

Attitudes towards Inclusion of Students with Disabilities in Sultanate Oman Schools

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Abstract : The purpose of the present study was to investigate the attitudes of regular classroom teachers, special education teachers, principals, social workers, parents of students without disabilities and parents of students with disabilities, in Sultanate Oman towards inclusion of students with disabilities in the general school setting. Participants' Four hundred fifty schools were selected randomly from all public schools in Sultanate Oman. From these schools 2,025 individuals volunteered to participate in this study. The Attitude Scale toward inclusion was used to measure adults' attitudes toward teaching students with disabilities with their peers in an inclusive classroom. The scale was developed based on the conceptualization of attitude as a tri component evaluation consisting of cognitive, affective, and behavioral intention. To investigate the validity and the reliability of the scale, it shows that it has valid appropriate connotations and reliability. The results of the study showed that the adult's role had significant effect ($p < .05$) on the participants' attitudes toward inclusion. Moreover, the results indicated significant ($p < .05$) gender differences in the attitudes toward inclusion, males scored significantly ($p < .05$) higher than females. The result of the study also showed that the special education teachers had positives attitudes more than the other type of stakeholders.

Keywords : inclusion, students with disabilities, Oman, stakeholders

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