

The inclusion of students with disabilities: Teachers' attitudes



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Abstract: The current study examined teachers' attitudes with respect to the inclusion of students with disabilities in mainstream classes at Irbid educational governorate. The study employed the descriptive analytical approach using a sample of teachers who are working at Qasabt Irbid (n = 487) selected using convenient sampling who completed a (27) items questionnaire assessing the teachers' attitudes through three domains (social, psychological, academic). The results obtained showed that the mean score of teachers' attitudes with respect to the inclusion of students with disabilities in mainstream classes was (2.19) with negative attitudes. Statistically significant differences were found with respect to teaching experience, in favor of "less than 10 years", while no significant differences were found with respect to gender. The study recommended to provide further guidance and training services for teachers to raise their awareness level with respect to the importance of the inclusion of students with disabilities in mainstream classes.

Keywords: teachers' attitude, inclusion, students with disabilities, Qasabt Irbid, Jordan

1. Introduction

Students with disabilities experienced isolation, deprivation, and ostracism; they were removed from their families and society, and they were perceived to be below average, which affected them negatively. This has made researchers and educators appeal to the need to develop a set of solutions to reduce suffering, which can be achieved by treating them educationally since suffering is a social component that cannot be neglected or ignored in any way (Al-Adwan, 2019; Al-Suwaiti, 2015).

A continuing quest for interest in individuals with disabilities at all their needs, caring for and upbringing them is considered to leverage their different potentials and abilities until each of them has his or her own role in society as a citizen performing his or her duties and achieving through his or her work part of the development blueprint of the society in which he or she lives. This has led to a global interest in changing the practices of isolating students with disabilities within their own schools and institutions toward a new perspective based on the inclusion of these students with their average peers in mainstream schools without any discrimination or segregation in the implementation of educational programs and activities in mainstream schools (Mhamady, 2019; Howaryeh, 2019).

The modern inclusion policy adopted in the field of special education in developed countries is considered one of the main issues of special education that is controversial among educators both for and against special education due to its importance in providing equal learning opportunities and enhancing social communication among regular individuals and those with disabilities. In the late twentieth century, different terms that reject isolation of this category emerged that advocate for inclusion due to the efforts of the committees that defend the rights of individuals with disabilities and the regulations and legislation that promote positive change in societies' attitudes toward individuals with disabilities (Della & Ferhat, 2021).

Inclusion is one of today's widespread issues, as the suffering of students with disabilities, which is accompanied by their situation, has led to global trends calling for the need to integrate them into mainstream schools. Each society selects these schools based on its educational reality, philosophy, and future trends. This, in turn, leads to providing the chance for full coexistence between students with disabilities and average students, whether such coexistence occurs within the family or the school environment or through the local environment in which the student with disabilities lives (Shuqair, 2015; Al-Khateeb, 2012; Al-Defeary, 2021).

Attitude theories assume that life experiences for one's stand toward an object, a person, or a phenomenon. For example, Ajzen and Fishbein (2000) postulated that attitudes are the residue of a person's previous experiences and have an effect on his or her current behavior. There were several difficulties in directing social research within humanities to present a precious and agreed-upon definition of attitude since each of the philosophical schools views attitudes from their own



perceptions. Nonetheless, this study adopts the social view of attitude, which claims that a person's evaluation of his or her encounter with something or somebody dictates his or her personal view and belief in it, which in turn may guide his or her behavior. Thus, this study examines mainstream teachers' attitudes toward the inclusion of students with disabilities, which necessitates the adoption of social theory of attitude.

Additionally, attitudes toward individuals with a disability are considered one of the main topics among specialists in special education for multiple reasons, including negative and positive attitudes and the consequences and implications of attitudes toward individuals with disabilities. Recently, many factors have appeared to contribute to improving attitudes toward individuals with disabilities through the interest of international institutions such as UNESCO, UNICEF, and the International Labor Organization, which has led to the emergence of educational and health programmes and laws and legislation for individuals with disabilities (Nawasreh & Almansi, 2018).

Furthermore, the issue of improving the attitudes of society toward individuals with disabilities is a necessary element for creating an inclusive environment, while other studies have shown that negative attitudes adopted by teachers are considered a major obstacle to integration (Olaleye et al., 2012). Negative attitudes and low expectations of teachers may lead to reduced learning opportunities for students with disabilities and may negatively affect their self-perceptions, which in turn may reduce their expectations and increase hopelessness (Woodcock, 2013).

Butros (2000) noted that there are three main views of inclusion policy:

- *First View:* The proponents of this view strongly oppose the idea of inclusion and consider the education of students with disabilities in their schools to be more effective, secure, and more comfortable for them and to achieve the greatest benefit.

- *Second View:* The proponents of this view support the idea of inclusion, as it has an effect on modifying society's attitudes and eliminating child isolation that causes deficiency, incapacity, disability, and other negative effects that may have an effect on the child himself, his/her ambition and motivation, or on the family, school or society in general.

- *Third View:* The proponents of this view see that it is appropriate to be neutral and moderate and not to prefer one program over another, as they see that there are categories that are not easily integrated, and it is preferable to provide their own services through private institutions. This view supports the inclusion of students with mild and moderate disabilities in mainstream schools and opposes the inclusion of students with severe and multiple disabilities.

Additionally, students with disabilities due to the negative attitudes adopted by teachers may face many problems, such as nonparticipation in schools and communities; isolation, rejection or fear; lack of friendships; low levels of academic performance; difficulty participating in activities; and skipping school (Boer et al., 2012).

Many researchers have studied and researched the topic of integrating disabled students. One of them is the study of Alghazo and Gaad (2004), which sought to reveal the attitudes of teachers working in mainstream schools toward the inclusion of children with special needs in Abu Dhabi. The results showed an unsatisfactory level of teacher acceptance of the inclusion of these students with respect to gender, years of experience, and type of disability. Thus, the study recommended working hard to develop a culture of inclusion and positive attitudes among teachers in the UAE.

In his study, Obeng (2007) administered a questionnaire to a sample consisting of 400 teachers to define the perspectives of teachers with respect to teaching students with disabilities in mainstream schools in Ghana (see Supplementary Material). The results showed that teachers do not accept the idea of having hyperactive children in their classes. It also showed that 80% of the teachers had negative perspectives toward teaching students with disabilities in their classes.

Another study by Alsmadi (2010) aimed to define the attitudes of teachers in the first three grades toward the inclusion of children with disabilities with average students in Arar, Saudi Arabia. The study sample consisted of 142 teachers. It was found that there is a positive attitude among teachers regarding the inclusion of students. In light of the results, further research is recommended to define the inclusion attitudes among administrators and teachers with respect to specialization.

In the Libyan city of Benghazi, Al-Bargathy (2017) conducted a study to determine the attitudes of school principals and teachers toward the philosophy of including students with disabilities with average students. The researcher selected a sample consisting of 200 school principals and teachers working in mainstream schools. The study revealed a moderate level of attitudes of school principals and teachers toward the inclusion of students with disabilities with average students in mainstream schools.

Abderrahim and Abderrahim (2021) sought to determine the attitudes of primary-stage teachers with respect to the inclusion of students with special needs in mainstream classes in Algeria through a sample consisting of 94 teachers. The results of the study showed that primary-stage teachers have negative perceptions with respect to inclusion, as there is a set of difficulties at several levels that impedes the inclusion of such a category of students in mainstream classes in Algeria. These difficulties can be overcome by assisting teachers through a set of programs to enhance their ability to deal with this group, as well as reconsidering the material school environment as part of inclusion success.

In Jordan, Al-Mashaqbeh and Qweider (2021) attempted to define the attitudes of elementary schoolteachers toward the inclusion of students with special needs in mainstream schools in the Russeifa district with respect to several variables.

The sample consisted of 485 teachers working in public and private schools in the Russeifa district. The study revealed positive attitudes among elementary schoolteachers toward the inclusion of students with special needs in mainstream schools in the Russeifa district.

While, Para (2022) sought to investigate f Teachers' Attitudes towards Inclusive Education, a quantitative research method with a descriptive survey design was adopted. The sample of the study consisted of 190 teachers from 21 schools using a stratified random sampling approach. The Teachers Attitude Scale towards Inclusive Education (TASTIE-SA) standardized by Vishal Sood and Arti Annand was employed for data collection. Data analysis involved using the average, t-test, and ANOVA. The results indicated that the majority of teachers (31.6%) held a moderate attitude towards inclusive education, with no significant differences based on gender, school type, or age observed among the teachers.

In the same vein, A study by Ediyanto and Kawai (2023) conducted in East Java highlighted that the attitude of teachers towards inclusive education. The ITAIE scale was used to measure their attitudes towards inclusive education. The sample of the study consisted of 1477 teachers in the inclusive school in East Java, including kindergarten, elementary, junior high, and senior high school levels. The findings of the study showed that teachers working at the kindergarten level showed more favorable attitudes compared to those at other school levels. Moreover, teachers with more teaching experience tended to have a more positive attitude towards inclusive education. Additionally, teachers who had participated in training programs in inclusive education displayed a more positive attitude compared to those who had not attended such training.

Musayaro et al. (2023) aimed to investigate the attitudes of elementary school teachers towards inclusive education in Indonesia, the study sample totaled (64) elementary school teachers participated by filling out the SACIE-R questionnaire. The questionnaire included three subscales: sentiment, concern, and attitude. The analysis of the data was conducted using non-parametric statistics, specifically the Spearman Correlation coefficient, and multiple regression analysis. The results revealed that elementary school teachers generally held a positive attitude towards inclusive education, with a mean SACIE-R score of 3.00. However, teachers expressed concerns about lacking the necessary knowledge and skills to teach students with special education needs (SEN) and feeling unprepared to teach students requiring communicative technology like Braille and sign language in their classrooms. The study also found that teaching experience, teaching, and training experience with children with SEN positively correlated with the concern subscale.

2. Problem and questions of the study

Psychological schools have paid special attention to caring for students with disabilities. It also emphasized the importance of motivating them to achieve a higher level of mental health and to be able to cope with different situations. There is an urgent need to activate care mechanisms related to students with disabilities, categorized as students with special needs, considering the difficulties they face in adapting to the surrounding environment or functioning normally in their daily life.

Thus, the efforts consciously went forward to search for how to take care of these categories and their inclusion in society and to qualify them to achieve their social and economic development. One aspect of caring for these groups is achieving the principle of equal education opportunities with their average peers and providing adequate educational services that facilitate their inclusion, such as the attempt to include students with disabilities with their peers in mainstream classes.

Teachers' attitudes toward the inclusion of students with disabilities with their peers in mainstream classes play a significant role in the success or failure of the inclusion policy. Teachers who believe that students with disabilities have a low level of abilities and skills will have negative attitudes in general. Thus, the current study seeks to define teachers' attitudes toward the inclusion of students with disabilities in mainstream classes at Qasabt Irbid by answering the following questions:

- What are the attitudes of teachers toward the inclusion of students with disabilities in mainstream classes at Qasabt Irbid?
- Are there statistically significant differences in the attitudes of teachers toward the inclusion of students with disabilities in mainstream classes with respect to gender?
- Are there statistically significant differences in the attitudes of teachers toward the inclusion of students with disabilities in mainstream classes with respect to teaching experience?

3. Importance of the study

The importance of this study stems from shedding light on teachers' attitudes with respect to the inclusion of students with disabilities in mainstream classes at Qasabt Irbid since attitudes are key to inclusion program success and drawing attention to differences in teachers' attitudes toward inclusion with respect to gender and teaching experience. This study may urge disabled student affairs officials to allocate a budget to support guidance and training programs that work on developing positive attitudes toward inclusion and accepting and implementing such programs. The study also provides a questionnaire that can be used to measure teachers' attitudes toward the inclusion of students with disabilities in mainstream classes. Finally, this study is considered a complementary study for what other researchers provided concerning

the inclusion of students with disabilities in mainstream classes, and it could be a starting point for addressing this topic from other different perspectives, which will be the start of new research.

4. Statistical analysis

In the process of analysis, test-retest, Pearson's correlation, Cronbach's alpha coefficient for internal consistency, means, and standard deviations were calculated.

5. Methods and Procedures

5.1. Method of the Study

Social theory of attitudes postulates that the past experiences of a specific individual guide his or her behaviors at present, and this requires the measurement of mainstream schoolteachers' attitudes toward the inclusion of students with disabilities. This requires developing a questionnaire containing statements reflecting these teachers' attitudes in an attempt to provide an objective opinion about these teachers' attitudes (Ajzen & Fishbein, 2000).

This study employed a descriptive analytical approach to describe and analyze the attitudes of teachers regarding the inclusion of students with disabilities in mainstream classes in Qasabt Irbid in light of the data obtained. This study design aims to examine and describe the relationship between different variables in a way that is not a cause and effect relationship. Additionally, this design is helpful in measuring the degree of association between the three variables. This design enables the formulation of informed predictions derived from the identified relationships. Furthermore, the descriptive analytical approach depends on addressing a specific topic, describing it accurately, expressing it quantitatively and qualitatively, classifying and organizing the information, seeking to understand the relationship of this topic with other topics, and providing conclusions that are circulated and may help improve the phenomena examined in the current study, without the researcher having any intended intervention in the course of the study, and simply interacting with description and analysis. The variables of the study are defined as follows:

- Dependent variable: Attitudes of teachers toward the inclusion of students with disabilities in mainstream classes.
- The independent variables were gender (male, female) and teaching experience (less than 10 years, more than 10 years).

5.2. Study Population and Sample

The population of the study consisted of 4818 teachers working in the Qasabt Irbid Educational Directorate in the first semester of the school year (2023/2024). A sample consisting of (487) teachers was selected using a convenient sampling method from the population of the study and was distributed according to gender and teaching experience, as shown in Table (1).

Table 1 The distribution of the study sample according to gender and teaching experience.

Variable		Number	Percentage
Gender	Male	229	47%
	Female	258	53%
Teaching Experience	Less than 10 Years	172	35.3%
	More than 10 Years	315	64.7%
Total		487	100%

5.3. Instrument of the Study

The researcher developed a questionnaire by reviewing a set of previous studies related to the inclusion of students with disabilities in mainstream classes and by benefiting from instruments related to this field (e.g., Al-Haneany, 1989; Abdullah, 1998; Alsmadi, 2010; Al-Mashaqbeh & Qweider, 2021; Al-Defear, 2021). The following 27 items were selected: social domain, items 1, 4, 7, 10, 13, 16, 19, 22, and 25; psychological domain, items 2, 5, 8, 11, 14, 7, 20, 23, and 26; and academic domain, items 3, 6, 9, 12, 15, 18, 21, 24, and 27.

A 5-point Likert scale (strongly agree: 5, agree: 4, neutral: 3, disagree: 2, strongly disagree: 1) was used to respond to the items of the instrument, except for reversed items, which used the following scale (strongly agree: 1, agree: 2, neutral: 3, disagree: 4, strongly disagree: 5), and these items were (11, 13, 16, 19, 20, 22, 23, 25, 26). (5) indicates that the teacher has a positive attitude toward the inclusion of students with disabilities and is at the highest level, while (1) indicates that the teacher has a negative attitude toward the inclusion of students with disabilities and is at the lowest level. Therefore, the level of each item can be identified as well as the total score on each domain of the instrument after calculating the mean score of the items. To analyze the results, the following scale was used: (1.00-2.33: negative, 2.34-3.67: neutral, 3.68-5.00: positive).

5.3.1. Validity and Reliability

The content validity of the instrument was checked by distributing it to a jury of (10) faculty members specializing in psychology, special education, and measurement and evaluation to define the appropriateness of each item to the domain to which it belongs, its clarity, the authenticity of its phrasing, and the addition or deletion of any item. The jury recommended making changes related to the belonging of each item to the domain, clarity, and authenticity. Thus, the instrument in its final format consisted of 27 items. Correlation coefficients between the items and the total score and between each item and its domain were calculated through a pilot sample consisting of 30 teachers. The correlation coefficient of the items and the total score ranged between 0.38 and 0.72, and that of the domain ranged between 0.39 and 0.80, as shown in Table 2.

Table 2 Correlation coefficients between the items, the total score and the domain to which they belong.

Item	correlation coefficients to the domain	correlation coefficients to the instrument	Item	correlation coefficients to the domain	correlation coefficients to the instrument	Item	correlation coefficients to the domain	correlation coefficients to the instrument
1	0.53(**)	0.42(*)	10	0.63(**)	0.51(**)	19	0.61(**)	0.46(*)
2	0.59(**)	0.66(**)	11	0.53(**)	0.42(*)	20	0.64(**)	0.63(**)
3	0.47(**)	0.70(**)	12	0.65(**)	0.51(**)	21	0.58(**)	0.41(*)
4	0.65(**)	0.45(*)	13	0.57(**)	0.48(**)	22	0.57(**)	0.69(**)
5	0.39(*)	0.40(*)	14	0.77(**)	0.48(**)	23	0.75(**)	0.64(**)
6	0.69(**)	0.38(*)	15	0.67(**)	0.40(*)	24	0.54(**)	0.40(*)
7	0.74(**)	0.72(**)	16	0.48(**)	0.42(*)	25	0.62(**)	0.63(**)
8	0.65(**)	0.51(**)	17	0.54(**)	0.42(*)	26	0.80(**)	0.66(**)
9	0.45(*)	0.63(**)	18	0.79(**)	0.53(**)	27	0.53(**)	0.51(**)

* Significant at (0.05)

** Significant at (0.01)

All the correlation coefficients were acceptable and significant. Therefore, none of the items have been deleted.

Additionally, correlation coefficients of the domain and the total score were calculated between the domains, as shown in Table (3).

Table 3 Correlation coefficients of the domain and the total score and between the domains.

	Social Domain	Psychological Domain	Academic Domain	Total Score
Social Domain	1			
Psychological Domain	0.756**	1		
Academic Domain	0.415*	0.541**	1	
Total Score	0.895**	0.831**	0.680**	1

* Significant at (0.05)

** Significant at (0.01)

Table (3) shows that all the correlation coefficients were acceptable and significant, which indicates an appropriate level of construct validity.

To validate the reliability of the instrument, a test-retest method was used by administering and readministering the scale after two weeks on a pilot sample consisting of 30 teachers. Then, Pearson's correlation coefficient was calculated between their responses at both time points. In addition, the Cronbach's alpha coefficient for internal consistency reliability was calculated (Table 4). These values are considered appropriate for achieving the objectives of the study.

Table 4 Cronbach's alpha coefficient for internal consistency and test-retest reliability for the domain and total instruments.

	Test-retest Reliability	Cronbach Alpha Coefficient
Social Domain	0.84	0.81
Psychological Domain	0.83	0.80
Academic Domain	0.85	0.77
Total Score	0.88	0.84

6. Results and Discussion

First Question: "What are the attitudes of teachers toward the inclusion of students with disabilities in mainstream classes at Qasabt Irbid?"

To answer this question, the means and standard deviations of teachers' attitudes toward the inclusion of students with disabilities in mainstream classes were calculated, as shown in Table 5. It can be noted from the table below that the mean scores ranged between 1.99 and 2.30, with the social domain ranking first with the highest mean score ($M = 2.30$), the psychological domain ranking second ($M = 2.27$), and the academic domain ranking third ($M = 1.99$). The total mean score of teachers' attitudes toward the inclusion of students with disabilities in mainstream classes was $M = 2.19$.

Table 5 Means and standard deviations of teachers' attitudes toward the inclusion of students with disabilities in mainstream classes.

No.	Domain	Mean	Std. Devi.	Attitude
1	Social Domain	2.30	0.579	Negative
2	Psychological Domain	2.27	0.638	Negative
3	Academic Domain	1.99	0.551	Negative
	Total Score	2.19	0.523	Negative

Teachers showed a negative attitude toward the integration of students with disabilities in mainstream classes ($M = 2.19$). This could be because the teachers oppose this idea, as they believe that teaching this category in schools that are allocated for them is much safer, more effective, and more appropriate for them with regard to educational programs and that there is a need to provide qualified and well-trained teachers who are able to handle the inclusion process, as the failure to provide such teachers will negatively affect the program and will lead to not achieving the desired goals. Furthermore, inclusion may increase the gap between students with disabilities and average students, which may negate the individuation of education available in special education centers and institutions. It may also contribute to promoting the idea of failure in students with disabilities, especially if the educational requirements in ordinary schools exceed their abilities, which in turn will definitely affect them and may create a sense of frustration and fear of school and hatred. In this context, Johnson and Newton (2014) noted that the most influential factors in creating negative attitudes among teachers are lack of training, lack of resources, and the number of students in the same class.

By reviewing the previous literature and studies, the researcher sees that the success of the inclusion process depends on accepting the idea and being convinced by it and seeking to reach everything that helps to achieve this idea. The key to achieving this goal is teachers' acceptance of the idea of including students with disabilities, given that the teacher is the one who will implement the inclusion process; thus, he or she is the key to its success. The researcher also believes that the nonacceptance of teachers for inclusion programs, lack of awareness of the right to education of students with disabilities, lack of adequate qualifications, lack of educational and moral skills related to teaching students with disabilities, and lack of interest in this group of students have led to negative views of integration among teachers.

Furthermore, this result can be attributed to the fact that teachers see the need for students with disabilities to be taught in special classes, as they are not qualified to handle them. They also assume that taking into account the characteristics of students with disabilities, repeating the information for them, and teaching in a way that fits them could be at the expense of their average peers, which will cause boredom and disrupt the class. Teaching students with disabilities in special classes may also allow them to show their abilities more and reduce their feelings of inferiority.

This result is consistent with the results provided by Alghazo and Gaad (2004), who showed an unsatisfactory level of teacher acceptance of the inclusion of students with special needs. The results of Alghazo and Gaad (2004) are consistent with this study since both studies were conducted on the same population selected from two Arab countries (UAE, Jordan), which implies consistency in attitude, beliefs and cultural background. Given that both Jordan and Ghana are developing countries, the results of this study may be consistent with those reported in Obeng (2007), as the cultural and socioeconomic backgrounds of teachers in these two countries may be similar. Finally, Abderrahim and Abderrahim (2021) selected a sample of teachers who teach in one Arab country, Algeria, which implies that both Jordanian and Algerian teachers share the same religious and cultural background.

The results of the current study differ from the results provided by Alsmadi (2010). Since the Saudi Ministry of Education has worked heavily on the acceptance of students with disabilities in mainstream schools, this has a positive effect on teachers' attitudes, which was evident in Alsmadi (2010). Al-Mashaqbeh and Qweider (2021) found that there is a positive attitude among teachers regarding the inclusion of students. Although the results of Al-Mashaqbeh and Qweider (2021) are surprising since Russeifa is a large town and Irbid is a major city in Jordan, it can be argued that this is because teachers at Russeifa come from Zarqa, which makes them more open minded. This finding also differs from the results of Al-Bargathly (2017), who found a moderate level of attitudes of school principals and teachers toward the philosophy of including students with disabilities with average students in mainstream schools. Although the study of Al-Bargathly (2017) was conducted in Libya, the small sample size used in this study may not reflect the true attitudes of mainstream teachers toward the inclusion of students with disabilities.

Second Question: "Are there statistically significant differences in teachers' attitudes toward the inclusion of students with disabilities in mainstream classes with respect to gender?"

To answer this question, the means and standard deviations for the attitudes of teachers toward the inclusion of students with disabilities in mainstream classes with respect to gender were calculated. To determine the significance of the differences between the mean scores, a t test was performed, as shown in Table (6).

Table 6 Means, standard deviations, and t tests for the differences in teachers' attitudes toward the inclusion of students with disabilities in mainstream classes according to gender.

Domain	Gender	Number	Mean	Std. Devi.	t	df	Sig.
Social	Male	229	2.29	0.602	-0.360	485	0.719
	Female	258	2.31	0.559			
Psychological	Male	229	2.22	0.651	-1.380	458	0.168
	Female	258	2.30	0.625			
Academic	Male	229	1.98	0.592	-0.154	485	0.878
	Female	258	1.99	0.514			
Total	Male	229	2.17	0.551	-0.748	485	0.455
	Female	258	2.20	0.497			

Table (6) indicates that there are no statistically significant differences ($\alpha = 0.05$) with respect to gender, domain, or total score. This can be attributed to the fact that teachers hold similar attitudes with respect to this issue, which may be caused by the lack of sufficient knowledge regarding the inclusion of students with disabilities in mainstream classes, as they believe that these classes were designed for average students and that mainstream schools are unprepared and not ready to accept students with disabilities. In addition, curricula and teaching methods are the same for teachers, and students with disabilities are included in mainstream classes regardless of whether they are male or female. In light of the above, the researcher sees that all of the above has led to the compatibility of teachers' attitudes.

Third Question: "Are there statistically significant differences in the attitudes of teachers toward the inclusion of students with disabilities in mainstream classes with respect to teaching experience?"

To answer this question, the means and standard deviations for the attitudes of teachers toward the inclusion of students with disabilities in mainstream classes with respect to teaching experience were calculated. To determine the significance of the differences between the mean scores, a t test was performed, as shown in Table 7.

Table (7) shows that there are statistically significant differences ($\alpha = 0.05$) with respect to teaching experience in all domains and the total score in favor of teachers with less than 10 years of experience. Since these teachers are still active in their work, and they have a high motivation to work with such students through their studies and new knowledge in this field, the researcher believes that they have positive attitudes toward change under the pretext that the process of inclusion rids these students of isolation and the stigma of incapacity and deficiency in the future and achieves their goals. Additionally, this group of teachers has the desire to teach more than teachers with long experience and do their best to plan, produce, and provide accurate and modern positive and original ideas.

Table 7 Means, standard deviations, and t tests for the differences in teachers' attitudes toward the inclusion of students with disabilities in mainstream classes in light of teaching experience.

Domain	Teaching Experience	Number	Mean	Std. Devi.	t	Df	Sig.
Social	Less than 10 Years	172	2.44	0.609	3.929	485	0.000
	More than 10 Years	315	2.23	0.548			
Psychological	Less than 10 Years	172	2.38	0.685	3.010	485	0.003
	More than 10 Years	315	2.20	0.602			
Academic	Less than 10 Years	172	2.07	0.603	2.554	485	0.011
	More than 10 Years	315	1.94	0.516			
Total	Less than 10 Years	172	2.30	0.564	3.581	485	0.000
	More than 10 Years	315	2.12	0.488			

7. Conclusion

The inclusion of students with disabilities in mainstream classes is considered one of the main cases in which special education specialists are involved. Here, attention to teachers' attitudes toward the inclusion of students with disabilities in mainstream classes emerged. Thus, the main problem of this study lies in defining the attitudes of teachers toward the inclusion of students with disabilities in mainstream classes at Qasabt Irbid.

The study revealed that the mean scores and standard deviations for the attitudes of teachers toward the inclusion of students with disabilities in mainstream classes at Qasabt Irbid ranged between 1.99 and 2.30. The social domain ranked first ($M = 2.30$), followed by the psychological domain ($M = 2.27$), and the academic domain ranked last ($M = 1.99$). The total

mean score for the attitudes of teachers toward the inclusion of students with disabilities in mainstream classes at Qasabt Irbid was 2.19, indicating negative attitudes. Statistically significant differences were found with respect to teaching experience, in favor of "less than 10 years", while no significant differences were found with respect to gender. Thus, the researcher believes that there is a need for further collaboration among disabled students' affairs officials to increase their interest and to provide all the indicative and training means that teachers need to change their negative attitudes regarding the inclusion of students with disabilities to positive attitudes, which in turn will affect the mental, social, psychological, and academic status of the student with a disability.

8. Recommendations

In light of the results, the study recommends further guidance and training services for teachers to increase their awareness level with respect to the importance of the inclusion of students with disabilities in mainstream classes. Efforts to provide counseling and training services to experienced teachers with more than 10 years of teaching experience are encouraged to encourage them to accept the idea of including students with disabilities in mainstream classes. It also recommended providing mandatory bachelor's courses in Jordanian universities to introduce students to special education and its domains. Moreover, there is a need to provide an appropriate educational environment that facilitates the inclusion of students with disabilities and teachers. There is also a need to include training programs for pre- and in-service average teachers related to special education to clarify the main information about students with disabilities and how to handle and teach them.

Ethical considerations

The author obtained informed consent from the research participants.

Conflict of interest

The author declares that he has no conflicts of interest.

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