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Teachers' Awareness toward Inclusion System Application in Primary Schools

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Abstract:
Background: *Inclusion system application generally refers to the capacity of an education system to provide the academic and behavioral supports needed for all students, to participate and succeed in the academic, social, and extra- curricular activities of the school alongside their peers.* ***Aim:****Assess the teachers' awareness toward inclusion system application in primary schools.* ***Design:*** *A descriptive research design.* ***Sample:*** *A purposive sample will be selected.* ***Sample size:*** *120 teachers were actually on work and teach on inclusion classes.* ***Setting:*** *Study conducted at 48 governmental primary school which applied inclusion system in Ismailia city.* ***Three tools: 1st*** *An interview questionnaire composed of two parts(demographic characteristics data, teachers' knowledge related to inclusion systemapplication).* ***2nd tool****: Attitude Rating Scale composed of two parts (assess teachers' attitudes toward students with disabilities and assess teachers' attitude towards inclusion system)* ***3rd tool****: Observational checklist for teachers' practice to assess effective instructional practices in inclusion classrooms.* ***Results:*** *50% of teachers had poor knowledge regarding inclusion system, 65% of teachers had positive attitude regarding inclusion system and 55% of teachers had adequate practice regarding inclusion system.* ***Conclusion:*** *one fourth of teachers' had good knowledge about inclusion system.* ***Recommendations:*** *Continues health education program for teachers regarding inclusion system application in primary schools.*
Key words: *Teachers, Awareness, Inclusion system and Primary school*

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I. Introduction:

Inclusive education can be defined as an education system that includes all students welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. Inclusive education involves transforming the whole education system – legislation and policy, systems for financing, administration, design, delivery and monitoring of education, and the way schools are organized **[1]**

Primary-school year can become a time of massive satisfaction and enjoyment. As Primary school age student learns to read and master other academic skills, primary school age student will develop a love of learning and a pride in achievements. In this process the teacher can become a source of support and an important role model in their life. For some Primary school age student, however, school may cause frustration and stress; learning disabilities can interfere with the joy of learning **[2]**

Teachers' positive attitudes towards inclusive education are a requirement for its successful implementation. Teachers' who were confident in their support networks and had sufficient access to educational resources, such as an in-classroom teaching assistant, were more positive towards inclusion than other teachers. Attitudinal variables, including self-efficacy and child- centeredness, and demographic variables, including age and gender, were also associated with attitudes towards inclusion **[1]**

School is not one single model for an inclusive school looks like. What is common to highly inclusive schools, however, is that they are welcoming and supportive places for all of their students, not least for those with disabilities and others who experience difficulties. School must have committed to improving the achievements of all of their students. They tend to have a range of strategies for strengthening achievement that are typical of those employed by all effective schools. Supporting vulnerable students does not appear to inhibit these strategies. A key factor is the emphasis placed on tracking and supporting the progress of all students **[3**]

Inclusive education have both negative and positive effects on academic achievement. On the one hand, student with SEN could take up more of the teacher's attention at the expense of typical student, the general level of education in the class might be dropped education in special schools could be harmful to the self- confidence of these students **[4]**

Sixty seven million children of primary school age are out of schools; of which one third live in South Asia and Sub Saharan Africa where Children with Disabilities (CWDs) make one third out of school children. Over 90% of CWDs in developing countries are not able to access schools and only 50% of them enrolled can reach high school .Pakistan has 5.5 million out-of school children which is highest in the world after Nigeria Situation of CWDs in Pakistan is not different from the rest of the developing countries **[5]**

The school health nurse initial role is to ensure that all students are healthy, safe, and ready to learn. How school health nurses accomplish this varies depending on the needs of the school community and the individual students in attendance. All students benefit from the health promotion and direct care provided by a school health nurse. However, the school nurse also has a role as a member of the special education team. Therefore, school nurses, as student advocates, need to understand the basics of the special education process as well as the nurse's essential role in identifying, evaluating, and planning for the special education needs of students with health concerns National Association of School Nurses **[6]**

Significance of the study:

Over the last two decades, Egypt has shown significant interest and support for inclusive education, as evidenced by policy efforts, political discourse, and partial inclusion initiatives for student with mild disabilities. Following Egypt's endorsement of the CRPD (2007), the Egyptian Ministry of Education (EMoE) issued a Ministerial Degree in 2009, updated in 2015, mandating the admission of students with mild disabilities in public and private schools that are configured and prepared to receive those students, with the goal of preparing 5,040 schools suited for the inclusion of 152,000 students by 2015**[7]**

Mild disabilities include vision and hearing disabilities, mild to moderate physical and mobility disabilities, and mild intellectual disabilities. Moreover, most recent National Strategic Plans for Pre-University Education in Egypt contain detailed targets, activities, and indicators for advancing inclusive education. Specifically the strategic plan for pre-university education in Egypt, 2014-2030 sets a strategic goal to ensure high-quality education for all learners with disabilities and inclusive education for learners with mild disabilities, with the aim of structurally and technically equipping 600 schools **annually[5]**

AIM OF THE STUDY:

The aim of the study is to assess teachers' awareness toward inclusion system application in primary schools this aim achieved through the following:

1. Assessing the teachers' knowledge about inclusion system application in primary schools
2. Assessing the teachers' attitude toward inclusion system application in primary schools
3. Assessing the teachers' practices regarding inclusion system application in primary schools

Research questions

1- What is the teachers' knowledge about inclusion system application in primary schools?
2- What is the teachers' attitude toward inclusion system application in primary schools?
3- What is the teachers' practices regarding inclusion system application in primary schools?

II. Subjects And Methods:

I. Technical design

Research Design:

A descriptive research design was used in the study. Descriptive study used to describe the behavior of a sample population. Descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation. The three main purposes of descriptive research are describing, explaining, and validating the findings.

Research Settings:

The study was be conducted at 48 governmental primary school which applied inclusion system in Ismailia city, Ismailia Governorate, Egypt.

Subjects:

A purposive sample will be selected according to inclusion criteria as following: inclusion criteria involved teachers prepared to teach in inclusion classroom and agree for participate in study. Exclusion criteria teachers not teach in inclusion classroom.

Tools of the study:

Tool I: Structured interview questionnaire that were developed by the investigator included the following parts: -

PartI: teachers' demographic characteristics data included (8) questions such as age, gender, place of residence , marital status, level of education, years of experience, years of experience in inclusion system and participate in training program about inclusion system

Part II: teachers' knowledge regarding to inclusion system application included (12) close end questions such as meaning, objective, types, the spatial inclusion system, educational inclusion system, social inclusion system, factors that lead to the success of the merger process, The disadvantages of the inclusion system, benefits of the inclusion, conditions that must be available to the school, conditions to be apply the inclusion system for the student, and conditions to be met in the chapter to apply the inclusion system

Scoring system

The answers to these questions were scored as "0" for don't know or wrong answer," 1" for complete correct answer, and"2" for incomplete correct answer. Total knowledge scores (24) were divided a

Good knowledge >75%
Average knowledge 50-75%
Poor knowledge <50%

Tool II. Attitude Rating Scale:

Part 1: It was adopted from **Sokolowski, K., (1998)** and would be used to assess teachers' attitudes toward students with disabilities included (25) questions such as most students with disabilities will make an adequate attempt to complete their assignments.

Part 2: It was adopted from **Institute of Special Education Studies, (2009)** and would be used to assess teachers' attitude towards inclusion system application included (13) questions such as the student with a disability will classroom than in a special classroom.

Scoring system

The answers to these questions were scored as "2" for Agree, "1" for sometimes," and "0" for disagree. Total attitude scores (76) were classified as follows:

The total score attitude divided into the following:

Negative attitude <50%
Positive attitude ≥50%

Tool III: Observation Checklist for teachers' practice:

It will be designed by the investigator and will be used to assess effective instructional practices in inclusion classrooms included (24) questions such as flexible grouping, classroom responsiveness, organized classroom, curriculum, instruction, & assessment and attention to children.

Scoring system

The answers to these questions were scored as "2" for done, "1" for sometimes, "and "0" for not done. Total practice scores (48) were divided into:

The total score attitude divided into the following:

Adequate practice ≤ 60%
Not adequate practice >60%

Content Validity:

Assessment the tools for clarity, relevance, comprehensiveness, understanding, and applicability was done by a group of 5 expertise in the field of community health nursing, at the faculty of nursing Helwan University to test the content validity.

Operational Design:

Preparatory Phase:

It included reviewing related literature and theoretical knowledge of various aspects of the study using books, articles, the internet, and magazines to develop tools for data collection.

Pilot Study:

It will be carried out on 10% of (26) teacher under the study to test the applicability, clarity and the efficiency of the tools. It also aims to ensure simplicity, relevance and feasibility of conduction of the study tools. In addition, it helps in estimation of the time needed to collect data and determine the obstacles. Accordingly, the tools will be modified and the teacher are not actually on work will be excluded from the study sample.

Fieldwork:

The actual fieldwork started from the first of December 2019 till the end of November 2020 for the data collection. A sample of 94 teachers are actually on work and teach on inclusion classes.

The investigator went to selected primary school which applied inclusion system in Ismailia city, and collected data during the time of school.

Two days / week were Tuesday and Thursday of each week from 10 am to 12:30 pm in selected schools. The investigator met every teacher included in the study, oral consent was obtained from each teacher after explaining the purpose of the study and the components of the tools. The teachers were assured that their participation is voluntary and they have the right to withdraw from the study at any time without giving any reason. The tool took **40** minutes to fill out. The investigator met from 2 teachers each school through day where the data collected through interview questionnaire.

Teachers were assured that the information collected would be recorded confidentially and it would be used only for the purpose of study.

Ethical Considerations

Ethical approval was obtained from the research ethics committee of the faculty of nursing, Helwan University. Official permission to conduct the study was obtained from the administrator of each school. Oral consent was obtained from teachers after explaining the aim of the study. They were allowed to refuse to participate in the study and they were notified that they could withdrawal at any stage of the research. Also, they were assumed that participation in the study is entirely voluntary; anonymity, privacy, and confidentiality were assured through coding the data.

III. Administrative Design:

Permission was obtained by submission of an official letter issued from the Dean of Faculty of Nursing, Helwan University forwarded to the official educational directorate and the director of primary school which applied inclusion system in Ismailia city, educational administration and school directors including the aim of the study to obtain the permission to visit each school and conduct the study. Each school manager was informed about the study, date, and time of data collection.

IV. Statistical Design:

The collected data were organized, tabulated, and statistically analyzed using SPSS software (Statistical Package for the Social Sciences, version 25, SPSS Inc. Chicago, IL, USA). For quantitative data, the range, mean, and standard deviation were calculated. For qualitative data, which describes a categorical set of data by frequency, percentage, or proportion of each category, comparison between two groups and more was done using the Chi-square test ($\chi 2$). For comparison between means of two groups of parametric data of independent samples, a student t-test was used

Test was used. For comparison between more than two means of parametric data. Correlation between variables was evaluated using Pearson's correlation coefficient (r). Significance was adopted at $p<0.05$ for interpretation of results of tests of significance.

Significance of the results

Not-significant (NS) if $p > 0.05$ Significant (S) if $p \leq 0.05$

Highly Significant (HS) if $p < 0.01$

V. Results:

Table (1): shows that **,** 63.9% of teachers' age between were 30≥35 years, the mean age was 32.40±8.03, 76.6% of them were male,96% of the place of residence of their live in urban area, 83.0% of them were married , regarding to level of education 61.7% of them the level of education university or more , 79.8% of them had the 5> 10 years of experience , 45.7% of them the years of experience in inclusion system 1> 3 years and 73.4% of them participate in training program about inclusion system

Figure (1): show that teachers' total knowledge regarding inclusion system, the current study revealed that 50% of them poor knowledge, 35% of them average regarding inclusion system application total knowledge and 15% of them good total knowledge.

Figure (2): explores teachers' total attitude regarding inclusion system, the current study revealed that, 65% of teachers' positive attitude, 35% of them negative attitude regarding application of inclusion system

Figure (3): show that teachers' total practice regarding inclusion system, the current study revealed that, 55% of teachers' adequate practice and 45% of them not adequate practice regarding effective instructional in inclusion classrooms

Table (2): reflected that there was a highly statistically significant relation between teachers' total knowledge score, total done practice and total attitude practices score for teachers

$p= < 0.05$

Table (3): that there was statistical significant relation between age, educational level, years of experience and years of experience in inclusion system. Training program, p= 0.001*. **Table (4):** that there was statistical significant relation between age, educational level, and years of experience. Training program, p= 0.001*.

Table (5): that there was statistical significant relation between age, educational level, and years of experience. Training program, p=0.001*.

VI. Discussion:

Regarding to demographic characteristics data of teachers, the current study revealed that, the teachers age, the present study delineated that the mean age of the studied subjects was 32.40±8.03. Years. This finding was in the same line with ***Filmed [8]*** who the study conducted in USA about disability, poverty, and schooling in developing countries Results from 14 household surveys, The World Bank Economic Review, he reported that the mean age of teachers was 34.9 ±12.3 years.

Regarding to teachers genders, more than two thirds of them were male, the majority of them live in urban area, and most of them were married. This finding was in the same line with ***Signal [9]***who the study conducted in South Africa about Conceptualizing Disability and Education in the South Africa, he found that, 75% of them were male, 95% of them live in urban area, and 85% of them were married.

Regarding to teachers level of education, less than two thirds of them University education or more, and more than two thirds of them the years of experience 5> 10 years, regarding the teachers years of experience in inclusion system, Less than half of them the year of experience 1> 3 years, and nearly three quarters of them Participate in training program about inclusion system. This finding was in the same line with **UIS [10]** who the study conducted in UNICCO about "The Global Demand for Primary Teachers" he found that, 62% of them University education or more, 80% of them the years of experience 5> 10 years, regarding the teachers years of experience in inclusion system, 48% of them the year of experience 1> 3 years, and 75% of them Participate in training program about inclusion system. Regarding to teachers total knowledge, the current study revealed that, more than half of them poor knowledge, one third of them average total knowledge and one fourth of them good total knowledge. This finding was disagreed with **Banks& Polack [11]** who the study conducted in London about "The economic costs of exclusion and gains of inclusion of people with disabilities: Evidence from low and middle income countries. They found that 50% of them poor knowledge 35 % of them average total knowledge and 15% of them good total knowledge. The investigator point of view the difference between the results is due to the difference in the place of the study, in addition to the application of the inclusion system in the other study, which has been applied for more than ten years, which led to an increase in teachers' knowledge.

Regarding to teachers total attitude regarding application of inclusion system, the current study revealed that, more than two thirds of them positive attitude, and one thirds of them negative attitude regarding application of inclusion system. This finding was agree study agreed by ***Forlin & Chambers*****[12]** who the study conducted in Asia about "Teacher preparation for inclusive education: Increasing knowledge but raising concerns." They found that, teacher's total attitude, 70 % of teacher's positive attitude, 30% of them negative attitude regarding application of inclusion system. From the investigator point of view, the majority of teachers positive attitudes regarding inclusion system but needs capabilities in the classes to improve the application the inclusion system .

Regarding teachers total practice , the current study revealed that , more than half of teachers' adequate practice and 45% of them not adequate practice regarding effective instructional in inclusion classrooms. This finding was agreed study by ***Jordan, & McGhie*****-Richmond[13]** who the study conducted in Pakistan "Identifying effective teaching practices in inclusive classrooms. International Journal of Disability, Development, and Education" they found that, teachers total practice, the current study revealed that, 60 % of teachers' adequate practice and 40% of them not adequate practice regarding effective instructional in inclusion classrooms. This finding was disagreed study by ***Florian , et al*** **[14]** who the study conducted in London about "Achievement and inclusion in schools they found that, the majority of teachers adequate practice regarding effective instructional in inclusion classrooms. The investigator point of view, the difference between the two studies is due to the difference in capabilities and application of the program in the other study for a long time.

Regarding to the relation between teachers total knowledge, attitude and practice the study reflected that there was a highly statistically significant relation between total knowledge score, total done practice and total attitude practices score for teachers $p = < 0.01$. This finding was agreed study by **Fullan[15]** who the study conducted in New York about,"The new meaning of educational change " found that, a highly statistically significant relation between total knowledge score, total done practice and total attitude practices score for teachers $p = < 0.01$ .Also the study agreed by **Heymann, et al [16]**who the study conducted in. Asia about "Disability, employment, and inclusion worldwide. They Found that, a highly statistically significant relation between total knowledge score, total done practice and total attitude practices score for teachers $p = < 0.01$

Regarding the teachers relation between total knowledge and demographic data, the current study revealed that statistical significant relation between age, educational level, years of experience. Training program, p= 0.001*. This finding was agreed study by Heymann et al**[17]** who the study conducted in UK about "Disability and equity at work" they found that, teachers relation between total knowledge and demographic data, the current study revealed that statistical significant relation between age , educational level , years of experience . Training program, p= 0.001*.

Regarding the teachers relation between total done practice and demographic characteristics data, the current study revealed that there was statistical significant relation between age, educational level, and years of experience. Training program, p= 0.001*. This finding was agreed study by ***Kuroda, et al****[18]* who the study conducted in USA about "Implications for teacher training and support for inclusive education in Cambodia: An empirical case study in a developing country. They found that, teachers' relation between total done practice and demographic data, the current study revealed that there was statistical significant relation between age, educational level and years of experience. Training program, p= 0.001*.

Regarding the teacher's relation between total attitude and demographic characteristics data there was statistical significant relation between age, educational level and years of experience. Training program, p= 0.001*. This finding was agreed study by **Bingley, et al**[19] who the study conducted in Italian about "Research in the field of inclusive education: Time for a rethink they found that, teachers relation between total attitude and demographic data there was

statistical significant relation between age , educational level, years of experience. Training program, p= 0.001*. The study agreed by **Loreman, et al**[20] who the study conducted in Italian about "Research in the field of inclusive education: Time for a rethink they found that, teachers relation between total attitude and demographic characteristics data there was statistical significant relation between age, educational level and years of experience. Training program, p= 0.001*.

Table (1): Frequency Distribution of Teachers' Demographic Characteristics data (n= 94)

Item	No.	%
Age		
30>25years	16	16.9
35>30 years	18	63.9
40-35 years	60	19.1
Mean ± SD 32.40±8.03		
Gender		
Male	72	76.6
Females	22	23.4
Place of residence :		
Urban	90	96.0
Rural	4	4.0
Marital status		
Single	11	11.7
Married	78	83.0
Divorced	5	5.3
Level of education		
Diploma teachers	36	38.3
University or more	58	61.7
Years of experience		
1> 5 years	19	20.2
5> 10 years	75	79.8
Years of experience in inclusion system		
>1 years	9	9.6
1> 3 years	43	45.7
≤ 3 years	42	44.7
Participate in training program about inclusion system		
Yes	69	73.4
No	25	26.6

Figure (1): Teachers' Total knowledge regarding Inclusion System

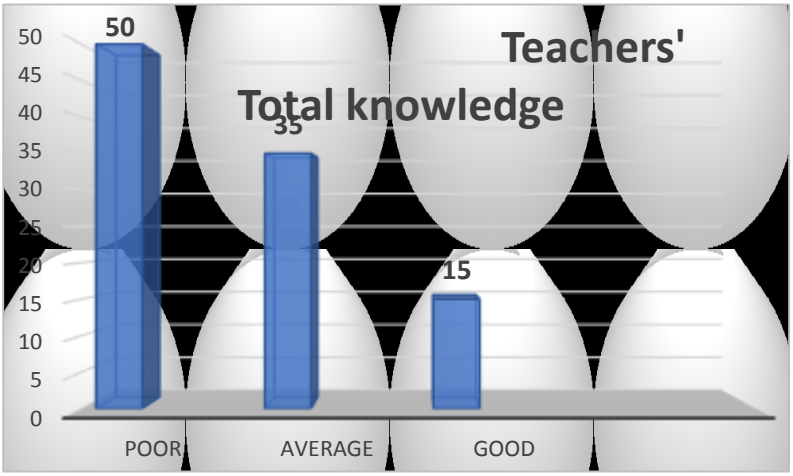

Figure (2): Teachers' Total Attitude regarding Inclusion System

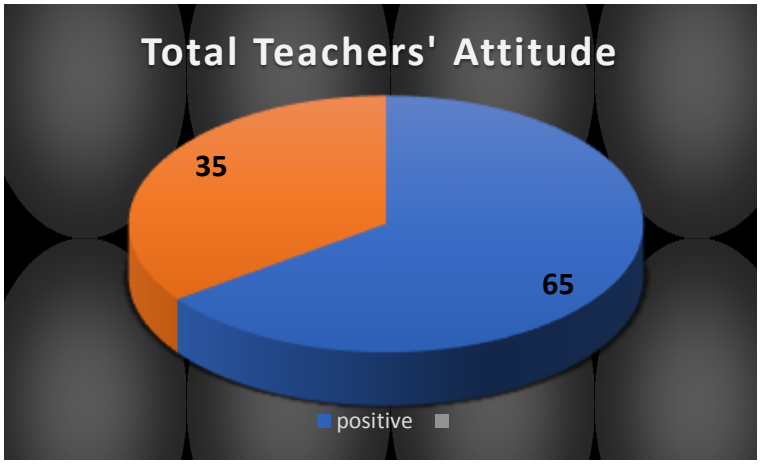

Figure 3 : Teachers' Total Practice regarding Inclusion System

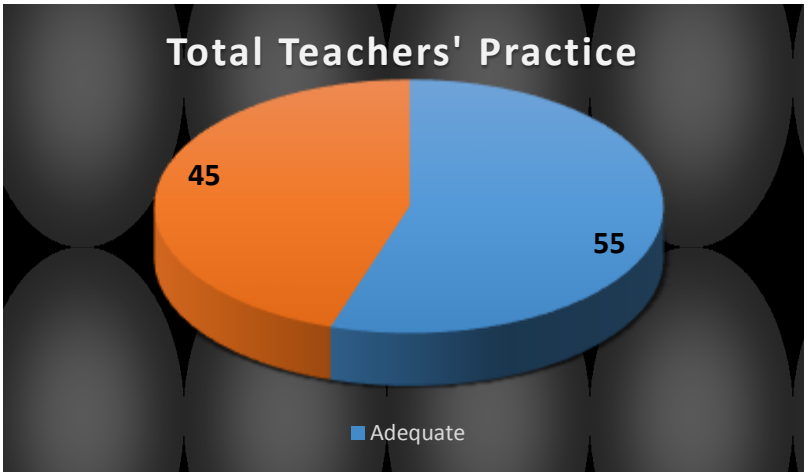

Table (2): Relation between Teachers' Total Knowledge, Attitude and Practice

Items	Total Attitude	
Total Knowledge	**-0.141***	**<0.005***
Total Practice	**-0.171***	**<0.005***

Table (3): Relation between Teachers' Total Knowledge and Demographic Characteristics Data

Demographic characteristics data		Teachers' Total good Knowledge	T-test	
		Mean ± SD	T	P-value
Age	30>25years	7.833 ± 10.665	22.761	<0.001*
	35>30 years	8.077 ± 9.491		
	40-35 years	7.667 ± 7.742		
Educational level	Diploma teachers	10.833 ± 9.388	24.710	<0.001*
	University education or more	=14.308 ± 8.562		
Years of experience	1> 5 years	7.077 ± 8.691	14.821	<0.001*
	5> 10 years	8.677 ± 9.755		
Training Program	Yes	7.823 ± 8.544	22.761	<0.001*
	No	10.711± 11.65		
Years of experience in inclusion system	>1 years	1.333±2.066	21.871	<0.001*
	1> 3 years	5.710 ±6.534		
	≤ 3 years	8.044± 9.461		

Table (4): Relation between Teachers' Total Practice and Demographic Characteristics Data

Demographic characteristics data		Teachers' Total done Practice	T-test	
		Mean ± SD	T	P-value
Age	30>25years	1.333 ± 2.066	3.302	0.001*
	35>30 years	2.231 ± 4.475		
	40-35 years	8.833 ± 7.388		
Educationallevel	Diploma teachers	8.833 ± 9.388	3.469	0.001*
	University education or more	7.308 ± 6.562		
Years of experience	1> 5 years	8.077 ± 9.666	14.821	<0.001*
	5> 10 years	8.688 ± 10.753		
Trainingprogram	Yes	9.811 ± 10.533	20.744	<0.001*
	No	5.710 ± 6.666		
	>1 years	2.322 ± 3.524	2	<0.001*

Years of experience in inclusion system			22.228	
Years of experience in inclusion system Years of experience in inclusion system	1> 3 years	8.077 ± 9.4 91		
	≤ 3 years	8.901 ± 7.466		

Table (5): Relation between Teachers' total Attitude and Demographic Characteristics Data

Demographic characteristics data		**Teachers' Total attitude**			**T-test**	
		Mean	±	**SD**	**T**	**P-value**
Age	30>25years	3.322	±	4.055	3.302	0.001*
	35>30 years	3.255	±	5.465		
	40-35 years	7.533	±	8.366		
Educationallevel	Technical ordiploma	8.966	±	7.344	3.469	0.001*
	University education or more	7.344	±	6.590		
Years of experience	1> 5 years	8.088	±	9.687	14.821	<0.001*
	5> 10 years	9.633	±	10.732		
Trainingprogram	Yes	8.844	±	9.590	20.744	<0.001*
	No	9.714	±	10.698		
Years of experience in inclusion system	>1 years	1.786	±	2.566	12.203	<0.001*
	1> 3 years	4.708	±	5.344		
	≤ 3 years	7.235	±	8.006		

VII. Conclusion:

Based on the present study and research questions it can be concluded that:

The result of the study supported the questions of the study:

More than half of teachers had poor knowledge regarding inclusion system application. One third of them average total knowledge. One fourth of them good total knowledge. Also more than two thirds of them positive attitude, and one thirds of them negative attitude regarding application of inclusion system. Additional more than half of them adequate practice about beyond the mistakes of the child. Also one quarters of teachers had adequate practice about give the child your attention and listen to him even if you do not understand everything.

Recommendations:

Based on the findings of the present study, the following

Recommendations are suggested:

•Continues health education program for teachers regarding inclusion system application in primary school.

•Design posters and banners to place them in the schools to introduce the inclusion system for teachers and students. Disabilities students in their classroom

•Future research is required to evaluate the effect of inclusion system application in Primary Schools around the country to confirm the results.

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