Investigating teachers' attitude toward the inclusion of children with special needs in regular public governmental schools in Jeddah, KSA

First A. Author, Second B. Author, Jr., Third C. Author

1 Ola Esheaba Assistant professor (King Saud Bin Abdul-Aziz University for Health Sciences)
2Rowan Alazwary, studnet (King Saud Bin Abdul-Aziz University for Health Sciences)
3Muna Shar, student (King Saud Bin Abdul-Aziz University for Health Sciences)

Abstract

The inclusion is important for the children with special needs, it enhances their feeling of belonging to the community, provides motivation for growth and learning in a good environment, encourages building relationship with others, promotes self-respect. This study examined the attitudes of teachers towards the inclusion of children with special needs in the public school in Saudi Arabia (Bahra). Its aim was to investigate teachers' attitude toward the inclusion of children with special needs in regular public schools. This study adopted a quantitative cross-sectional study design. In addition, Non-probability, the convenient sampling technique was used in this study to approach the study subjects. The total estimated number of the teachers was 90 teachers. The researchers developed the study questionnaire after the reviewing of many literatures. It consists of three parts: socio-demographic data, teacher's experience regarding children with special needs and attitude scale. The findings revealed that (34.4%) of the teachers had positive attitude toward inclusion of special needs, while (65.6%) had negative attitude. Actually, there are many factors affected their attitudes such as age, marital status, having disabled child, knowledge, training and experience, and that maybe affected on the attitude positively or negatively. The problem of attitude toward inclusion of children with special needs has been of concern for many years in KSA. The researches attempted to examine the attitude of teachers toward the inclusion of children with special needs. Therefore, teachers' attitude toward inclusive education is an important factor that may affect not only the implementation of the inclusion program but also the success of the program. The results indicated negative attitude toward inclusion of children with special needs which reflect that the teachers needs more knowledge and training in this special area before adapting the inclusion program in their schools.

Keywords—Inclusion , children with special needs *Four key words or phrases in alphabetical order, separated by commas*

Professional Biography

Ola Esheaba has completed his PhD from College of Nursing Alexandria University and postdoctoral studies from Alexandria University. She is the chairperson of community service unit, member of Quality assurance unit at King Saud Bin Abdul-Aziz University for Health Sciences- college of Nursing Jeddah, member in Egyptian Nurses Association and member in League of the High faculties of Nursing Graduates, Alexandria, Egypt. She has published more than 10 papers in reputed journals and has been serving as speaker in many international nursing conferences. Research inters tares are women &child health, mental health and community application in public and nursing education.



Full Name: Ola Mamdouh Esheaba
Email Id: Esheabaol@ngha.med.sa
Contact No:+966508059430
Social Network Details (Facebook/LinkedIn): https://www.facbook.com/ola.mamdouh

Any Comments: