Difficulties and obstacles in integrating students with disabilities in Jordanian schools

Introduction. Integrating students with disabilities into schools may present challenges, but the benefits of doing so are significant. By promoting inclusion and equality, improving academic outcomes, developing social skills, enhancing teacher training, and meeting legal obligations, Jordan can create a more inclusive and supportive educational environment for all students.

Study participants and methods. The study’s goal was to find out the challenges and barriers that exist in the process of integrating students with disabilities into inclusive schools from the perspective of regular teachers who are currently employed in integration schools. Additionally, the study aimed to determine the requirements for successful inclusion of disabled students from the perspective of school principals who are currently employed in these schools. The descriptive-analytical approach, namely self-report research, was used because of its relevance to the study’s objectives. It is based on studying the educational phenomenon and describing it as it is. A total of 152 classroom teachers and 47 school administrators from the same schools made up the study’s sample.

Results. According to the findings, instructors viewed integration barriers as moderate in the integrated schools with a mean of 3.12, and standard deviation of 0.48. One of the most significant challenges to integration is the need for written duties, while sufficient money comes in last with a mean of 2.27 and standard deviation of 1.10. From the perspective of the principles, successful integration entailed a number of advanced conditions. Funding, well-equipped schools, and easy accessibility were cited as the most important factors in successful integration.

Practical significance. The practical significance of the study on integrating students with disabilities into schools is its potential to inform decision-making and policy development in order to create more inclusive and supportive educational environments. By identifying the challenges and barriers to integration, decision-makers can work towards promoting inclusion and equality, improving academic outcomes, developing social skills, enhancing teacher training, and meeting legal obligations. The study’s findings emphasize the importance of addressing funding, well-equipped schools, easy accessibility, and providing support for teachers in order to create successful integration programs.

Keywords: integration obstacles, principals’ perspectives, successful integration, teachers’ perspectives

INTRODUCTION

With the UN international initiatives in education (UNESCO, Council of Europe, IAU, etc.), a global shift towards inclusive education has been promoted, placing students with disabilities in mainstream classrooms alongside their non-disabled peers. However, this integration poses various difficulties and obstacles. The most significant challenge lies in ensuring that the school infrastructure and curriculum are adaptable and accessible for all students. This includes providing necessary accommodations such as wheelchair ramps, assistive technology, and modified learning materials. Moreover, there is often a lack of adequately trained teachers capable of meeting the diverse needs of students with disabilities. This lack of expertise can hinder the effective implementation of inclusive education. Furthermore, large class sizes, inadequate funding, and varying attitudes towards disabilities can lead to resistance among educators and parents, further impeding the integration process. Lastly, the social integration of students with disabilities can also be challenging, as they may face stigma, discrimination, and bullying. Hence, while the aim of these UN initiatives is laudable, their implementation necessitates a comprehensive strategy to overcome these barriers to successful integration.

The idea of universalizing regular education for students with disabilities has been increasingly accepted and implemented over the years. The individual differences among students with disabilities have become an aim for identifying their needs within the regular classes, after being the source of their isolation [1].

Opportunities for students with disabilities to acquire appropriate social and linguistic skills remain best within a regular school where there is an appropriate model that can be imitated in those skills and other skills among all ordinary children participating in that school [2].

Several studies have indicated that the likelihood of improvement in academic performance is related in one way or another to the positive emotional and psychological changes occurring in students with disabilities as a result of improved self-concept, which is often developed by the improvement of their level of language and social skills. These two aspects contribute to improved social interaction and the ability to have successful relationships with others, thus offering better opportunities for children to acquire different skills [3; 4].

Thus, it is imperative that the integration environment be well-prepared in order to facilitate the development that mainstreamed students with disabilities want to achieve. As the program will be implemented in a collaborative fashion requiring input from many different parties, the educational setting must be planned with great care to avoid becoming a barrier to the development that is needed in the integrating process [5].

Teachers, school administrators, specialists, mainstream students, and parents of kids with disabilities must work together for the benefit of all involved in order for students with disabilities to thrive in public schools [6]. Because ordinary schools have trouble accommodating these variations, it is now crucial to revise internationally adopted educational aims, ideas, and policies in ways that are both suitable and important. In order to bring everyone together and stop kids from being sorted into different schools based on their identities, this is essential. There is an open acknowledgment of the deficiencies in both teacher preparation and globally adaptable education systems [7]. Excluding and dumping students with disabilities from public education on the grounds that they cannot succeed is not the answer to this problem. If traditional schools, in their current configurations,
are unable to contain and give them with even the most basic opportunities for success and engagement, we deny them the right to take part in everyday life; thus, they need to acknowledge a major flaw in their strategy [8]. Planners and academics need to take a stand for themselves, asking tough questions about how to improve and update the traditional school to accommodate the requirements of all students and prevent the exclusion of many students due to a purported lack of appropriate services. Many children are being left out under the pretense of insufficient resources, thus this action is crucial [6; 9].

The requirements for successful integration must be identified to ensure the success of any integration experience. It is essential to identify teachers’ and principals’ views and know their perceptions and knowledge of the difficulties and obstacles encountered because of their crucial role in the success of integration [10].

**Importance of the study and its rationale**

Identifying principals’ and teachers’ views and perceptions towards integration are essential because teachers and principals play a critical role in integrating students with disabilities. The teacher is the most influential catalyst in the social interaction and academic achievement of these students in the classroom, followed by the principal, who facilitates the teacher to play his/her fundamental role, contributing effectively to overcome the obstacles and difficulties facing the educational process in general, and supporting and facilitating the success of inclusive education for students with special needs in particular.

Its rationale is the need for decision-makers to review the difficulties and obstacles encountered in the integration programs in order to find the best ways to solve and overcome them, identifying the requirements for successful integration of their application and then planning to expand and disseminate them extensively, based on structured scientific studies. According to the researcher’s knowledge, this study is the first in Jordan that examined these variables.

**Purposes of the research**

The purpose of the research is to show how regular teachers at integration schools perceive the challenges of integrating pupils with impairments. Understanding what principals working in integration schools believe is necessary to successfully integrate children with disabilities.

**The study questions**

The study seeks to answer the following questions:

1. What are the obstacles in integrating students with disabilities from the regular teachers’ points of view, working in integration schools?
2. What are the requirements for successfully integrating students with disabilities from the principals’ points of view, working in integration schools?

**THEORETICAL BACKGROUND**

Integration or to educate kids with disabilities in mainstream classrooms, inclusive education is both a concept and a method [11; 12]. This practice is based on that every child has the right to be a member of ordinary schools to benefit from his/her existence there. Furthermore, ordinary students will also benefit from interaction and recognition of children
with different and varied characteristics ranging from impairment to talent [13]. Supporters of integration use the term “integration” to refer to the obligation to educate each child to the appropriate maximum in the regular classroom, providing him/her with services and necessary resources in the regular classroom rather than placing him in isolated places and situations. The regular teacher is expected to teach a wide range of disabled students and cooperate and plan effectively with the special education teacher to benefit the disabled students from integration [14]. E. Avramidis et al. [15] note that the integration policy still requires serious and sustained efforts to make it successful and benefit from it properly.

The Factors Contributing to Successful Integration: Studies have identified factors that may influence integrating students with disabilities. The first factor is significant professional development [14]. secondly is pre-service training [16]. Finally, the backing of administration and the insights of special education instructors. As [17] points out, the dual system of special education and regular education was necessary for the past and achieved its objectives. He proposes that the isolation system requires isolation in roles, responsibilities, and tasks; he adds that the integration system was no longer an option but a reality, and under change, the isolation system was no longer accepted by students or teachers. The integration of students with disabilities removes barriers between them and their regular peers, helping develop friendships between them, reflected in the high positive self-concept and high self-esteem [3; 14]. There is no doubt that disability does not lie in the body of those who suffer from it, as much as it is an obstacle inside those who deny that any particular category has the right to rehabilitation and adaptation [18].

While the education of students with disabilities has increased in non-isolated situations, the main reason for this is the strength of the laws and regulations, which demand it [19]. Although the attitudes of workers in schools may influence the integration’s effectiveness, in particular, many studies indicate that the vast majority did not accept the idea of integration; the reason is that they cannot and do not have the methods of teaching or the needed support, which should be provided to students with disabilities [10]. According to [15], professionals' attitudes may facilitate or impede and restrict policies’ application. Moreover, teachers' attitudes towards students with disabilities greatly influence these students' success, effectiveness, and expectations. The more positive the attitudes, the more likely it will be reflected in the program's success [20]. Any program's success must undoubtedly depend on the cooperation and commitment of all participants. Although the terms “integration” and “inclusive education” are often used interchangeably, the term inclusion is difficult to define precisely; research has indicated that there is no understandable and agreed meaning of integration [21]. While inclusive education is a strategy to ensure education for all students in the same class, the comprehensive definition of inclusive education can be obtained through Mitchel's magic recipe [22]. The following are this recipe’s components: Inclusive Education = Vision + placement + Sources + leadership + (Acceptance, adaptive curriculum, adaptive evaluation, removing barriers, and adaptive instruction). According to this recipe, access to a comprehensive education system requires vision at all levels of education at the state level and that students must be placed in the appropriate educational place according to age in the community and schools adjacent to the housing. It also requires the support needed for those students and their families, for working professionals and resources (such as trained teachers, support technology, and infrastructure), requiring appropriate educational leadership, which facilitates integration, admission, teaching, education, curriculum, and barrier-free environment [22]. Thus, inclusive education is a strategy for addressing and meeting all students' educational needs in an orderly manner and in the regular classroom [23].
Difficulties and Obstacles to the Application of Integration: Recent studies indicate that integrating disabled people into regular schools is still fraught with difficulties, including the challenge of determining which kids, especially which pupils with disabilities, require specialized educational programming [24]. Adequate educational programs that address the academic, social, and psychological requirements of children with disabilities in general education settings are crucial to the success of integration. Different students have varying cognitive capacities, physical potentials, and psychological and social requirements. It is also difficult to change the concepts and attitudes of those who teach students according to large-scale schools' goals, extending to the disabled students' education and achieving it. That requires working to change the attitudes of all those involved in the educational process, like teachers and principals of schools, special education supervisors, teachers of inclusive education, and educational counselors and parents, with the hope that they'll make a good contribution to the academic and social achievement of kids with disabilities [25; 26]. It is also difficult to design curricula, evaluation tools, and educational programs that give students with disabilities equal access to education and help them reach their full potential in terms of academic achievement, social integration, and independent functioning, which aid them academically and socially both at school and beyond [27]. Finally, it is difficult to establish a clear policy and legislation, defining all students' rights to benefit from all available educational facilities regardless of their disabilities [28].

Conditions of Successful Integration: The principle of providing educational opportunities for all children will not be achieved if things are left without adopting educational policies and clear and executable legislation; good intentions and good human feelings are necessary but insufficient to translate education for all into a practical reality. The appeal never ceased to be coordinated, not duplicated, and to be inclusive. What is needed is to turn the appeals into procedural steps [29]. Among the most serious issues for successful integration is mindful planning, which creates appropriate opportunities for peers' interactions. Integration is not just about placing disabled and regular children in the same place; integration without prior planning may lead to problems and difficulties rather than achieving the desired goals [30; 31]. It is complicated to put the concept of integration under execution in educational practice; the teachers of regular classes do not have the ability and perhaps the desire to apply this concept since most of them have not received any training regarding special needs, as revealed by many studies [32]. Moreover, some research has shown that the attempt to compensate for the lack of knowledge of special needs through in-service training has not been as fruitful as it should be since such training may not necessarily modify teachers' attitudes towards integration [33].

Requirements for Successful Integration Programs. The following are the requirements for successful inclusion, as indicated in the studies conducted in this field.

The participation and cooperation of regular classes, special education teachers, principals, and parents in planning and implementing programs to help disabled children get an education [5]. Good preparation for all school staff members to perform their roles through pre-service training and retraining in-service [6]. Good preparation for all regular and disabled students for integration programs [7]. Appropriateness of teaching aids, materials, educational and supportive services, Modifying the class size, the daily schedule, and the curriculum to ensure the integration programs' implementation, providing adequate financial support for the integration program [9]. the necessity to determine the individual educational programs by the regular classes' teachers [34]. Avoiding reducing the number of special education teachers on the pretext of enrolling disabled pupils enrolled in mainstream programs [8].
Previous studies

Neves et al. [35] study’s overarching goal is to shed light on the difficulties that educators face when including preschoolers with special needs into the general education classroom setting; the study’s narrower goal is to have that conversation. Find out what the hardest part is for you as a teacher when it comes to accommodating students with disabilities. Verify the methods the instructor employs to guarantee participation by all students. There was a determination that the effort was fundamentally investigative in character. Since the topic of this work has already been explored in both the public and academic spheres, yet further research is needed, it was conducted in an exploratory fashion in order to best achieve its goals. For the technical procedures, we surveyed the state of the art in the form of books, journals, and periodicals previously available to the public.

Mendoza & Heymann [36] raised the question what can they learn from studies of strategies to implement inclusive education for students with disabilities in low- and lower-middle-income countries? is the issue that drives this review. Intervention studies that sought to better inclusive education in low and lower-middle income countries were identified through a systematic literature review. A total of 1,266 studies with matching search terms were located for further evaluation. Only 31 studies out of the hundreds that assessed therapies really included 20 or more participants. These studies, published between 2000 and 2019, provide estimates of the effects of various strategies for increasing support for students with disabilities in general education settings. These strategies include teacher trainings, improvements to facilities and educational materials, and the creation of community partnerships. This systematic review, which only includes 19 of 84 low and lower-middle-income countries, highlights the paucity of studies on this important topic and the need for further investigation.

Allam & Martin [37] study overarching goal is to gain a better understanding of the difficulties special education (SPED) instructors in the City Division of Ilagan Isabela, Philippines have when instructing students with learning disabilities. Purposive sampling was used to select 15 special education instructors to participate in this study. To learn about the difficulties educators face, a qualitative research method (QRM) was employed. Data interpretation was performed using thematic analysis. Five distinct themes emerged from the analysis of the key informants' collective descriptions of the difficulties they face in their roles as SPED teachers: selecting an appropriate strategy and motivation; identifying individual needs; finding the job challenging but fulfilling; practicing patience and acceptance; and respecting the rights of students. Most educators who work with students who have learning difficulties report feeling unprepared to do so because they were not provided with special needs education training by the institution. Furthermore, teachers in SPED classes sometimes feel unprepared to work with students who have special needs. Based on the findings of this research, it appears that special education (SPED) classes in the Division of Ilagan as a whole are severely lacking in resources such as money, curriculum guides, instructional materials (IMs), and even physical space within the schools itself. One would draw the conclusion that placing students with special needs in a regular classroom without providing them with the necessary supports would be ineffective. The needs of children participating in Special Education (SPED) classes were not well met, and learners with disabilities did not obtain adequate services and support in accessing the curriculum. Yet, challenges and problems were technically resolved to maintain the productive working atmosphere among school administrators, instructors, and stakeholders. Opportunities for ongoing professional development on inclusion techniques for students with special
educational needs should be coordinated by the Department of Education’s Training and Development in conjunction with regional in-service officers. The SPED program's implementers must follow closely to the policies, and the school’s leadership must forge an active organization to win over the program's many supporters.

Zemba & Chipindi [38] research in the Livingstone area of Southern Province’s Southern Province set out to investigate the barriers that students with special needs encounter while trying to enroll in one of two inclusive education piloting primary schools. The researchers used a qualitative descriptive case study methodology. The data was analyzed thematically. The survey concluded that most school stakeholders had good attitudes about the schools, which indicated an acceptance of the inclusive nature of the institutions. Notable successes include a general lack of hostile attitudes, better school access, developed methods of educating educators, and the creation of Inclusive Education (IE) modules developed entirely inside the country. According to the findings, both schools have made noticeable progress toward enhancing inclusive learning for children with disabilities, despite the existence of multiple exclusionary barriers. The report suggests a number of directions for future studies and the application of IE in Zambia.

Worrell [39] conducted a study to answer the question, "How can secondary schools avoid the seven obstacles to integration?" to achieve comprehensive integration. The study sample included parents, teachers, administrators, and students in general education schools. The results have shown that inclusive education becomes more acceptable as an appropriate educational practice if we avoid the following seven obstacles: Firstly, teachers' negative attitudes towards integrating students with disabilities into public education. The study recommended to avoid this obstacle, teachers to write positive thoughts on memos, and the recognition with the rest of the administrative staff that works is challenging. Secondly, the lack of knowledge of the terms and issues of the teacher's special education. The study recommended that teachers be subjected to in-service training courses to identify these children and their needs. Thirdly, lack of collaboration between educational and administrative cadres, i.e., the study recommended practical cooperation as one of the pillars of comprehensive integration. Fourthly, lack of support from the directorates of education and the lack of support from school principals. The study recommended seeking support from non-official institutions. Fifthly, the lack of a specific reference to teaching creates more integration problems. The study recommended that academic and administrative staff be familiar with these students' capabilities and be patient with them and bear them. Sixthly, inappropriate assessments by principals and teachers. The study recommended that when providing any activity to the child and before making any judgment, the teacher/principal should ask themselves the following three questions: Is the evaluation meaningful, its aim, and how much time it takes? Finally, the conflict between scheduling, management, and time. The study recommended schedule clarification, academic balance, and needed time.

In a study carried out by the [40] aimed to identify the difficulties, which confront the integration of disabled students from the workers' points of view in the primary government schools in Palestine and identify differences in those difficulties and their relationship to variables (job title, gender, scientific qualification, specialization, teaching experience years). It also aimed to identify the most challenging disabilities to integrate into the regular classes and identify workers' proposals in public schools to overcome these difficulties. The sample size comprised 358 employees of schools. A questionnaire of 39 items and two open-ended questions was used. Difficulties were classified into four dimensions: Sources of learning, Assessment, and its associated strategies. Educational qualification. Awareness
and attitudes. The most noticeable results of the study regarding the difficulties were: the lack of formal assessment strategies for students with disabilities, the lack of appropriate educational tools, considering the absence of resources for evaluating the academic progress of students with special needs, Teachers not being able to personalize assessments and performance exams for their pupils, a lack of preparation for working with students with special needs, the shortage of quality assessment deal with disabled students and the failure to host specialists in the field of disabilities. The most challenging category of disability for integration was mental retardation. The last one was emotional disorders.

A study conducted by [41] aimed to identify the main problems facing male and female teachers of resource rooms in Jordan. The study included 209 teachers of resource rooms in public and private schools. The researcher developed a tool to collect information about the problems related to the following six dimensions: referral, the roles of teachers, educational programming in the resource rooms, sources and educational materials, parents and students, the community, and the school. The results indicated that the resource rooms' teachers face difficulties from the low to the moderate levels, and the problems associated with working with parents were the most common from the study members' points of view.

A study conducted by [42] aimed to identify the most critical difficulties in integration of pupils with special needs into mainstream classrooms and the extent of differences in estimating these difficulties according to the following variables: job type (resource rooms’ teacher vs. regular teachers), teaching experience, gender and school style. The study population consisted of male and female teachers at public schools, which implement integration and have resource rooms in Amman Directorate, as well as several private schools. One hundred educators participated in the study; fifty from general education classrooms and fifty from special education resource rooms made up the sample. For the study’s purpose, a questionnaire was constructed consisting of 36 items to identify the integration difficulties. The main results indicated that all dimensions of the questionnaire deemed difficulties from the sample members' points of view, ranked according to their difficulty: students with disabilities, teachers' competencies, educational environment, principals, and regular students. The study showed differences in the sample rating of the difficulties in integration according to the type of job for the first dimension (the educational environment) in favor of regular classes teachers and the third dimension (regular students) in favor of the resource rooms' teachers.

Al-Khashrami [43] investigated the inclusion of special needs kids in mainstream classrooms, factors influencing the success of integration, and the obstacles facing its application. He prepared a questionnaire explaining integration in terms of the integrated categories, the age of the integrated children, the specialists and their qualifications, the number of integrated children, the preparations, and the schools' modifications, which applied integration. The number of schools was 168, including 136 for boys and 28 for girls and two private schools for boys, from among the schools which were implementing the integration program for the year 2000/2001; the most prominent finding of the study was that the essential factors of successful integration comprised allowing children with disabilities to interact with their peers, and collaboration among the school staff. The results showed that the percentage of the integration success in most schools implemented was 84% of the supervisors' points of view. The main obstacles to integration were negative attitudes, lack of experience and knowledge in special education, lack of specialized teachers, children with multiple disabilities, lack of prior preparation, lack of family cooperation, misdiagnosis, and lack of structural facilities.
RESEARCH METHOD

The descriptive-analytical approach, namely self-report research, was used because of its relevance to the study's objectives. It is based on studying the educational phenomenon and describing it as it is.

**The study sample**
The study sample was intentional. It consisted of 199 teachers and principals, as shown in table 1.

<table>
<thead>
<tr>
<th></th>
<th>Public schools</th>
<th>Private schools</th>
<th>UNRWA Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>15</td>
<td>15</td>
<td>17</td>
<td>47</td>
</tr>
<tr>
<td>Teachers’</td>
<td>45</td>
<td>50</td>
<td>57</td>
<td>152</td>
</tr>
<tr>
<td>Special education services</td>
<td>Resources rooms</td>
<td>Student support centers</td>
<td>Learning support centers</td>
<td></td>
</tr>
</tbody>
</table>

As noticed in table 1, the study sample comprises of 47 principals from public and private schools and the United Nations Relief and Work Agency (UNRWA) schools, including programs to integrate students with disabilities. All of them are from Amman (Jordan's capital). The sample also included 152 regular teachers working with students with disabilities in the regular classes and simultaneously receiving special education services from student support centers for private schools or through the resource rooms for the public schools or through learning support centers for the UNRWA schools.

**The study tools**
Two questionnaires were designed to achieve the study's objectives: the first for the principals and the second for the teachers. The researcher designed them according to the following steps: Preparation of the two tools in their preliminary form and the development of their items in light of the review of educational literature, previous studies, dissertation, and theses related to the study's subject, such as the study of Worrell [39], Al-Hadidi [41], and Al-Khashrami [43].

*The first tool:* The principals' questionnaire. It includes one dimension—the successful integration requirements, consisting of 13 items, where the principal rates the importance of these requirements for successful integration.

The tool's application and correction instructions:

- The Likert quadrant used for the principals' questionnaire ranged from very important to unimportant.

Based on the above, the values (cut off points) of the arithmetical means of the Likert quadrant scale obtained by the study will be treated as follows: 3.02 and higher, 2.01-3.01 medium, 2.00 and less, low, according to the following formula: The answer alternatives are divided by the number of levels, i.e.: \((4-1) = 3/3 = 1.00\), This value is equal to the length of the category.

Thus, the low level of \(1.00 + 1.00 = 2.00\), and the medium level of \(2.01 + 1.00 = 3.01\), and the high level of \(3.02-4\).
The second tool: The teachers' questionnaire, consisting of the dimension of obstacles to the application of integration in schools, comprised 12 items. The items are formulated in expressions, answered by a five-point Likert scale ranging from strongly disagree to agree strongly.

The cut-off points were determined for the treated means' values according to the following equation: the upper value – the minimum value of the answer alternatives divided by the number of levels, i.e.: (5-1) = 4/3 = 1.33. Thus, the low level of 1 + 1.33 = 2.33, the medium level of 2.34 + 1.33 = 3.67, and the high level of 3.68-5

Based on the above, the study's arithmetic mean values will be treated as follows: 3.68 and above: high, 2.34-3.67: moderate, and 2.33 and less: low.

Validity and reliability

The validity of the two questionnaires was calculated by presenting them to 15 arbitrators with academic and professional experience in special education to express their opinion on the content validity and the relevance of the items to their dimension, clarity of language, making appropriate observations. The agreement between the arbitrators reached 90% for the principals' questionnaire and 88% for the teachers' questionnaire. Some items were merged, and others were deleted, and some items of both the instruments were reworded.

In order to ensure the reliability of the principals' and teachers' questionnaires, the test-re-set was verified by applying the two questionnaires and re-applied two weeks later to a group from a group larger than the one used in the study (10 additional principals and 15 additional teachers), and then calculating the Pearson correlation coefficient between the two estimations, which resulted in a value of 86.0 for principals and 95.0 for teachers. According to the Cronbach Alpha Equation, the reliability coefficient was calculated using the internal consistency method and reached 87.0 for principals and 84.0 for teachers; these values have been accepted for study purposes.

Statistical processing

The data were entered for statistical analysis using the SSPS program based on the data's descriptive statistical analysis, including the arithmetical means and the standard deviations for principals and teachers' questionnaires.

STUDY RESULTS

First Question: What are the obstacles to integrating ordinary educators at mainstream institutions dealing with kids with disabilities?

The mathematical means and standard deviations were determined to provide a response to this query to identify the study sample members' responses to the barriers to implementing integration in the integration schools from the schoolteacher's perspective. Table 2 illustrates this:

As shown in table 2, the results indicated that the obstacles to the implementation of integration in the integration schools were medium level from the study sample members' points of view (teachers). The item "written tasks are one of the most important obstacles to the integration of the students with disabilities into the regular school" was at the highest level, and on the last rank came the item, "the school has adequate funding for the integration of students with disabilities," which is at a low level. The rest of the items received a moderate level.
Table 2

Arithmetical Means and Standard Deviations of the Responses of the Sample Members on the Items, the "Obstacles to the Application of Integration in the Integration Schools from the Schoolteachers’ Points of View" Ranked in Descending Order

<table>
<thead>
<tr>
<th>N</th>
<th>Item</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Rank</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Written tasks are one of the main obstacles to integrating students with disabilities into regular school.</td>
<td>3.78</td>
<td>1.22</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>9</td>
<td>The families support the inclusion of their children with disabilities in regular school.</td>
<td>3.53</td>
<td>1.04</td>
<td>2</td>
<td>Moderate</td>
</tr>
<tr>
<td>5</td>
<td>I know how to establish a facilitating environment for teaching students with disabilities in regular school.</td>
<td>3.43</td>
<td>1.11</td>
<td>3</td>
<td>Moderate</td>
</tr>
<tr>
<td>2</td>
<td>I need more training on how to teach students with disabilities in regular school.</td>
<td>3.42</td>
<td>1.34</td>
<td>4</td>
<td>Moderate</td>
</tr>
<tr>
<td>4</td>
<td>The school administration supports teaching students with disabilities in regular schools.</td>
<td>3.35</td>
<td>1.14</td>
<td>5</td>
<td>Moderate</td>
</tr>
<tr>
<td>3</td>
<td>I have received sufficient pre-service training to support students with disabilities.</td>
<td>3.15</td>
<td>1.24</td>
<td>6</td>
<td>Moderate</td>
</tr>
<tr>
<td>11</td>
<td>Regular students accept students with disabilities in regular school.</td>
<td>3.05</td>
<td>1.18</td>
<td>7</td>
<td>Moderate</td>
</tr>
<tr>
<td>6</td>
<td>School staff supports the integration of students with disabilities into regular schools.</td>
<td>2.97</td>
<td>1.03</td>
<td>8</td>
<td>Moderate</td>
</tr>
<tr>
<td>1</td>
<td>I do not have enough knowledge of special education to deal with students with disabilities in regular school.</td>
<td>2.95</td>
<td>1.49</td>
<td>9</td>
<td>Moderate</td>
</tr>
<tr>
<td>10</td>
<td>The families of non-disabled students in our school support the integration of students with disabilities into regular schools.</td>
<td>2.80</td>
<td>1.01</td>
<td>10</td>
<td>Moderate</td>
</tr>
<tr>
<td>7</td>
<td>I have enough time to plan and prepare to teach students with disabilities at regular school.</td>
<td>2.73</td>
<td>1.25</td>
<td>11</td>
<td>Moderate</td>
</tr>
<tr>
<td>12</td>
<td>The school has adequate funding to integrate students with disabilities.</td>
<td>2.27</td>
<td>1.10</td>
<td>12</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>General arithmetic means</td>
<td>3.12</td>
<td>0.48</td>
<td></td>
<td>Moderate</td>
</tr>
</tbody>
</table>

The Second Question: What are the requirements for successfully integrating students with disabilities from the principal’s perspective working in the integration schools?

To answer this question, the arithmetical means and standard deviations were computed to identify the study sample members' responses on the requirements of successful integration from the school principals' points of view. Table 3 illustrates this.

Table 3

Statistics involving the average and standard deviation of the principals' answers to the items of the "Successful integration requirements" in descending order

<table>
<thead>
<tr>
<th>N</th>
<th>Item</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Rank</th>
<th>Level</th>
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<tbody>
<tr>
<td>1</td>
<td>Adequate funding for the provision of adaptive aids, equipment, and educational materials</td>
<td>4.00</td>
<td>0.00</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>Equipped school buildings and adequate facilities for accessibility</td>
<td>4.00</td>
<td>0.00</td>
<td>2</td>
<td>High</td>
</tr>
</tbody>
</table>
Teachers' commitment and willingness to integrate students with disabilities | 3.96 | 0.19 | 3 | High
Collaboration between teachers to provide better services | 3.96 | 0.19 | 4 | High
Changing one's perspective on kids who are disabled is crucial. | 3.96 | 0.19 | 5 | High
Having fewer pupils in the usual class means the regular teacher won't be overwhelmed by the needs of the kids with impairments. | 3.93 | 0.26 | 6 | High
Parents' support for integration | 3.93 | 0.26 | 7 | High
Providing enough competent service providers' staff | 3.93 | 0.26 | 8 | High
Modifying the workload of school principals or providing additional financial support to them | 3.89 | 0.31 | 9 | High
In-service training for regular teachers | 3.89 | 0.42 | 10 | High
Reducing teachers' load in teaching and administration | 3.86 | 0.36 | 11 | High
Activation laws and regulations regarding the integration of students with disabilities | 3.79 | 0.63 | 12 | High
Hiring an assistant teacher in the regular classroom | 3.64 | 0.73 | 13 | High
General arithmetic means | 3.90 | 0.19 | High

Table 3 shows that the means for the dimension of successful integration requirements from the principals' points of view ranged from 3.64 to 4.00, where the whole dimension gained a mean of 3.90, which is a high level. Item 1, "good funding for the provision of adaptive aids, equipment, educational materials," and item 3, "equipped school buildings, and adequate facilities for accessibility," got the highest mean 4.00, with a standard deviation of 0.00, which is at a high level. In second place came item 7, "teachers' commitment and willingness to integrate students with disabilities," with an average score of 3.96 and a standard deviation of 0.19, which is of high level. In the last rank, item 8, "hiring an assistant teacher in the regular classroom," came with a mean of 3.64 and a standard deviation of 0.73, which is from a high level.

DISCUSSION AND CONCLUSION

As mentioned in Table 2 that the most significant obstacles to implementing integration are the written task; the reasons are teachers are already overloaded with written tasks and daily preparation. And then disability education and mainstreaming to impose more of these requirements; as it is well-known in special education, work with students with disabilities requires the teacher to do much clerical work, like preparing individual educational plans, documenting student performance, monitoring progress, and other actions, such as communicating with the integration team, professionals, and parents. All this requires writing and documentation. Huber et al. [13] note that integration adds additional burdens for teachers because the students with disabilities are real challenges for teachers because of their difficulties, the time needed to work with them, and the resulting frustration [43; 44]. Simultaneously, adequate funding is at the lowest level; although funding is essential, it is not the critical determinant factor of the implementation of integration. Several studies have pointed out that the teacher and his/her attitudes and qualifications are the most critical factors [16; 46]. The rest of the items representing the rest of the obstacles indicate many intermediate-level difficulties, which still hinder successful integration. These results can be explained by the fact that the experience of integrated education is still in its beginning; it
still faces many obstacles and difficulties. It needs more time to reach the required maturity and success, and it is the result of the law's requirement and in response to global trends, all of which call for a policy of integration and inclusive education. In the light of the differences between our study questions, their dimensions and tools, and the other studies reviewed in the previous studies section, it is difficult for the results to be entirely consistent or different from previous studies. Therefore, the agreement or disagreement will be in part to some dimensions, which intersect with previous studies. In this context, the study is, in part, consistent with several studies.

Regarding "family support, school management, and school staff integration barriers," studies indicate that principals' sufficient support is likely to increase collaboration with special education teachers to solve problems in the integration classes. Most probably, the partnership with special education teachers and the support systems and acceptance of the integration compensates for the insecurity in which teachers suffer from students with disabilities in their classes. In addition to developing professionals and teachers' attitudes, increasing their acceptance of students with disabilities, and therefore their desire to do more to teach students with disabilities by using methods and means for their success on the one hand and thus the success of integration programs on the other hand [47; 48]. The results are in part consistent with [39] study, which found the "seven obstacles" to integration: the opposing perspectives of teachers, lack of knowledge of teachers about special education terms and issues, lack of cooperation between academic and administrative staffs, lack of support from the directorates of education; consequently, the lack of support from the administrators, inappropriate assessments by principals and teachers, and the conflict between scheduling, management and time. Besides, to some extent, the results agree with the study of [41], which found the following difficulties: referral and assessment, teachers' roles, educational curriculum, teaching materials, parents, and students. Moreover, the results correspond, to some extent, with the study of [43], which showed that the most critical obstacles to integration were negative attitudes, lack of experience and knowledge in special education, lack of specialized teachers, children with multiple disabilities, lack of prior preparation, lack of family cooperation, misdiagnosis, and lack of structural facilities.

The results of the first question were somewhat consistent with many studies' findings, which investigated the most significant obstacles and difficulties in integrating individuals with impairments. In general, these results reported that disability education and mainstreaming in regular schools is still fraught with difficulties. The most prominent obstacles comprise the difficulty of identifying the students' educational needs in general and the disabled in particular; hence, appropriate educational programs can be prepared [24]. The second difficulty is changing the attitudes of those in charge of students with disabilities [25]. The third difficulty is preparing curricula and appropriate evaluation and educational programs [17]. The fourth difficulty is establishing an apparent policy that defines all students' rights to benefit from all educational facilities available regardless of their disabilities [28]. It differs relatively from [49] study, which found several difficulties and obstacles limiting the effectiveness of school administrations, which have special education programs. The most important of these is the weakness of the school principals' experience and deputy directors of the schools in public education, and their lack of knowledge of the appropriate way to make the integration successful, and the lack of flexibility in the authorities granted to the school administration.

The result of the second question explained that the requirements of successful integration from the school principals' points of view were high level. “Good funding for the
provision of adaptive aids, equipment, and educational materials” (item 1) and “equipped school buildings and adequate facilities for accessibility” (item 3) got the highest means for successful integration requirements proved to be logical; in the light of the review and understanding of the most common definition of integration: Placement of students with disabilities in the regular classroom for most of the school day with support and services [18] means that there is no integration without the necessary support and services, and, therefore, the integration will not succeed without providing financial support or various services like educational materials and preparing the school buildings needed for its success [9]. Improper buildings, equipment, and facilities necessary for integration into regular schools make the opponents of integration adopt such a position. Opponents of this trend argued that inclusive schools will not adequately meet students' needs with disabilities and that isolated situations provide them with better attention, services, and treatment because of facilities' availability [50]. The following two items, “teachers’ commitment and their willingness to integrate students with disabilities” and “teacher collaboration to provide better services,” can be understood in the light of a reference to UNESCO that within the inclusive schools, students with disabilities can make as much educational progress and social integration as possible [51]. While inclusive schools create a climate conducive to equal opportunities and complete contribution, their success needs collaborative efforts not only by educators and staff but additionally by peers, parents, families, and volunteers [5]. Reforming social institutions is not merely a technical task but depends first and foremost on the conviction, commitment, and goodwill of individuals who make up society [51]. These results are in line with many studies already mentioned in the literature review as requirements for implementing successful integration programs. The first requirement is the participation and cooperation of regular teachers, special education teachers, principals, and parents to plan and implement special education programs for students with disabilities [5]. The second is ensuring the appropriateness of instructional materials, aids, educational and support services, and adequate financial support for the integration program [9]. The study of [52] pointed out the need to provide the material resources necessary for the success of the integration experience, [41; 49] studies pointed out the importance of financing the schools – which have educational programs for the students with disabilities – and providing them with educational resources and materials. Regarding the fourth item, “developing positive attitudes towards students with disabilities,” which has the same high mean, several studies suggest that teachers' attitudes may be more important for successful integration than students' skills, the educational adaptations required for curricula, and the experiences of teachers themselves [53]. As [17] stated, the integration will not succeed unless teachers' attitudes are positive. The attitudes have direct and indirect effects on students' educational experiences. because negative attitudes lead teachers to use fewer teaching strategies when teaching students with disabilities; which negatively and directly affects their academic performance, reduces their motivation to learn, self-concept, and desire to interact with their peers; indirectly reducing their social and emotional skills [18; 56]. Most studies have agreed that attitudes lead to what is known as "behavioral intentions" of teachers and play an important role in influencing children with disabilities' outcomes before affecting overall integration policies. "Behavioral intentions" mean that positive attitudes towards integration lead to teachers' commitment to their assigned role, which leads them to exert more effort to reach the most appropriate educational interventions, resulting in a desire to provide more time to progress in their cognitive and social skills and levels. Thus, teachers' attitudes towards integration largely determine the integration process's success
[23]. K. Mortier et al. [45] noted that the teachers' attitudes towards the students would be the most important and decisive factor in integration success. Teachers' attitudes and beliefs will influence their expectations and educational decisions towards students with disabilities. These findings are consistent with many studies [13] and [57], which declare that the key step to successful integration is developing teachers' and principals' positive attitudes by providing them with the necessary training to overcome their fears of having students with disabilities in their classes. This finding is consistent with research findings that investigate successful integration requirements, most notably positive attitudes, as indicated by [57; 60]. The role of pre-service training is an important factor of successful integration, as indicated by many other studies [61; 62]. Professional development, which means the positive changes in the knowledge and practices of teachers and principals, working in inclusive schools, is important as well [63] and eventually principals’ support as referred to by [64].

The integration in Jordan is still in its early stages. Moreover, there are still some obstacles and difficulties in his way. The integration still needs a long way to go to reach successful integration according to international standards. The continuous scientific evaluation of inclusion in inclusive schools is critical to identify strengths and weaknesses and provide feedback to those in charge of planning and implementing inclusion programs for children with disabilities in regular schools. This study is considered a kind of evaluation of Jordan's integration experience from the workers' perspective in regular schools. Its results indicate that several difficulties and obstacles still face the integration of students with disabilities in Jordan. The decision-makers need to review the difficulties and obstacles encountered in the integration programs to find the best ways to solve and overcome them, identifying the requirements for successful integration of their application and then planning to expand and disseminate them extensively on structured scientific studies.

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