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Teachers Attitudes Toward Inclusive Education for Students with Special Needs in Mainstream Schools

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Benhazil Abderrahmen[1]
[1] University of Mostaganem, Algeria,
Email : abderahmenbenhazil@gmail.com
ORCID: https://orcid.org/0009-0004-8760-0371

Abstract:

This study aims to identify the attitudes of primary school teachers toward inclusive education for students with special needs in primary schools in Tlemcen Province. The study sample consisted of 50 male and female teachers. To obtain the results, a questionnaire composed of 21 items distributed across three dimensions was designed by the researcher. The study reached the following results: teachers' attitudes toward inclusive education for students with special needs in Tlemcen Province are positive. The results also indicated that there are no differences attributable to the gender variable with regard to inclusive education. Likewise, the results showed no differences in teachers' attitudes toward inclusive education attributable to the experience variable.

Keywords: Attitudes, Inclusive Education, Students With Special Needs.

Corresponding Author: Benhazil Abderrahmen,
Email:abderahmenbenhazil@gmail.com

1. INTRODUCTION

Teaching students with special needs in inclusive classrooms is considered one of the educational policy goals affirmed by numerous international legislations, which emphasize that learning is a right for all, given the increasing number of students diagnosed as belonging to the category of students with special needs (European Commission, 2017). This is in order to recognize the importance of individual differences among students, how to respond to their special needs, and how to benefit as much as possible from the programs offered in mainstream schools (Kawafha & Al-Nimr, 2007, p. 65), as well as to provide them with the same care and attention received by their peers who do not belong to this category (Abdel Alim, 2008).

Inclusive education is considered a means of addressing the educational needs of all students, with particular focus on marginalized, excluded students, or those who have any type of special educational needs. It is also defined as a process of addressing and responding to the diversity of needs and individual differences among all children through participation in the same programs offered in mainstream schools, while reducing marginalization and exclusion of this special group (UNESCO, 2003, p. 07).

However, the process of inclusive education is considered a complex one that requires careful planning to ensure the success of programs and the achievement of the intended objectives. Numerous studies have emphasized that inclusive education has great importance in developing the cognitive, social, and emotional aspects of students with special needs. This requires every educational institution to be prepared to welcome every child who suffers from a disability or impairment.

The integration of students with special needs into mainstream schools alongside their typically developing peers represents an international development supported by national legislations and expressed in statements and reports issued before prominent international bodies such as the United Nations and the Council of Europe. International legislations have affirmed that education is a right for all. In this regard, UNESCO emphasized in 1990, through its declaration issued in Thailand, the necessity of providing a learning environment that

guarantees for every individual the acquisition of skills and the development of basic cognitive, interactive, and psychological capacities that form the foundational basis for further learning and allow effective participation within society (UNESCO, 1994).

Despite the agreement of most countries around the world on such unified international declarations, they have differed in the manner in which they provide services to this special group. Consequently, local legislations have issued laws that align with the culture and philosophy of each society.

The Algerian state, like other countries of the world, has committed to international legislations and translated them into practice by focusing on the implementation of inclusive education for children with special needs in mainstream schools, in order for this group to benefit from its constitutional right to education, schooling, and training, like all other children.

The initial implementation of integration in Algeria began in accordance with the decision that defined how to open special classes for students with special needs within mainstream schools, dated 11 Jumada al-Awwal 1435, corresponding to March 13, 2014. These classes fall under the supervision of the national education sector and, pursuant to a decree under Article 85 of Law 08/04, constitute adapted education classes designated for primary schools to support students who suffer from learning difficulties such as intellectual disability, impairment, or school delay (Saad Laamash, 2010, p. 13).

This was also affirmed by Presidential Decree No. 20-442 dated December 30, 2020, concerning the promulgation of the constitutional amendment approved by the referendum of November 1, 2020, published in the Official Gazette of the People's Democratic Republic of Algeria, No. 82. Article 65 stipulates that the right to education and schooling is guaranteed, and that the state ensures equality in access to education and vocational training.

Article 15 of Law No. 02-09, previously mentioned, also stipulates that children and adolescents with disabilities are subject to compulsory schooling in educational and vocational training institutions.

Despite all the efforts made by the Algerian state in favor of students with special needs toward integration—through allocating financial budgets to provide modern technological tools in mainstream schools to facilitate the teaching process, as well as preparing qualified cadres of specialists and teachers capable of dealing with all categories of students with special needs—the current study seeks to identify and analyze teachers' attitudes toward inclusive education and the implications thereof in terms of needs and future aspirations. This is in order to ensure a high success rate in the process of inclusive integration of students with special needs in inclusive educational institutions.

1.1 Research Problem

Education is considered a right for every individual in society, despite differences and disparities in mental, sensory, and physical abilities. Therefore, students with special needs should have designated places within educational institutions, thus guaranteeing them the right to education, equality, equal opportunities, and the fulfillment of their various cognitive, social, psychological, and emotional needs.

Inclusive education is a collective issue rather than an individual one; hence, the efforts of all parties must be combined to ensure the success of this process. Schools play a major role in accepting the idea of inclusion, especially since this process requires specific requirements, resources, capabilities, and equipment that correspond to the characteristics of each category of students with special needs integrated with their typically developing peers. Teachers also bear significant importance and responsibility for the success or failure of the inclusion process, through the attitudes they hold toward inclusive education for students with special needs. These attitudes vary and differ, taking multiple forms ranging from positive to negative and others, as confirmed by numerous studies.

Among the studies that reported positive attitudes toward the inclusion of students with special needs is the study by Abdel Nasser Al-Suweiti (2016), which aimed to identify the attitudes and opinions of primary school teachers and administrators regarding the inclusion of children with disabilities alongside typically developing children in public primary schools in the South Hebron Directorate of Education. The results indicated that teachers' attitudes were generally positive. This is

consistent with the study by Kaisaran Amal and Hussein Bashouia (2022), which aimed to identify teachers' attitudes toward educational inclusion for students with special needs in mainstream schools in the city of Tipaza. The study concluded that teachers' acceptance attitudes toward educational inclusion in mainstream schools were positive. These findings were also confirmed by the studies of Osama Batania (2015), Mubarak (2019), and Duknak (2013).

Conversely, other studies have reported negative attitudes toward the process of inclusive education. Among them is the study by Segell (2019), which aimed to identify the attitudes of public school teachers and principals toward the inclusion of children with autism in mainstream schools. The results indicated that 70% of the total sample (teachers and principals) showed negative attitudes toward the philosophy of inclusive education. This was attributed to the lack of training programs related to how to integrate children with autism with their typically developing peers, as well as to weak professional preparation prior to entering service in schools. This was also confirmed by the study of Dapoux et al. (2005), which found that more than 80% of the study sample exhibited negative attitudes.

Based on the above, it becomes evident that there is a divergence in teachers' attitudes toward inclusive education for students with special needs in mainstream schools, between supporters and opponents. Hence, the problem of this study emerges in seeking to answer the following main question:

What is the nature of teachers' attitudes toward inclusive education for students with special needs?

1.2 Study Objectives of the

- To identify teachers' attitudes toward the implementation of inclusive education programs for students with special needs.
- To examine differences in teachers' attitudes toward the implementation of inclusive education programs for students with special needs in mainstream schools, according to the following variables: years of experience and gender.

- To present a set of recommendations and suggestions in light of the study results regarding teachers' attitudes toward inclusive education, and to identify the most important problems and obstacles that limit the success of implementing inclusive education in public educational institutions.

1.3 Study Significance

- **Theoretical Significance:** The importance of the present study lies in its focus on the field of special education in general and inclusive education in particular. It also highlights the role of teachers' attitudes in achieving genuine and effective inclusive integration for students with special needs. Furthermore, it serves as a gateway for conducting further studies and research on teachers' attitudes toward inclusive education, addressing this topic from multiple perspectives in order to bring about change in these attitudes and to improve the educational services provided to our children with special needs.
- **Practical Significance:** The results of this study will contribute to identifying teachers' attitudes toward inclusive education and recognizing the shortcomings and obstacles that hinder the achievement of the main objectives of inclusive education in mainstream classrooms, as well as working toward reducing these barriers.

2. Theoretical Framework

The philosophy of inclusive education, as stated by the Council of the Education Association in the state of Wisconsin (WEAC), holds that all students, regardless of the type or severity of disability, should be placed in general education classrooms alongside their typically developing peers, under the same regular program and for the full school day (WEAC, 2018). Each student with special needs, together with their peers, receives all social and academic activities. The inclusive education process also involves modifying teaching methods to suit diverse individual needs and making sufficient effort by teachers to meet those needs. Advocates of inclusive education policy seek to defend it and work toward changing and modifying negative attitudes toward the inclusion of students with disabilities alongside their

typically developing peers, eliminating segregated special education for this group, and affirming that general education must assume responsibility for educating all children (Wamock, 2010). Despite the importance of general education teachers—who are considered key elements through whom effort is exerted and teaching methods are modified to develop the social and behavioral skills that students with special needs may lack.

Teachers' attitudes toward inclusive education play a decisive role in reinforcing and achieving the success of the goals and principles of inclusive education. The more positive the teacher's attitude toward inclusive education, the more positively it is reflected in the development of students' social and academic skills. Conversely, negative attitudes toward inclusive education lead to negative outcomes in the social and academic skills of students with special needs. These attitudes also play an important and decisive role in individual outcomes for children with special needs, even before they play a major role in outcomes related to inclusive education policy in general.

Positive attitudes also motivate teachers to seek modern methods and strategies that help them work with this group, generating a desire and interest in providing more opportunities and time for these students, thereby bringing about qualitative improvements in their psychological, cognitive, social, academic, and emotional levels. In other words, the attitudes of general education teachers toward inclusive education constitute the fundamental reference and primary factor in the success or failure of this policy.

2.1 Study Terminology

2.1.1 Attitudes:

Cognitive evaluations held by an individual, whether negative or positive, accompanied by emotional–affective feelings and behavioral tendencies toward a particular object or issue (Bonne & Kuttz, 2002, p. 281).

Attitudes are also defined as a state of mental and neural readiness organized through individual experience that directs a person's responses toward a specific object or situation.

Attitudes are further defined as relatively stable personal experiences that include evaluations of people, issues, or objects (Baron & Byrne, 2000).

2.1.2 Inclusive Education:

The process of integrating children with special needs into the same regular classroom with typically developing children (O. Cannas, 2007). Moreover, inclusive education is a single educational system that meets the needs of all students (Jakein, 2018, p. 71).

Sisalem (2006) defined inclusive education, in its comprehensive sense, as a process that emphasizes the necessity for public schools and classrooms to include all students regardless of intelligence, talent, disability, economic and social status, or cultural background.

2.1.3 Students with Special Needs:

Individuals who deviate significantly from the average in one or more of the following aspects—mental, physical, emotional, or social—to a degree that requires special educational programs. These categories include: hearing impairment, visual impairment, motor impairment, intellectual disability, learning difficulties, language and communication disorders, and autism.

2.2 Operational Definitions

- **Attitudes:** The positive or negative personal experiences held by teachers toward inclusive education for students with special needs in mainstream classrooms, as measured by the research instrument prepared for this purpose.
- **Inclusive Education:** The placement of a child with special needs alongside typically developing peers in a mainstream school classroom on a regular basis, allowing for active participation in all activities shared with typically developing children.
- **Teachers:** All teachers affiliated with the Ministry of Education who teach in public educational institutions during the 2024/2025 academic year.

- **Students with Special Needs:** Individuals who have a total or partial, stable impairment in their physical, sensory, intellectual, communicative, educational, or psychological abilities to an extent that reduces their ability to meet ordinary requirements under conditions comparable to those of non-disabled individuals.

3. Applied Framework

3.1 Methodological Procedures of the Study

3.1.1 Research Method:

Given the nature of the current study and its objectives, the researcher employed the descriptive method, which is not limited to describing the phenomenon through the collection of information, but also goes further by transforming and expressing this information quantitatively and qualitatively.

3.1.2 Research Population:

The research population consists of primary school teachers in the city of Tlemcen.

3.1.3 Research Sample:

The research sample was selected randomly, as the researcher chose male and female teachers who teach in primary schools in the city of Tlemcen.

Table. 1 Characteristics of the study sample according to the gender variable

Gender	Number	Percentage
Male	23	46%
Female	27	54%

Source: : the researchre

3.1.4 Research Instrument:

In accordance with the nature of the study and its data, and in line with the study objectives and research questions, the researcher designed a questionnaire consisting of 21 statements after reviewing previous

studies, including the study by Al-Juhani (2018) and the study by Al-Shamrani (2020). The questionnaire was based on the five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree) and included one main axis divided into three dimensions according to the components of attitudes.

Table. 2 Number of questionnaire items and their distribution according to the dimensions

Questionnaire Axis	Questionnaire Dimensions	Number of Items
Teachers' attitudes toward the implementation of inclusive education for students with special needs	Cognitive dimension	7
	Behavioral dimension	7
	Emotional dimension	7

Source: the researchre

3.2 Validity and Reliability of the Research Instrument

The validity of the questionnaire was verified as follows:

3.2.1 Face Validity (Expert Judgment Validity):

The researcher examined the face validity of the questionnaire by presenting it to a group of university professors specializing in Educational Sciences (Special Education) and Educational Psychology, as well as to teachers, for evaluation and judgment of the statements in terms of their suitability for the study objectives and the clarity of each item. Following the expert review, some statements were modified, changed, or deleted. As a result, the number of items became 21 after previously being 25 items, distributed across three dimensions: cognitive, affective, and behavioral.

3.2.2 Internal Consistency Validity:

Pearson's correlation coefficient was calculated using data from a pilot study sample consisting of 50 male and female teachers, in order to compute the correlation coefficients between each item and the total score of the dimension to which it belongs. The results showed that the correlations between each item and the score of its respective dimension

were statistically significant at the 0.05 significance level, with the exception of items 07, 10, 15, and 23, which were deleted from the questionnaire. Consequently, the final questionnaire consisted of 21 items, indicating that the instrument is valid for measuring what it was designed to measure.

3.3.3 Construct Validity:

Pearson's correlation coefficient was calculated to determine the degree of correlation between each dimension and the total score of the questionnaire.

Table. 3 Correlation coefficients between each dimension and the total questionnaire score

Dimensions	Total Score
Cognitive dimension	0.875
Emotional dimension	0.867
Behavioral dimension	0.854

Source: : the researchre

3.3.4 Questionnaire Reliability

The reliability of the questionnaire was verified.

A. Cronbach's Alpha Method:

The questionnaire was tested using Cronbach's alpha coefficient.

Table. 4 Reliability coefficients of the research instrument

Dimensions	Cronbach's Alpha Coefficient
Cognitive dimension	0.87
Emotional dimension	0.82
Behavioral dimension	0.72
Total score	0.89

Source: the researcher

Based on the results of the table, it was found that the values of the reliability coefficients according to Cronbach's alpha across the dimensions ranged between 0.72 and 0.87, while the correlation

coefficient for the overall score of the questionnaire was estimated at 0.89, which are high reliability coefficients.

Accordingly, based on these results, the validity and reliability coefficients are high, and these results can be relied upon, and this questionnaire can be applied in the field.

3.4 Statistical Treatments:

To achieve the objectives of the study, a number of statistical methods were used through the Statistical Package for the Social Sciences (SPSS), where the following statistical techniques were applied:

- Frequencies and percentages.
- Cronbach's alpha coefficient to calculate the reliability of the questionnaire.
- Arithmetic mean.
- Standard deviation.
- Independent samples tests.
- One-way analysis of variance (ANOVA).

A five-point scale was used to evaluate the responses of the study sample to the questionnaire items, such that strongly agree was assigned 05 points, agree 04 points, sometimes 03 points, disagree 02 points, and strongly disagree 01 point.

The responses were classified into three equal-interval levels using the following formula:

$$\text{Class width} = \frac{\text{Highest value} - \text{Lowest value}}{\text{Number of response options}} = \frac{5-1}{3} = 0.33$$

The classification was obtained as follows:

- From 1 to 2.33 represents a response level (negative).
- From 2.34 to 3.66 represents a response level (neutral).
- From 3.67 to 5 represents a response level (positive).

4. Study Results and Discussion:

In this section, the results of the study are presented in order to answer the question: *What is the nature of teachers' attitudes toward inclusive education for students with special needs?*

To answer this question, the arithmetic mean and standard deviation of the questionnaire dimensions were calculated, and they were ranked according to the weighted arithmetic mean into three directions based on the previous equation:

- Negative attitudes: from 1 to 2.33
- Neutral attitudes: from 2.34 to 3.66
- Positive attitudes: from 3.67 to 5

Table. 5 Response of the study sample regarding teachers' attitudes toward inclusive education for students with special needs

Dimensions	Arithmetic Mean	Standard Deviation	Rank	Response Level
Cognitive dimension	3.34	0.89	3	Moderate
Emotional dimension	3.46	0.82	2	Moderate
Behavioral dimension	3.75	0.80	1	High
Total score	3.82	0.85	–	High

Source: the researcher

It is evident from the results of Table No. (05) that the level of teachers' attitudes toward inclusive education for students with special needs reached an arithmetic mean of 3.82, which is a high degree. This indicates that teachers' attitudes toward inclusive education for students with special needs are positive according to the five-point Likert scale.

These results indicate an increase in the level of awareness among general education teachers toward students with special needs, their knowledge of their needs and educational rights as stipulated by international and local laws, and also reflect their acceptance of this special group in order to achieve the principle of justice and equality, and to reduce the effects of isolation and marginalization that affect

these students as a result of placing them in special centers, as well as changing attitudes toward this special group from a perspective of marginalization and pity to one of support and inclusion.

These results are consistent with the findings of the studies by (Qaysaran & Bashiwah, 2022), (Walid Bakhoush et al., 2020), and (Lounis, 2019), which concluded that teachers' attitudes among general education teachers toward inclusive education for students with special needs are positive.

However, they differ from the results of the studies by (Mohammedi Fawzia, 2019), (Mersali & Daoudi, 2022), and (Rosemily & Woollald, 2019), whose findings showed the emergence of negative attitudes among general education teachers toward inclusive education.

The results of the study, as shown in Table No. (05), also indicated that the behavioral dimension ranked first with an arithmetic mean of (3.75) at a high level, followed by the emotional dimension in second place with an arithmetic mean of (3.46), and finally the cognitive dimension with an arithmetic mean of (3.34).

The results also showed that teachers' attitudes toward inclusive education in the behavioral dimension had an arithmetic mean of (3.75), which is high. This can be interpreted as teachers being fully prepared to integrate this special group into their regular classrooms, because this psychological readiness is what motivates teachers to modify and change teaching methods and adapt educational curricula according to the characteristics and abilities of each category of students with special needs, in addition to encouraging and reinforcing positive behaviors and modifying negative behaviors. This is evident from the statement "I encourage students with special needs to participate inside and outside the classroom," which ranked first.

This can be interpreted to mean that reinforcement and encouragement are relied upon by teachers because students tend to imitate behaviors that are reinforced, as emphasized by Bandura's theory, which considers reinforcement and encouragement among the most important stages of learning, through which students regulate their behavior based on known outcomes directly, and due to their major role in encouraging communication and social interaction between typical students and

their peers with special needs. This creates an inclusive educational environment whose outcomes appear in the development of purposeful social skills such as tolerance, communication, and empathy.

The results also showed that teachers' attitudes toward inclusive education in the emotional dimension had an arithmetic mean of 3.46, which came at a moderate level. The researcher interprets this neutrality as teachers having neutral feelings that manifest in fear of integrating this special group into regular classrooms, since this philosophy is considered new within the educational organization. This transition from the traditional educational system to an inclusive educational system leads to some negative or neutral feelings due to a lack of training and preparation, insufficient administrative support, and university specialization, all of which contribute to the emergence of neutral attitudes in the emotional dimension.

The results also showed that teachers' attitudes toward inclusive education for students with special needs in the cognitive dimension had an arithmetic mean of 3.34 at a moderate level.

The researcher interprets these results as indicating that teachers possess information and knowledge about the success of this inclusive philosophy and its objectives in ensuring that all students obtain their right to regular education regardless of disability, thus achieving the principle of justice and equality and applying the principles of inclusive education stipulated in international and local laws and implementing them in the educational field. This is reflected in the statement "I believe that the inclusive education program is a successful program," as well as the statement ranked second, "I believe that all students can learn in all educational environments despite differences among students (intellectually, psychologically, and socially)," followed by the statement ranked third, "Inclusive education increases opportunities for social interaction between students with special needs and typical students," which is consistent with the results of the study by Sissalem (2006).

4.1 Results of the Second Question and Discussion:

Are there differences in teachers' attitudes toward inclusive education attributable to the gender variable?

The **t-test (T-test)** was used in order to determine whether there are differences in responses to the questionnaire items according to the gender variable (males, females).

Table. 6 Results of the t-test illustrating differences in responses to the questionnaire items according to the gender variable (males, females)

Dimension	Gender	Number	Mean	Standard Deviation	T-value	Significance Level
Cognitive dimension	Male	23	14.82	4.057	0.013	0.928
	Female	27	14.86	3.375		
Emotional dimension	Male	23	15.52	3.411	-1.625	0.078
	Female	27	17.56	2.620		
Behavioral dimension	Male	23	15.11	2.375	-1.120	0.255
	Female	27	16.25	2.525		
Total score	Male	23	46.50	10.485	-1.053	0.265
	Female	27	49.65	9.321		

Source: the researcher

It is evident from Table (06) that the t-value (-1.053) for the overall score is not statistically significant at the significance level (0.05), which means that there is no difference between males and females in attitudes toward inclusive education for students with special needs.

It is also evident that the significance level values for each dimension (cognitive, emotional, and behavioral) are greater than the significance level (0.05).

The researcher interprets these results by stating that all teachers, whether male or female, possess the same knowledge, information, and ideas about the philosophy of inclusive education. They have also

undergone the same university training, and the educational environment has a greater influence than demographic factors such as gender. Therefore, both male and female teachers have the same attitudes, and consequently, there are no differences between genders in their attitudes toward inclusive education.

Accordingly, this result is consistent with the findings of the studies by (Al-Suwaiti, 2006), (Al-Ghamdi & Al-Humaidi, 2020), (Al-Khoury, 2021), and (Al-Marzouqi & Al-Shahrani, 2023).

However, it differs from the studies by (Ismail, 2018) and (Jumayan & Al-Shahri, 2013), whose results indicated the presence of differences in teachers' attitudes toward the inclusion of students with special needs according to the gender variable.

4.2 Results of the Third Question and Discussion:

Are there differences in teachers' attitudes toward inclusive education attributable to the experience variable?

The one-way analysis of variance (**One-Way ANOVA**) was used to identify differences in responses to the questionnaire items according to the experience variable.

Table. 7 Results of the one-way analysis of variance (One-Way ANOVA)

Dimension	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-value	Sig Level
Cognitive dimension	Between groups	512.682	1	512.682	41.31	0.001
	Within groups	732.515	58	12.412		
	Total	1245.197	59			
Emotional dimension	Between groups	386.410	1	386.410	39.62	0.001
	Within groups	565.824	58	9.756		
	Total	952.234	59			
Behavioral dimension	Between groups	212.178	1	212.178	24.07	0.001

	Within groups	511.789	58	8.824		
	Total	723.967	59			
Total questionnaire score	Between groups	1111.270	2	555.635	17.50	0.001
	Within groups	1810.128	57	31.757		
	Total	2921.398	59			

Source: : the researchre

It is evident from Table No. (07) that the calculated value is (17.50), which is not statistically significant at the significance level (0.05). This indicates that there are no differences in teachers' attitudes toward inclusive education attributable to the experience variable.

It is also evident that the significance level values for each dimension (cognitive, emotional, and behavioral) are greater than the significance level (0.05).

The researcher explains that the lack of effect of the experience variable on teachers' attitudes toward inclusive education may be attributed to other factors, such as the nature of the current educational environment compared to the past. At present, professional conditions have become similar in terms of program density and the scarcity of material and human resources, which may influence teachers' attitudes, leading to similar attitudes regardless of years of professional experience.

In addition, newly appointed teachers in the teaching profession undergo preparation, training, and specialized formation on how to deal with this special group; therefore, they are psychologically prepared for the process of inclusive education.

Accordingly, the results of the present study are consistent with the findings of the studies by (Al-Otaibi, 2023), (Al-Badi, 2021), (Al-Arini, 2021), and (Al-Marzouqi & Al-Shahrani, 2023). These studies showed that professional experience was not an influential variable in teachers' attitudes, whereas other factors external to demographic variables—such as training, administrative support, type or severity of disability, and the lack of preparedness of the educational environment and facilities for integrating this special group—were more influential.

4.3 Recommendations and Suggestions:

Based on the results of our study, the researcher proposes the following suggestions and recommendations:

- Translating theoretical laws into practical applications by expanding this concept to include all educational organizational institutions.
- Preparing an inclusive educational environment by providing facilities and workshops that are compatible with the physical and sensory characteristics of students with special needs.
- Opening university specializations for teachers in special education.
- Allocating training and professional development courses to enhance teachers' professional competence and enable them to acquire skills on how to deal with and teach this special group.

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