inclusion programs for people with disabilities in regular schools in the Al-Jouf region, Saudi Arabia. It aimed to identify integration and the educational requirements necessary to implement it, identify the importance of educational quality standards in inclusion programs for people with disabilities, review some international experiences in quality standards in integration programs for people with disabilities, and highlight the differences. The study sample consisted of 308 specialists in the field of special education, education, and integration programs in the Al-Jouf region and faculty members in the Special Education Department at Al-Jouf University. The researcher adopted the descriptive approach and used a questionnaire to list quality standards in inclusion programs for people with disabilities. The

results revealed the importance of all educational quality standards in inclusion programs for people with disabilities from the point of view of the research sample. This confirms the need for these programs to be equipped in a manner commensurate with the needs and capabilities of people with disabilities, and also consider the changes of the times and keep pace with them to achieve quality and emphasize the principle of equal opportunities for people with disabilities.

Al-Suwaiti's (2016) study aimed to know the attitudes and opinions of primary school teachers and administrators about the integration of extraordinary children in public primary schools in the Directorate of Education in the South Hebron District. The study sample consisted of (110) teachers and administrators. The researcher used the survey method. The questionnaire tool was used, which included (26) items distributed over three dimensions. The study concluded that the most acceptable disabilities in public schools are light and simple disabilities. Teachers' attitudes towards inclusion, in general, were positive. There were no differences between teachers and administrators towards integrating people with disabilities with ordinary students. For years of experience, as it was found that the more years of experience, the greater the acceptance process.

Al-Qaryouti (2016) study aimed to identify the attitudes of parents of students towards educational inclusion of students with disabilities in Omani schools and the extent of the differences in attitudes between parents of students with disabilities and ordinary students, in addition to revealing the impact of some variables on parents' attitudes towards inclusion. The study sample consisted of (622) parents of students, of whom (236) parents of students with disabilities and (386) parents of normal students. The researcher used the descriptive approach to reveal parents' attitudes of students with disabilities and parents of ordinary students towards comprehensive integration in regular schools. In addition, the researcher used a scale of parents' attitudes towards inclusion in Omani schools. The study results showed statistically significant differences in the attitudes of parents of students with disabilities and ordinary students and in favor of parents of students with disabilities. In contrast, the study did not show any effect on the age or gender of the guardian.

Dukmak (2013) study investigated to identify teachers attitudes of ordinary classes towards integrating students with disabilities with ordinary students in ordinary classes. The variables of gender, years of experience for teachers, and the category of disability were selected; to find out the differences between trends according to these variables, and to find out these differences, a one-way analysis of variance (ANOVA) was used. The results indicated that the trends in general towards inclusion were positive. However, they were more positive for males than females and less positive as the years of experience increased, and the results also showed that the disability category had a role in the trends, as it was more positive for the visual disability category than the mental disability category and behavioral disorders, and emotionality.

Bekirogullari Soykurt & Gulsen (2011) study aimed to identify the attitude of primary education teachers towards the educational inclusion of people with disabilities, the study sample included (100) teachers, and the relationship of the basic dimensions of personality was studied: (neuroticism, extraversion, openness, cooperation, awareness) with the trend towards educational integration. The results of the study showed a link between openness and a positive attitude towards the educational inclusion of people with disabilities, and there is a positive attitude among (80%) of teachers towards the educational inclusion of people with disabilities.

Abrar, Baloch & Ghouri (2010) study aimed to know the attitudes of school principals and teachers towards inclusion in Kar-Yeshe-Pakistan, the study sample consisted of (39) principals, regular teachers, and special education teachers, from four different schools. The results indicated that the integration in Karishi faces problems in funding and staff training, and that the trends were disappointing, while the teachers had positive attitudes, and the study indicated that the government should support teachers through training, and take their opinions and ideas into planning.

The study conducted by Bekirogullar, Soykurt, and Gulsen (2011) aimed to identify the attitude of primary education teachers towards the educational inclusion of people with disabilities. The study sample included (100) teachers. The relationship of the basic dimensions of personality was studied: (neuroticism, extraversion, openness, cooperation, and awareness concerning educational inclusion,

the results of the study showed a correlation to openness with a positive trend towards educational inclusion of people with disabilities, and there is a positive trend among (80)% of teachers towards educational inclusion of people with disabilities.

Abrar, Baloch, and Ghouri's (2010) study aimed to identify the attitudes of school principals and teachers towards inclusion in KarYeshi - Pakistan. The study sample consisted of 39 principals, regular teachers, and special education teachers from four different schools. The results indicated that inclusion in KarYeshi faces problems in funding and in staff training and that the trends were disappointing, and the teachers' attitudes were positive, and the study indicated that the government should support teachers through training and take their opinions and ideas into planning.

Hadjikakou, et al. (2008) study aimed to identify the attitudes of teachers of students with disabilities and their parents and students in regular schools and special education schools towards the integration of students in regular school. The study was applied to a sample of (69) students with hearing disabilities in secondary school, (61) parents and (367) teachers, in addition to (34) school principals. The results of the study showed: There are moderate trends in favor of integrating the disabled in regular schools at the secondary level in one of the British provinces, the study also showed that the oral and auditory communication skills of students with hearing disabilities are positively related to teachers' positive views of academic and social inclusion, and that the success of academic inclusion is related to the availability of a number of elements, most notably: in-service teacher training to deal with the disabled, the use of peer education to train students with disabilities in the academic and social skills needed to adapt in the regular classroom and with normal peers. The study also showed that there were no differences in the views of the study sample according to the variables (gender, educational qualification, the characteristics of the respondent, and the type of school).

The study of Deng (2008) aimed to identify the attitudes of primary school teachers in rural and urban China towards educational inclusion. The teachers' attitudes were compared in light of three dimensions: (negative and positive effects of inclusion and the benefits of isolated private education). The results showed statistically significant differences between rural and urban teachers' attitudes towards educational integration, where urban teachers' attitudes were more than rural teachers. On the other hand, a positive trend was found towards isolated private education, and teachers' attitudes were not affected by the number of years of teaching experience, sources, and training in special education.

Angelides & Aravi (2007) study aimed to identify the views of teachers in regular education schools in one of the Canadian provinces towards integrating people with special needs in general education, and its relationship to the variables of gender, academic qualification, scientific specialization, teaching experience, and school stage. The study was applied to a sample of (240) male and female teachers from several schools in the province. The study showed a level of anxiety and lack of support among teachers of regular schools towards inclusion and what raises their concern about the education of students with special needs in regular schools in light of the physical, psychological and emotional differences between the disabled and the ordinary, which raises many problems for the disabled while interacting with their ordinary peers. The study showed that there were no differences in the teachers' views towards the integration process according to the variables of gender, academic qualification, scientific specialization, teaching experience, while differences appeared according to the variable of the academic stage and in favor of secondary schools.

Cheuk & Hatch (2007) study aimed to identify teachers' perspectives towards integrating children with learning disabilities and disabilities in kindergarten in a city in the US state of Colorado, the study was applied to a sample of (41) male and female teachers who were given a questionnaire to measure their attitudes towards integrating the disabled in kindergarten with their normal peers. The results of the study showed that there were high attitudes among teachers towards the inclusion process, and that the teachers' views focused on the usefulness of inclusion in developing the social and emotional aspects of children with disabilities. The study also emphasized the need to prepare and train kindergarten teachers to receive students with disabilities in their

regular classes by providing them with structured training that contributes to the formation of positive views they have towards teaching children with disabilities in regular classes, there were no differences in the teachers' perspectives according to the variables of gender, academic degree, and teaching experience.

3. Methodology of the Study

3.1 Study Approach

Both descriptive and analytical approaches were used in the data processing.

3.2 The Population of the Study

The study population consisted of all workers in the integration schools in Riyadh (1-10), which contain an educational counselor and students with disabilities. (The employees are: the school director, the educational counselor, and the teachers who deal the most with students with disabilities) (the mathematics teacher and the Arabic language teacher only) in the academic year 2019/2020.

3.3 The Study Sample

The sample of the study was chosen in a two-stage stratified cluster method. In the first stage, the school sample is selected randomly, and in the second stage, the school director, educational counselor, and teachers are identified: the first teaches mathematics and the second studies Arabic language, and they are the most involved with disabled students from each chosen school in the first stage. In addition, all (17) inclusive education counselors, all (2) special education supervisors, and all (17) resource rooms/special education teachers were counted.

Table (1) shows the distribution of frequencies and percentages of the following study sample variables: job title, nature of work, gender, educational qualification, specialization, and years of experience in education.

Table 1: Distribution of the study sample according to the variables (job title, gender, educational qualification, specialization, and years of teaching experience)

Variables		Number	Percentage
Job title	Principal	36	20.1
	Teacher	89	50.0
	Special education supervisor	2	0.8
	Integrated learning guide	17	9.5
	Educational counselor	35	19.6
Gender	Male	85	47.2
	Female	94	52.8
Academic qualification	Diploma and less	24	13.1
	Bachelor's	143	80.2
	Master's degree and above	12	6.7
Specialization	Human sciences	122	68.4
	Scientific sciences	57	31.6
Years of teaching experience	Less than four years old	27	15.1
	Less than (10 years)	49	27.1
	From (10-15) years old	58	32.7
	More than 15 years	45	25.1

3.4 The Study Tool

After the researcher reviewed several previous studies and the tools used in them, a special questionnaire was developed to identify the degree of difficulties facing the integration of students with disabilities in the integration schools, from the point of view of the workers in the integration schools in the city of Riyadh.

3.4.1 The Validity of the Tool

The researcher used the arbitrators' validity (what is known as logical honesty) by presenting the tool to (15) arbitrators of competence to ensure the suitability of the tool for what it was prepared for, the soundness of the wording of the items, and the affiliation of each of them to the field in which they were placed, as it was agreed between the arbitrators to delete or add some phrases, which indicates that the tool has good validity.

3.4.2 The Reliability of the Tool

The reliability coefficient of the tool was extracted using the internal homogeneity (Consistency), and this type of stability indicates the strength of the correlation between the paragraphs in the study tool. To estimate the homogeneity coefficient, the study team used the equation (Cronbach Alpha, where it reached (81.0), which is a good indicator of the internal consistency of the items.

3.5 The Study Variables

3.5.1 Independent variables

1. Gender: Male, Female
2. Job Title: Principal, Teacher, Special Education Supervisor, Inclusive Education Counsellor, Educational Counselor.
3. Academic qualification: diploma or less, bachelor's degree, master's degree or higher.
4. Specialization: Humanities, Scientific Sciences.
5. Years of experience: less than four years (4 - less than ten years), from 10 - 15 (years), more than 15 years.

3.5.2 Dependent variable

The degree of response of the examinees, which represents the difficulties facing the integration of students with disabilities in the integration schools in Riyadh

3.6 Statistical treatments used in the study

The data was processed using the Statistical Package for Social Sciences (SPSS) program as follows:

1. Find the frequencies and percentages of the questions of the first part (general data about the subjects).
2. To find the arithmetic averages and standard deviations of the degree of the examinees' answers to the paragraphs of the second and third parts (items that measure difficulties) from workers' point of view in the integration schools.
3. To find the arithmetic averages and standard deviations of the degree of response of the examinees to the dimensions of the questionnaire according to the study variables (job title, gender, educational qualification, specialization, years of experience in education) from the point of view of (the school principal, the educational counselor, and the teachers who deal

mostly with students with disabilities).

4. Using the T-test, one-way analysis of variance, and post-tests to determine the significance of the differences, using Cronbach's alpha equation to measure the reliability coefficient (Cronbach Alpha).

4. The Study Results

The results of the study were as follows:

Results related to the first question: What are the arithmetic averages and standard deviations of the degree of response of the examinees to the domains of difficulty that face the integration of students with disabilities from the point of view of workers in the integration schools in the city of Riyadh?

To answer the first question of the study, the arithmetic averages and standard deviations of the degree of response of the examinees were extracted on the domains of difficulties facing the integration of disabled students from the viewpoint of workers in integration schools in the city of Riyadh, as shown in Table (2) (the following:

Table 2: Means and standard deviations of the degree of response of the examinees to the domains of difficulties facing the integration of students with disabilities

Study domains	Mean	Standard deviation
Evaluation	1.69	0.25
Learning Resources	1.67	0.16
Academic qualification	1.65	0.29
Awareness and attitudes	1.43	0.18

Table (2) shows that the highest arithmetic average for the degree of response of the examinees to the evaluation domain was 1.69, and this indicates that there is no applicable evaluation for students with disabilities in the integration schools in Riyadh. While the results showed awareness regarding the inclusion of students with disabilities in the integration schools, the average response was 1.43.

Results related to the second question: What are the arithmetic averages and standard deviations of the degree of response of the examinees to the difficulties that face the integration of students with disabilities concerning learning resources from the point of view of workers in integration schools in the city of Riyadh?

To answer this question, the arithmetic means and standard deviations of the degree of response of the subjects to the paragraphs of the field of learning resources were extracted from the point of view of workers in the integration schools in the city of Riyadh, as shown in the following Table (3):

Table 3: Means and standard deviations of the degree of respondents' response to the difficulties that face integrating students with disabilities concerning learning resources

Items	Mean	Standard deviation
The teaching aids used in teaching are suitable for students with disabilities	1.94	0.23
The curriculum considers the individual differences among the integrated students with disabilities	1.90	0.29
The Ministry provides material and moral incentives for workers with students with disabilities	1.90	0.30
Some students with disabilities have difficulty accessing school on their own due to their disability	1.89	0.32
The Ministry provides the equipment and tools needed for the integration	1.84	0.37
The educational system in Riyadh is ready to receive students with disabilities	1.81	0.39

Items	Mean	Standard deviation
The intensity of student preparation affects the integration	1.81	0.39
Teaching methods used are suitable for students with disabilities	1.76	0.43
The school building is adapted to receive students with disabilities	1.62	0.49
The existence of specific criteria by the Ministry for the integration of students with disabilities	1.58	0.49
There are special centers for the diagnosis and early detection of the disabled in the governorates	1.57	0.50
Clarity of the administrative powers granted to the administration of the school in which there are students with disabilities	1.51	0.50
The school keeps the files of disabled students	1.15	0.35
Having a resource room and a special education teacher helps support students with disabilities	1.08	0.27

It was noted that from Table (3) that the highest arithmetic average for the degree of response of the examinees was for the paragraph that states "The teaching aids used in teaching are suitable for students with disabilities," which amounted to (1.94), which indicates that the educational aids used in teaching are not appropriate for students with disabilities in the integration schools.

Whereas, the lowest arithmetic average for the degree of response of the examinees to the paragraph "that the presence of a resource room and a special education teacher helps to support students with disabilities" was approximately (1.08), which indicates that the presence of a resource room and a special education teacher helps to support students with disabilities.

Results related to the third question: What are the arithmetic averages and standard deviations of the degree of response of the examinees to the difficulties that face the integration of students with disabilities concerning the field of evaluation from the point of view of workers in integration schools in the city of Riyadh?

To answer this question, the arithmetic averages and standard deviations of the degree of response of the examinees to the items in the evaluation field were extracted from the point of view of workers in the integration schools, as shown in the following Table (4):

Table 4: Arithmetic means and standard deviations of the degree of response of the examinees to the difficulties facing the integration of students with disabilities concerning the evaluation

Items	Mean	Standard deviation
The Ministry circulates educational evaluation tests for the disabled	1.92	0.28
There are clear instructions for evaluating the performance of students with disabilities according to their disability	1.72	0.45
There are supervisory, and orientation visits from the directorate to the school	1.59	0.49
Teachers consider individual differences among students, especially when setting and evaluating exams	1.53	0.50

Table (4) shows that the highest arithmetic average for the degree of response of the examinees was for the paragraph that states "The Ministry circulates educational evaluation tests for the disabled," which amounted to (1.92); This indicates that the Ministry does not circulate educational evaluation tests for the disabled.

While the lowest arithmetic average for the degree of response of the examinees to the paragraph teachers take into account individual differences among students, especially when setting exams and evaluating them reached (1.53), which indicates that teachers do not consider individual differences among students, especially when setting and evaluating exams.

Results related to the fourth question: What are the arithmetic averages and standard deviations of the degree of response of the examinees to the difficulties that face integrating disabled students concerning academic qualification from the point of view of workers in integration schools in the city of Riyadh?

To answer this question, the arithmetic averages and standard deviations of the degree of response of the examinees to the items in the field of educational qualification were extracted from the point of view of workers in the integration schools, as shown in the following Table (5):

Table 5: Arithmetic averages and standard deviations of the degree of response of the examinees to the difficulties facing the integration of disabled students concerning academic qualification

Items	Mean	Standard deviation
The training received by teachers is sufficient to deal with students with disabilities	1.86	0.35
Teachers know how to deal with and adapt to children with disabilities	1.59	0.49
Availability of appropriate specialists to guide teachers and students on how to deal with students with disabilities	1.59	0.49
The specializations available at local universities graduate qualified cadres to work with students with disabilities	1.56	0.50

It is evident from the following Table (5): that the highest arithmetic average for the degree of response of the examinees was for the paragraph "the training received by teachers was sufficient to deal with students with disabilities," which amounted to (1.86), which indicates that the training received by teachers was insufficient to deal with students with disabilities.

While the lowest arithmetic average for the degree of response of the examinees to the paragraph the available specialties in local universities graduate cadres qualified to work with students with disabilities reached (1.56), which indicates that local universities with their specializations do not produce cadres capable of dealing with students with disabilities.

Results related to the fifth question: What are the arithmetic averages and standard deviations of the degree of response of the examinees to the difficulties that face integrating disabled students concerning awareness and attitudes from the point of view of workers in the integration schools in the city of Riyadh?

To answer this question, the arithmetic means and standard deviations of the degree of response of the examinees to the items in the field of awareness and attitudes were extracted from the point of view of workers in the integration schools, as shown in the following table 6:

Table 6: Arithmetic averages and standard deviations of the degree of response of the examinees to the difficulties that face integrating disabled students concerning awareness and attitudes

Items	Mean	Standard deviation
Disability specialists are hosted to find out about integration and provide advice	1.91	0.29
The difference in the scientific and specialized background of teachers affects their attitudes and convictions towards inclusion	1.86	0.35
There is cooperation with community institutions specialized in the field of special education to take advantage of its potential	1.85	0.36
It is difficult for parents to participate in making all decisions that affect educational programs for their disabled children	1.77	0.42
There is effective communication between the school and the parents to follow up on the status of the student in general	1.58	0.49
There are pamphlets and studies in the field of disability in schools	1.47	0.50
The presence of disabled students negatively affects the educational process in the classroom	1.45	0.50
Inclusion in students with disabilities deepens the sense of social stigma	1.41	0.49
Parents of disabled students cooperate with the school	1.39	0.49
School activities and school radio programs on handicapped and handicapped are available	1.36	0.48
Ordinary students are prepared for the new integration topic, and the student's condition is explained in terms of his disability	1.34	0.48

Items	Mean	Standard deviation
Parents have a positive influence in making decisions that affect their children's educational performance	1.24	0.43
Teachers have positive attitudes towards students with disabilities	1.23	0.42
Inclusion of students with disabilities helps in achieving their selves and increases their motivation towards learning	1.16	0.37
There is a positive change in the attitudes of everyone involved in the educational process: teachers, managers, supervisors, counselors, and parents.	1.14	0.35
The inclusion of students with disabilities helps in forming healthy social relationships with others	1.11	0.32
Some ordinary students misbehave towards students with disabilities in school, such as hit them or make fun of them	1.10	0.30

It is evident from Table (6) that the highest arithmetic average for the degree of response of the examinees was for the paragraph "disability specialists are hosted to determine integration and provide advice" where it reached (1.91), which indicates that no specialists in the field of disability were hosted to determine integration and provide advice.

While the lowest arithmetic means of the degree of response of the examinees to the paragraph "helps integrating students with disabilities in forming sound social relations with others" reached (1.10), which indicates that inclusion of students with disabilities helps to form sound social relationships with others.

Results related to the sixth question: Are there statistically significant differences at the level of significance (α = 05.0) between the arithmetic averages of the degree of response of the examinees to the domains of difficulties facing the integration of disabled students from the point of view of (the school principal, the educational counselor, and teachers who deal most with disabled students) due to (the job title, gender, educational qualification, specialization, years of experience in education)?

To answer this question, the following null hypotheses were derived from (1-5):

The results of the first hypothesis: There are no statistically significant differences at the level of significance (α = 05.0) between the arithmetic averages of the degree of response of the examinees to the domains of difficulties that face integrating disabled students from the point of view of (the school principal, the educational counselor, and the teachers who deal most with disabled students) due to the job title.

To verify this hypothesis, the arithmetic averages and standard deviations of the degree of response of the examinees to the domains of difficulties facing the integration of disabled students were extracted, according to the job title variable, as in the following table 7:

Table 7: Arithmetic averages and standard deviations of the degree of response of the examinees to the domains of difficulties that face integrating disabled students according to the job title variable

Study domains	Job title	Mean	Standard deviation
Learning resources	Principal	1.67	0.18
	Math teacher	1.70	0.12
	Arabic language teacher	1.65	0.16
	Educational counselor	1.66	0.16
Evaluation	Principal	1.71	0.26
	Math teacher	1.69	0.23
	Arabic language teacher	1.60	0.26
	Educational counselor	1.76	0.24
Academic qualification	Principal	1.66	0.28
	Math teacher	1.69	0.27
	Arabic language teacher	1.62	0.31
	Educational counselor	1.62	0.30
Awareness and attitudes	Principal	1.41	0.18
	Math teacher	1.48	0.17
	Arabic language teacher	1.46	0.19
	Educational counselor	1.40	0.16

After looking at Table 7, it was found that there are differences in the arithmetic averages of the degree of response of the examinees to the domains of difficulties that face integrating students with disabilities, and to verify these differences, one-way analysis of variance and Tukey's test analysis was used for post comparisons, as shown in the following table 8:

Table 8: Analysis of the unilateral variance of the degree of response of the subjects to the domains of difficulties that face integrating disabled students according to the job title variable

Domains	Source of variance	Sum of squares	df	Mean of squares	P-value	Sig
Learning resources	Between groups	.11	3	.04	1.43	.23
	Within groups	7.00	282	.02		
	Total	7.11	285			
Evaluation	Between groups	1.02	3	.34	5.54	*0.001
	Within groups	17.31	282	.06		
	Total	18.34	285			
Academic qualification	Between groups	.25	3	.08	.98	.40
	Within groups	24.05	282	.09		
	Total	24.30	285			
Awareness and attitudes	Between groups	.29	3	.10	3.07	*.03
	Within groups	8.88	282	.03		
	Total	9.17	285			

Table (8) shows that there are statistically significant differences at the level of significance (α = 05.0) between the arithmetic averages of the degree of response of the examinees to the domains of evaluation and awareness difficulties and the trends facing the integration of disabled students in the integration schools due to the variable of the job title, the value of F reached (3.07 and 5.54), respectively, and it is statistically significant at a level less than (.05). It was found from the Tukey test for dimensional comparisons that the source of differences in the field of evaluation was between the Arabic language teachers (the arithmetic mean of them is (1.60), and among the principals and educational counselors (their mean is 1.60 and 1.76, respectively) as shown in the previous Table 8, in favor of principals and educational counselors, while the source of the differences in awareness and attitudes between the mathematics teacher and educational counselors was in favor of mathematics teachers.

While there were no statistically significant differences at the significance level (α = 05.0) between the average of the two domains of learning resources difficulties and academic qualification that face the integration of disabled students in the integration schools due to the job title variable, where the value of F reached (1.43 and 0.98) respectively, and it is not statistically significant at a level less than (0.05).

The results of the second hypothesis: There are no statistically significant differences at the level of significance (α=05.0) between the arithmetic averages of the degree of response of the examinees to the domains of difficulties facing the integration of disabled students from the point of view of (the school principal, the educational counselor, and the teachers who deal most with disabled students) due to gender.

To verify this hypothesis, the arithmetic means, standard deviations, and the T-test was extracted to examine the equality of the arithmetic means to the degree of response of the subjects to the domains of difficulties facing the integration of disabled students according to the gender variable as in the following table (9):

Table 9: Arithmetic averages, standard deviations, and the T-test to examine the equality of the arithmetic mean to the degree of response of the subjects to the domains of difficulties facing the integration of disabled students according to the gender variable

Study domains	Gender	Mean	Standard deviation	F value	Sig
Learning resources	Male	1.68	0.15	1.07	0.29
	Female	1.66	0.17		
Evaluation	Male	1.67	0.26	-1.22	0.22
	Female	1.71	0.24		
Academic qualification	Male	1.66	0.28	70.0	49.0
	Female	1.63	0.31		
Awareness and attitudes	Male	1.44	0.19	0.20	0.84
	Female	1.43	0.17		

Table (9) shows that there are no statistically significant differences at the level of significance (α = 0.05) between the average degree of response of the examinees to the domains of difficulties facing the integration of disabled students in the integration schools due to the gender variable, the value of t was (1.07 and -1.22 and 0.20, 0.70) respectively, which are not statistically significant at a level less than .05.

The results of the third hypothesis: There are no statistically significant differences at the level of significance (α=05.0) between the arithmetic averages of the degree of response of the examinees to the domains of difficulties facing the integration of disabled students from the point of view of (the school principal, the educational counselor, and the teachers who deal most with disabled students) due to educational qualification.

To verify this hypothesis, the arithmetic averages and standard deviations of the degree of response of the examinees were extracted on the domains of difficulties facing the integration of disabled students according to the educational qualification variable as in the following Table 10:

Table (10): Arithmetic averages and standard deviations of the degree of response of the examinees to the domains of difficulties facing the integration of disabled students according to the academic qualification variable

Study domains	Academic qualification	Mean	Standard deviation
Learning resources	Diploma and less	1.64	0.14
	Bachelor's	1.67	0.16
	Master's degree and above	1.68	0.17
Evaluation	Diploma and less	1.73	0.24
	Bachelor's	1.68	0.25
	Master's degree and above	1.73	0.26
Academic qualification	Diploma and less	1.69	0.26
	Bachelor's	1.65	0.30
	Master's degree and above	1.60	0.27
Awareness and attitudes	Diploma and less	1.45	0.16
	Bachelor's	1.43	0.18
	Master's degree and above	1.44	0.20

Table 10 shows that there are differences in the arithmetic averages of the degree of response of the subjects to the domains of difficulties that face integrating students with disabilities, and to verify these differences, a one-way analysis of variance was used, as shown in the following Table (11):

Table 11: One-Way Analysis of variance of the degree of response of the subjects to the domains of difficulties facing the integration of disabled students according to the variable of educational qualification

Domains	Source of variance	Sum of squares	df	P-value	Sig
Learning resources	Between groups	.04	2	.73	.48
	Within groups	7.07	283		
	Total	7.11	285		
Evaluation	Between groups	.11	2	.82	.44
	Within groups	18.23	283		
	Total	18.34	285		
Academic qualification	Between groups	.09	2	.51	.60
	Within groups	24.21	283		
	Total	24.30	285		
Awareness and attitudes	Between groups	.01	2	.14	.87
	Within groups	9.16	283		
	Total	9.17	285		

Table (11) shows that there are no significant statistically significant differences at the level of significance (α = 05.0) between the average degree of response of the examinees to the domains of difficulties facing the integration of disabled students in the integration schools in Riyadh due to the variable of educational qualification, where the value of F reached (0.73, 0.82, 0.51, 0.14) respectively. It is not statistically significant at a level less than (.05).

The results of the fourth hypothesis: There are no statistically significant differences at the level of significance (α=05.0) between the arithmetic averages of the degree of response of the examinees to the domains of difficulties facing the integration of disabled students from the point of view of (the school principal, the educational counselor, and the teachers who deal most with disabled students) due to specialization variable.

To verify this hypothesis, the arithmetic means, standard deviations, and the T-test was extracted to examine the equality of the arithmetic mean to the degree of response of the subjects to the domains of difficulties facing the integration of disabled students according to the specialization variable as in the following Table (12):

Table 12: Arithmetic averages, standard deviations, and the T-test to examine the equality of the arithmetic mean to the degree of response of the subjects to the domains of difficulties facing the integration of disabled students according to the specialization variable

Study domains	Specialization	Mean	Standard deviation	P-value	df	Sig
Learning resources	Human sciences	1.65	0.17	-2.23	284	*0.03
	Scientific sciences	1.70	0.13			
Evaluation	Human sciences	1.68	0.26	-0.85	284	0.40
	Scientific sciences	1.70	0.25			
Academic qualification	Human sciences	1.61	0.30	-2.61	284	*0.01
	Scientific sciences	1.71	0.27			
Awareness and attitudes	Human sciences	1.42	0.17	-2.30	284	*0.02
	Scientific sciences	1.47	0.19			

Table (12) shows that there are statistically significant differences at the level of significance (α = 05.0) between the arithmetic averages of the degree of response of the subjects to the domains of learning resource difficulties, academic qualification, awareness, and trends facing the integration of disabled students in the integration schools in the city of Riyadh belongs to the specialization variable, in favor of individuals with scientific specializations. The value of (t= 2.23 – 2.61 – 2.30, respectively) is

statistically significant at a level less than (.05).

While the results did not show statistically significant differences at the level of significance (α = 05.0) between the average degree of response of the examinees to the field of evaluation difficulties facing the integration of disabled students in the integration schools due to the variable of specialization, the value of t = -0.85, which is not statistically significant at the level of less than (.05).

The results of the fifth hypothesis: There are no statistically significant differences at the level of significance (α=05.0) between the arithmetic averages of the degree of response of the examinees to the domains of difficulties facing the integration of disabled students from the point of view of (the school principal, the educational counselor, and the teachers who deal most with disabled students) due to years of teaching experience.

To verify this hypothesis, the arithmetic averages and deviations of the degree of response of the subjects to the areas of difficulties facing the integration of disabled students were extracted according to the variable years of experience in education as in the following Table (13):

Table 13: Arithmetic averages and standard deviations of the degree of response of the examinees to the areas of difficulties facing the integration of disabled students according to the variable years of experience in education

Study domains	Years of teaching experience	Mean	Standard deviation
Learning resources	Less than four years old	1.65	0.16
	(4 - less than 10) years	1.69	0.16
	(10-15) years old	1.67	0.15
	More than 15 years	1.66	0.16
Evaluation	Less than four years old	1.61	0.25
	(4 - less than 10) years	1.66	0.27
	(10-15) years old	1.70	0.24
	More than 15 years	1.72	0.24
Academic qualification	Less than four years old	1.62	0.30
	(4 - less than 10) years	1.65	0.29
	(10-15) years old	1.64	0.30
	More than 15 years	1.67	0.29
Awareness and attitudes	Less than four years old	1.45	0.16
	(4 - less than 10) years	1.44	0.18
	(10-15) years old	1.41	0.18
	More than 15 years	1.45	0.19

After looking at Table 13, it was found that there are differences in the arithmetic averages of the degree of response of the examinees to the areas of difficulties facing the integration of students with disabilities, and to verify these differences, a one-way analysis of variance was used as in the following Table (14):

Table 14: One-Way Analysis of variance of the degree of response of the subjects to the domains of difficulties facing the integration of disabled students according to the variable years of experience in education

Study domains	Source of variance	df	Mean of variance	F value	Sig
Learning resources	Between groups	3	.02	.73	.54
	Within groups	282	.03		
	Total	285			
Evaluation	Between groups	3	.12	1.89	.13
	Within groups	282	.06		
	Total	285			

Study domains	Source of variance	df	Mean of variance	F value	Sig
Academic qualification	Between groups	3	.02	.24	.87
	Within groups	282	.09		
	Total	285			
Awareness and attitudes	Between groups	3	.02	.71	.55
	Within groups	282	.03		
	Total	285			

Table (14) shows that there are no significant statistically significant differences at the level of significance (α = 05.0) between the average degree of response of the examinees to the areas of difficulties facing the integration of disabled students in the integration schools in the city of Riyadh due to the variable years of experience in education, where the amount of F reached (0.73, 1.89, 0.24, 0.71), respectively. It is not statistically significant at a level less than (.05).

Results related to the seventh question: What are the most challenging categories of disability to integrate into regular classes?

The answer to this question is to identify the most difficult categories of disability to integrate into regular classes arranged according to the degree of difficulty; the following Table (15) shows the distribution of disabilities concerning the degree of their difficulty, whose degree ranged from 1 to 8 in difficulty from the point of view of the study sample (score 8: the highest difficulty, score 1: least difficult to integrate).

Table 15: Categories of disabilities according to the degree of their difficulty to integrate

Difficulty level	Disability	Total ranks*
1	Emotional disorders	1249
2	Slow learners	1593
3	Learning difficulties	1600
4	Language speech disorders	1696
5	Motor disability	2742
6	Visual disability	3049
7	Auditory disability	3050
8	Intellectual disability	3117

**Disabilities were given ranks ranging from 1 to 8 according to their order in the questionnaire, noting that the disability that was not mentioned in any questionnaire was given rank 1*

It is evident from the previous Table (15) that the most difficult category of disability to integrate into the integration schools in the city of Riyadh is the Intellectual disability, as the total ranks of the study sample for this disability reached 3117, while the least complex categories of disability to integrate were emotional disorders, with a total of 1249 ranks.

5. Discussion of the Study Results

The study results showed that the highest arithmetic average for the degree of response of the subjects was in the field of evaluation, reaching approximately 1.69, which indicates that there is no evaluation applicable to students with disabilities in the integration schools in Riyadh. The researcher believes there is a lack of means, methods, curriculum, specialized educational evaluation criteria, and training programs for working cadres. The presence of evaluation at the top of the fields related to the difficulties facing the integration of the disabled is due to the need for training programs specialized in this field. The results of the study showed that the highest arithmetic average for the degree of response of the examinees was for the paragraph that states "the teaching aids used in teaching are appropriate for students with disabilities," which amounted to approximately 1.94, which indicates that the educational aids used in teaching are not appropriate for students with disabilities

in the integration schools. In line with the objectives of the educational policy of the Saudi Ministry of Education and its basic premises in education, it is necessary to work on organizing procedures for evaluating academic achievement in general education stages and at their level and to ensure the success of the educational process by determining and evaluating the level of achievement of the disabled student. And to identify the extent of its progress towards achieving the foundations, goals, and objectives stipulated in the education policy in the Ministry, raising the adequacy of teaching methods and curricula, and clarity of instructions in the evaluation process for each disability separately. The results showed that the training received by teachers was insufficient to deal with students with disabilities, and this pushes the direction of the Saudi Ministry of Education to instruct the competent authorities, to benefit from their expertise through training courses, and to intensify and develop these courses, and to benefit from global experiences, and recent experiences in Training teachers in integration schools to absorb and integrate students with disabilities. Although it was found that there is a degree of satisfaction with training by teachers, the researcher firmly believes the urgent need to hold advanced, specialized courses and workshops in this aspect.

6. Conclusion

The issue of integrating people with special needs in regular schools is one of the most important contemporary issues in the field of special education, especially in light of the results of several studies that indicated that educating people with disabilities within regular education programs, which is known as inclusion, leads to better results in terms of educational attainment for people with disabilities. In terms of social, emotional and personal growth and adaptation, the integration in terms of material cost is less than the cost of special education schools. Disability is an obsession inherent in human societies since ancient times until now, and these societies have varied in their view of the disabled and in their treatment according to the religious and social values, norms and ideas prevailing in each of them. Everyone knows that the disabled have the full right to education and to actively participate in life, regardless of their age and abilities. and to help them achieve this goal, it is necessary to integrate them into schools with ordinary individuals, because this works to develop their awareness, and to provide an educational environment that is as close to the natural environment as possible.

7. The Study Recommendations

The researcher recommended some recommendations such as:

1. Determining criteria for the inclusion of students with disabilities in integrated schools.
2. Increase the number of resource rooms in the integration schools in the integration schools in Riyadh.
3. Develop the capabilities of workers in integration schools in general, teachers of Arabic and mathematics, resource room supervisors, and blended education counselors in particular.
4. Develop curricula and activities to suit the needs of all students, including the students with disabilities.
5. Know the problems teachers face in schools where resource rooms are available, given the unexpected and unpredictable developments that staff face, and pay attention to parents' opinions and points of view about resource rooms.
6. Conduct studies similar to this study to examine the difficulties facing the integration of the disabled in schools from the parents' point of view and the disabled themselves and the relevant institutions.

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