

Parents' and teachers' attitudes toward the inclusion of students with disabilities in regular schools within the Zaatari Syrian refugee camp in Jordan



Ibrahim Bani Khalid^a | Safa Alali^b ✉

^aJarash University, Jordan.

^bThe University of Jordan -Educational School – Department of Counseling and Special Education, Jordan.

Abstract This study investigated attitudes toward the inclusion of students with disabilities in regular schools within the Zaatari Syrian Refugee Camp in Jordan from the perspectives of both parents and teachers. The sample comprised 82 parents and 130 teachers. Two 30-item attitudinal scales were developed and validated to assess attitudes. The findings indicate a moderate level of positive attitudes from both parents and teachers toward including children with disabilities in mainstream education. No significant differences were observed based on the gender of the students with disabilities; however, attitudes varied significantly by disability type, favoring students with motor disabilities over those with sensory impairments, and least for those with intellectual disabilities highlighting specific areas of concern. These variations highlight the necessity for tailored interventions that address the specific needs associated with different types of disabilities. Furthermore, the findings underscore the importance of fostering inclusive educational practices within the refugee camp context, where resources may be limited, emphasizing the need for professional development programs for educators and the involvement of parents in the educational process, suggest the need for targeted interventions and professional development for teachers. This study calls for further research on effective strategies for the inclusion of children with disabilities in Syrian refugee camps to inform policy and practice.

Keywords: inclusion, attitudes, zaatari camp, syrian refugee

1. Introduction

The inclusion of students with disabilities in inclusive educational settings has increasingly become a focal point of scholarly inquiry, paralleled by a growing commitment from families, educational institutions, and society at large to enhance well-being and service provision for individuals with disabilities. This growing concern underscores a collective endeavor to ensure the holistic development and well-being of these individuals, particularly in the realms of education and vocational training. Previous research has spanned a broad spectrum, delving into the classification of disabilities, the development of effective interaction strategies, and the empowerment of affected families with educational and upbringing methodologies, as well as vocational rehabilitation aimed at helping individuals navigate life challenges and integrate seamlessly into society. This study explored the perceptions of parents and teachers regarding the inclusion of students with disabilities in conventional educational frameworks within the Syrian context.

The paradigm shifts toward the inclusion of individuals with disabilities within inclusive societal structures, moving away from isolated institutional care, are rooted in the fundamental right of these individuals to participate fully in societal life and chart their own courses. Educational institutions emerge as pivotal arenas for this inclusion, serving as inclusive platforms where children, irrespective of their abilities, can articulate their aspirations and diverse educational needs (Al-Zaraai, 2014). Historically, individuals with disabilities have encountered a plethora of negative attitudes and practices, significantly impeding their access to societal participation. Such barriers have not only limited their educational opportunities within inclusive schooling systems but also restricted their employment prospects, freedom of movement, access to healthcare, and social welfare entitlements (UNHCR, 2016).

Within the context of displaced populations, individuals with disabilities represent one of the most marginalized and overlooked categories, facing profound isolation amidst the broader refugee crisis. Their exclusion from essential assistance programs is not uncommon and is hindered by a myriad of social and physical obstacles compounded by prevailing biases and adverse behaviors. Such marginalization exacerbates their vulnerability, heightening their risk of violence, exploitation, and intensified isolation (Moszynski, 2008). The right of individuals with disabilities to live independently and be fully integrated



into society stands as a cornerstone of human rights principles. These principles advocate for the protection of refugees with disabilities, particularly in developing nations, aiming to mitigate the harsh realities of extreme poverty and exclusion. Consequently, displaced individuals in refugee camps encounter compounded disabilities (Sharaf & Ghraibeh, 2017).

While children generally garner considerable attention and support from various humanitarian organizations, owing to their acute vulnerability and the necessity for assistance in accessing education and fundamental resources, it is imperative to acknowledge and address the needs of another critically underserved group: refugees with disabilities. This demographic is frequently denied basic human rights and necessities. Moreover, including refugees with disabilities in societal and workforce roles underscores the inherent value and potential contributions of all individuals, irrespective of their physical, intellectual, or mental capacities. Discrimination and barriers significantly hinder the full and equal participation of people with disabilities in societal activities (Sharaf & Ghraibeh, 2017). Recent data from the Jordanian Ministry of Education highlight the enrollment of approximately 22,000 children with disabilities in inclusive educational settings within the country. Despite these encouraging figures, the reality remains that numerous children with disabilities may be deprived of their fundamental right to education. To mitigate this issue, resource rooms have been established that are equipped with the necessary aid to provide tailored support to children with disabilities, ensuring that their educational needs are met on an individual basis (UNHCR, 2016).

In related scholarly endeavors, in the study conducted by Al-Ajmi (2012), the examination centered on the perceptions of principals and teachers—both from special needs education settings and general education schools (inclusive of both regular schools and those offering special education classes)—toward the educational inclusion of students with disabilities. This study, which included 974 participants, aimed to discern attitudinal variances based on demographic factors such as gender, experience, educational qualifications, place of employment, and educational level taught. A specifically developed scale was employed to assess attitudes toward inclusion. The findings indicated a hierarchy of acceptance for inclusion based on the type of disability, with motor disabilities being the most accepted, followed by learning disabilities, intellectual disabilities, speech and language disorders, hearing and visual impairments, and conditions such as Down syndrome, autism, severe intellectual disability, and cerebral palsy. Additionally, the study revealed no statistically significant differences in attitudes toward inclusion based on the gender of the respondents. These studies illuminate the complexities and varying attitudes toward inclusive education among educators at different stages of their careers and from different geographical contexts.

Scholz et al. (2012) explored the perceptions of student teachers in Bavaria, Germany, regarding the inclusion of students with disabilities in inclusive schools. Utilizing a relatively straightforward methodological approach, they distributed a scale consisting of 15 binary (yes/no) questions to 158 student teachers. The analysis of the responses indicated a moderate overall attitude toward inclusion, with a specific breakdown revealing that only 37.2% of the participants harbored positive attitudes toward including students with intellectual disabilities. Conversely, a majority (55.9%) expressed a preference for students with severe physical and motor disabilities to be educated in separate settings from their regular counterparts. This study underscores the nuanced attitudes within the educational community, particularly among future educators, toward the spectrum of disabilities and the concept of inclusion.

In a different study conducted by Ustilaite, Arlauskiene, and Valanciute (2011), the focus shifted to practicing teachers' attitudes toward the inclusion of students with disabilities in inclusive schools. The research involved 33 teachers from regular schools and employed qualitative methodology through in-depth interviews to gauge their perspectives on inclusion. The findings from this study indicated that while teachers generally demonstrated moderate attitudes toward the inclusion of students with various disabilities, their attitudes toward including students with mild disabilities were notably more positive. This study emphasizes the critical need for enhanced familiarity with the specific needs of students among teachers, as well as the importance of including special education professionals in the educational process to cultivate a more inclusive environment.

1.1. Refugees and Global Education Strategies

The United Nations High Commissioner for Refugees (UNHCR) underscores the importance of formulating new policies and instruments aimed at bolstering the protection and service provision for individuals with disabilities who are displaced. These innovative strategies advocate for the inclusion of individuals with disabilities in educational, decision-making, and programmatic frameworks, thereby reinforcing their empowerment (Costa, 2011).

In light of the limited number of programs specifically designed to cater to the needs of individuals with disabilities within refugee encampments, the imperative to develop targeted initiatives is evident. There is an urgent need to foster initiatives that not only address the immediate needs of these individuals but also cultivate an environment conducive to their active participation in shaping their destinies. This includes endeavors aimed at their comprehensive inclusion within academic, social, and professional fields, devoid of any discrimination (Crock et al., 2012).

The significance of including students with disabilities within inclusive educational frameworks has captured the attention of scholars and advocates for disability rights, paralleled by an increase in engagement from families, educational, and societal stakeholders in the well-being of individuals with disabilities. This heightened focus has spurred abundant research endeavors aimed at empowering families through education and vocational training, thereby equipping individuals with disabilities to navigate life challenges and assimilate into the community. This study seeks to explore the perceptions of parents

and teachers toward the inclusion of students with disabilities in regular educational settings within Syrian refugee camps in Jordan.

The United Nations High Commissioner for Refugees (UNHCR) underscores the imperative for the development of innovative policies and methodologies aimed at bolstering protection and augmenting service delivery for displaced individuals with disabilities. These progressive strategies are envisioned to foster complete inclusion and empower individuals with disabilities, facilitating their active participation in educational endeavors, decision-making processes, and programmatic development (Costa, 2011). The UNHCR also played a pivotal role in reshaping the educational landscape for refugees through its Global Education Strategy for the period of 2012-2016. This strategy introduced an innovative model for refugee education that endorses the concept of inclusive education. Under this model, refugee students are educated in the curriculum of the host country, with instruction provided by local teachers and, in many cases, alongside local students. This approach has been lauded for its effectiveness in delivering high-quality education to all students, thereby facilitating a more integrated and cohesive learning environment (Bellino & Dryden-Peterson, 2018; Mendenhall et al., 2017).

With the notable scarcity of tailored programs for individuals with disabilities residing in refugee camps, the need to inaugurate initiatives and exert concerted efforts for their advancement has become increasingly apparent. Furthermore, there is an urgent need to enhance capabilities, thereby empowering individuals with disabilities to actively steer their futures and pursue their inclusion across academic, social, and professional domains, unimpeded by discrimination (Crock et al., 2012).

1.2. Educational Inclusion for Refugees with Disabilities in Jordan

Recent statistical analyses indicate that approximately 30% of Syrian refugees in Jordan present specific physical, intellectual, or intellectual needs. Among this demographic, one in every five refugees is impacted by physical, mental, or sensory disabilities, and one in seven suffers from chronic conditions that may precipitate disabilities. Consequently, refugees with disabilities encounter formidable obstacles in accessing essential services and are exceedingly vulnerable to abuse and exploitation (UNHCR, 2020). This stark reality underscores the urgent need for targeted interventions and inclusive policies to safeguard and empower this vulnerable population segment. In response to the Syrian crisis that escalated in 2011, the Jordanian government undertook a commendable initiative by including Syrian refugee children and youth in its national education system. This approach is in concert with the global education strategy that champions the inclusion of refugee learners within national education frameworks, emphasizing the importance of inclusive education for refugees (UNHCR, 2012).

The Ministry of Education in Jordan has articulated a policy aimed at accommodating disabilities among Syrian refugees by assimilating them into the educational sector. This policy is grounded in principles of fairness and equality, ensuring that these students receive the same opportunities as their nonrefugee peers. To this end, twenty schools within Syrian refugee camps have been specifically outfitted with the necessary devices, furniture, educational materials, and rehabilitation services to support an inclusive learning environment. The ministry has further elaborated that Syrian refugee students with disabilities are fully integrated into the education system, utilizing either a single or double shift system to facilitate their participation in the inclusive education program (Ministry of Education, 2019).

In the specific case of refugees with disabilities residing in the Zaatari camp in Jordan, the collective responsibility of the community, its institutions, policies, and stakeholders is to ensure that the well-being, rights, and needs of these individuals are met. This commitment is in harmony with the core tenets of universally upheld human rights, positing that such rights are inalienable and must be universally applicable, irrespective of circumstances. However, the realization of these rights in their entirety demands the implementation of targeted measures and actions. From a human rights perspective, it is imperative to perceive individuals with disabilities not as subjects of charitable benevolence or medical intervention but as rights-bearing entities deserving of full societal inclusion (UNRWA, 2013). In the domain of special education within Arab communities, particularly in Jordan, the discourse on inclusion marks a relatively nascent yet profoundly impactful subject. This discourse is intrinsically linked to the self-esteem and psychological and social adaptation of students with disabilities. A critical determinant in the proper inclusion of students with disabilities in inclusive educational settings is the perception and understanding of parents regarding the concept of inclusion and its reflections for both a typical student and those with disabilities. The educational and sustainable development of students with disabilities are significantly influenced by parental perceptions and attitudes. Adverse attitudes toward inclusive practices can erect barriers and impede successful inclusion. The implications of parental attitudes and decisions extend beyond the immediate family, affecting the educational framework and its administrative facets. Hence, exploring parental attitudes toward inclusive practices has emerged as a crucial endeavor essential for stakeholders in cultivating a productive alliance between families and educational institutions.

In Jordan, teachers operating within inclusive classroom settings are foundational to the educational infrastructure, playing a critical role in the successful inclusion of students with disabilities alongside their peers. The disposition of teachers toward inclusion, coupled with the employment of efficacious teaching methodologies, significantly influences the educational outcomes for these students. Research underscores that positive attitudes from teachers toward inclusive education facilitate the creation of enriched learning environments where students with disabilities are afforded the opportunity to access quality education. Such environments not only facilitate the improvement of the educational process for students with disabilities but

also ensure their progression toward achieving academic and social objectives (Mitchell & Sutherland, 2020; Mesibov & Shea, 2011; Kilanowski-Press et al., 2010).

The situation for Syrian refugees, particularly those residing in the Zaatari refugee camp, presents additional complexities. Evaluations by the International Medical Corps (IMC) underscore the myriad of barriers and disabilities confronted by Syrian refugees, with those experiencing physical and intellectual disabilities facing heightened difficulties due to constrained resources and limited capacity. The United Nations Children's Fund (UNICEF) has identified disability as a principal hurdle within the Zaatari camp, compounding the disability of accessing education (Song, 2014). As of January 2022, UNICEF has facilitated school attendance for 1,405 children with disabilities in both the Zaatari and Azraq camps. However, Syrian refugees, alongside other vulnerable groups of children in Jordan, continue to encounter substantial obstacles in pursuing comprehensive education across early childhood, primary, and secondary levels (UNHCR, 2020).

This research problem underscores the critical necessity of prioritizing the inclusion of refugee children with disabilities in educational settings. Despite notable initiatives and focused efforts dedicated to supporting individuals with disabilities within the Zaatari camp in Jordan, there remains a compelling need for heightened engagement and assistance from various entities, including nongovernmental organizations, specialist agencies, the hosting nation, and the global community at large. This call-to-action stems from the imperative to dismantle barriers impeding the access of these children to education within camp settings, ensuring that they receive an equitable quality of education comparable to that of their regular peers.

The call for equality for Syrian refugee students with disabilities is paramount and advocates for their rights to be recognized and respected in all facets of life, with a particular emphasis on education. This endeavor begins with cultivating a positive perception and attitude toward these students, recognizing their inherent right to be treated with dignity, accepted, and educated alongside their peers without any form of discrimination. This necessitates the provision of educational opportunities that are underpinned by supportive measures and affirmative attitudes, thereby facilitating a truly inclusive learning environment in which all children, regardless of their abilities or disabilities, are afforded equal chances to succeed.

The present study aimed to explore the perspectives surrounding the inclusion of Syrian refugees who were students with disabilities in the Zaatari camp by focusing on two primary groups—parents of these students and their teachers—through the following research questions:

- How do the attitudes of parents of children with disabilities residing in the Zaatari refugee camp toward inclusion vary?
- How do the attitudes of regular teachers working in Zaatari refugee camp schools toward inclusion vary?
- Are there statistically significant differences in the attitudes of parents toward inclusion, as influenced by the variables of gender and disability type, at the $\alpha=0.05$ significance level?
- Are there statistically significant differences in the attitudes of regular teachers toward inclusion, as influenced by the variables of gender and disability type, at the $\alpha=0.05$ significance level?

2. Materials and Methods

2.1. Study sample

The study sample comprised 130 teachers who were involved in the educational process within various schools located in the Zaatari camp in Jordan, along with 82 parents of children with disabilities. The disabilities encompass physical, sensory, and intellectual developmental categories. The composition of this sample offers a diverse perspective on attitudes toward inclusion within a unique educational setting such as the Zaatari refugee camp. Table 1 shows the indices. (1) The frequencies and percentages concerning the parents' distribution of the study sample are as follows:

Table 1 Frequencies and Percentages by Study Variables for Parents.

Categories	Frequency	Percentage
Gender of the Child with Disability		
Male	27	32.9%
Female	55	67.1%
Type of Disability for the Student		
Physical Disability	26	31.7%
Intellectual developmental Disability	28	34.1%
Sensory disability	28	34.1%
Total	82	100.0%

The gender distribution of children with disabilities is significantly greater for females, who represent 67.1% of the children, than for males, who represent 32.9%. This disparity suggests a greater representation of female students with disabilities within the sample, which could offer unique insights into gender-related aspects of inclusion. The distribution of students by disability type was relatively even: physical disabilities (31.7%), intellectual developmental disabilities (34.1%), and

sensory disabilities (34.1%). Table 2 in index (1) provides the distribution of teachers in the study sample. The following is a breakdown of the table.

Male students with disabilities represented a slight majority, with 68 out of 130 cases, accounting for 52.3% of the sample. There were 62 female students with disabilities, accounting for 47.7% of the sample. Students with physical disabilities accounted for 40 out of 130, or 30.8%, of the cases. The largest group within this sample consisted of students with intellectual developmental disabilities, representing 53 out of 130 cases, or 40.8%. The students with sensory disabilities made up 37 out of 130 cases, accounting for 28.5% of the sample.

2.2. Study measures

To assess attitudes toward the inclusion of students with disabilities in regular schools, two forms of an attitudinal scale (parents and teachers) utilizing a five-point Likert scale (ranging from strongly agree to strongly disagree) were developed, with each form consisting of 30 items tailored to each group's attitudes toward inclusion. To investigate the face validity of the study measures, we subjected the participants to a review process involving 10 experts in the field of special education. Items that received consensus from at least 80% of the experts were retained in the final version of the survey. To establish construct validity, item-total correlation coefficients were derived from a pilot sample consisting of 30 parents and 30 teachers. These coefficients offer insight into the relationship between individual items and the overall score for each form, ensuring that items effectively reflect the construct of attitudes toward inclusion. The range of correlation coefficients for both the parents' form and the teachers' form was between 0.57 and 0.89, indicating a strong relationship between the items and the total score. Tables 3 & 4 Index No (2) shows the detailed tables for both parents' and teachers' forms. To ensure the reliability of the study measures, a test-retest method was used, and Pearson's correlation coefficient was calculated to be 0.83 for the parent form and 0.87 for the teacher form. Additionally, the reliability coefficient was calculated using the internal consistency method according to Cronbach's alpha equation, which was 0.89 for the parent form and 0.81 for the teacher form.

Table 2 Frequencies and Percentages by Study Variables for Teachers.

Categories	Frequency	Percentage
Gender of the Child with Disability		
Male	68	52.3%
Female	62	47.7%
Type of Disability for the Student		
Physical Disability	40	30.8%
Intellectual developmental Disability	53	40.8%
Sensory disability	37	28.5%
Total	130	100.0%

Table 3 The correlation coefficients for parents' form.

Item No	correlation coefficient	Item No	correlation coefficient	Item No	correlation coefficient
1	.70**	11	.83**	21	.80**
2	.58**	12	.78**	22	.56**
3	.56**	13	.75**	23	.47**
4	.53**	14	.68**	24	.66**
5	.91**	15	.49**	25	.73**
6	.69**	16	.85**	26	.69**
7	.70**	17	.72**	27	.74**
8	.69**	18	.81**	28	.51**
9	.70**	19	.73**	29	.55**
10	.84**	20	.71**	30	.86**

Statistical significance at the 0.05 level. ** Statistically significant at the 0.01 level.

Table 4 The correlation coefficients for Teachers form.

Item No	correlation coefficient	Item No	correlation coefficient	Item No	correlation coefficient
1	.61**	11	.78**	21	.71**
2	.68**	12	.89**	22	.66**
3	.83**	13	.75**	23	.81**
4	.77**	14	.82**	24	.81**
5	.88**	15	.86**	25	.75**
6	.70**	16	.85**	26	.76**
7	.73**	17	.83**	27	.74**
8	.77**	18	.79**	28	.57**
9	.68**	19	.77**	29	.68**
10	.86**	20	.72**	30	.74**

Statistical significance at the 0.05 level. ** Statistically significant at the 0.01 level.



3. Results

In light of several variables, this study aimed to investigate the attitudes of parents of children with disabilities and teachers in the Zaatari camp toward inclusion. This was achieved by answering the following research questions:

To answer the first research question, the means and standard deviations of the attitudes of parents of children with disabilities toward inclusion were extracted. Table (5) illustrates that.

Table 5 Means and standard deviations for the level of attitudes of parents.

Rank	Item no	Items	Mean	Standard Deviation	Level
1	3	I feel that teachers have skills that help in dealing with children with disabilities in regular schools	3.61	.966	Average
2	6	I believe that children with disabilities have the right to learn in regular schools with their peers	3.56	1.020	Average
3	1	I believe that inclusion increases my child with a disability's feeling of being capable of contributing	3.54	.819	Average
4	2	I believe that inclusion in regular schools is suitable for my child with a disability's type of disability	3.51	.864	Average
5	4	I prefer always to integrate children with disabilities into regular classes	3.41	.968	Average
6	5	I believe that inclusion programs increase the self-confidence of children with disabilities	3.40	1.064	Average
7	20	Having my child with a disability in a regular school reassures me a lot	3.40	.914	Average
8	28	Inclusion programs develop the personality of children with disabilities positively	3.35	.961	Average
9	12	I believe that inclusion provides better opportunities to understand the needs of children with disabilities	3.32	1.029	Average
10	21	I believe in having my child with a disability in regular schools and classes because I believe in his abilities	3.32	.967	Average
11	11	I believe that integrating my child with a disability into regular schools increases his chances of interacting with regular students	3.30	1.039	Average
12	19	I believe that having my child with a disability in a regular school does not make him feel deficient and incapacitated	3.29	.896	Average
13	10	I believe that integrating my child with a disability into regular classes helps him solve problems he faces	3.26	.991	Average
14	27	Integrating children with disabilities with regular students helps reduce the behavioral problems they may face	3.26	.991	Average
15	14	I prefer to see my child with a disability in regular schools	3.23	1.034	Average
16	29	I prefer to educate my child with a disability in regular public schools	3.23	.934	Average
17	9	I feel that integrating children with disabilities helps them acquire new skills	3.20	.974	Average
18	16	I believe that integrating children with disabilities in regular schools is important and beneficial for them	3.20	1.071	Average
19	18	I am happy when I find my child with a disability in the regular class	3.20	1.032	Average
20	8	I believe that the books and school curricula are suitable for my child with a disability	3.18	1.032	Average
21	25	I prefer to fully integrate my child with a disability into regular schools	3.18	1.032	Average
22	26	I believe that my child with a disability should be integrated with regular students from the start of the semester or school year	3.18	1.032	Average
23	15	I prefer to integrate my child with a disability into regular schools in a way that is parallel to regular students	3.17	1.052	Average
24	7	I feel that the process of integrating children with disabilities helps increase their effectiveness within society	3.16	1.000	Average
25	13	I feel that the process of integrating my child with a disability helps in adjusting parents' attitudes toward children with disabilities	3.16	.987	Average
26	22	I believe that it is possible to prepare the school to accommodate children with disabilities	3.16	.895	Average
27	17	I believe that my child with a disability in the regular school finds care appropriate to his disability's nature	3.12	1.070	Average
28	23	I believe that my child with a disability is capable of integrating into the educational system without any problems	3.12	1.148	Average
29	30	I believe that my child with a disability should be educated in regular schools	3.07	1.028	Average
30	24	I believe that educating my child with a disability in regular schools reduces his isolation from the local community	3.00	.956	Average
Total			3.27	.774	Average

Table (5) reveals that the means ranged between 3.00 and 3.61. Notably, item number (3), "I feel that teachers possess the necessary skills to engage with individuals with disabilities in inclusive schools," emerged as the top-rated statement,



achieving a mean score of 3.61. Conversely, item number (24), "I believe that including my child with disability in inclusive schools diminishes their isolation from the local community," was assigned the lowest mean score of 3.00. The total mean score, reflecting parents' attitudes toward the inclusion of their children with disabilities in inclusive schools within the Zaatari camp for Syrian refugees, was 3.27.

To address the second research question examining the attitudes of teachers in Zaatari camp schools toward inclusion, means and standard deviations were computed. These figures are detailed in Table (6).

Table 6 Means and Standard Deviations for the Level of Attitudes of Teachers toward inclusion.

Rank	Number	Items	Mean	Standard Deviation	Level
1	1	I believe that including students with disabilities increases their feeling of being capable of giving	3.57	1.003	Average
2	3	I feel that I have skills that help me in dealing with students with disabilities in regular schools	3.51	.958	Average
3	5	I believe that the inclusion program increases the self-confidence of students with disabilities	3.44	1.012	Average
4	12	I believe that inclusion offers better opportunities to understand the needs of students with disabilities	3.39	1.038	Average
5	10	I believe that including students with disabilities in regular classes helps them solve their problems	3.38	.990	Average
6	4	I prefer to integrate students with disabilities in regular classes regardless of the difficulties	3.37	1.043	Average
7	20	I feel comfortable when I find students with disabilities in schools	3.35	1.159	Average
8	11	I believe that including students with disabilities in regular schools increases their interaction with regular students	3.34	.911	Average
8	27	Including students with disabilities with regular students helps reduce behavioral problems they may face	3.34	1.082	Average
10	13	I feel that the process of including students with disabilities helps in modifying teachers' attitudes toward those with disabilities	3.33	1.184	Average
10	24	I believe that educating students with disabilities in regular schools reduces their isolation from the local community	3.33	1.059	Average
12	2	I do not believe that including students with disabilities in regular schools depends on the type of the disability	3.32	.898	Average
12	6	I believe that students with disabilities have the right to learn in regular schools with their regular peers	3.32	.966	Average
12	28	I believe that inclusion programs help develop the personality of students with disabilities positively	3.32	1.042	Average
15	7	I feel that the process of including students with disabilities helps increase their effectiveness within society	3.31	1.003	Average
16	30	I believe that students with disabilities should be taught in regular schools and support should be provided for this	3.30	1.230	Average
17	9	I feel that including students with disabilities helps them acquire new skills	3.29	.952	Average
17	22	I believe that it is possible to prepare the school to receive students with disabilities	3.29	.992	Average
19	16	I believe that including students with disabilities in regular schools achieves positive and beneficial results for them	3.26	1.061	Average
20	26	I believe that students with disabilities should be integrated with regular students from the beginning of the term and the academic year	3.24	1.153	Average
21	14	I prefer to see students with disabilities in regular schools	3.22	1.150	Average
21	18	I feel happy when I find students with disabilities in regular classes	3.22	1.100	Average
23	23	I believe that students with disabilities are capable of including into the educational system without any problems	3.19	1.072	Average
24	19	I believe that the presence of students with disabilities in regular schools increases their self-confidence	3.18	1.167	Average
24	21	I believe that accepting students with disabilities in regular schools is a result of belief in their capabilities	3.18	1.060	Average
26	15	I prefer to fully integrate students with disabilities in regular schools similarly to regular students	3.16	1.077	Average
27	25	I prefer to fully integrate students with disabilities in regular schools	3.15	1.110	Average
28	29	I prefer to educate students with disabilities in public and private schools alongside regular students	3.13	1.137	Average
29	17	I believe that including students with disabilities in regular schools provides them with appropriate and special care	3.12	1.061	Average
30	8	I believe that textbooks and curricula are suitable for students with disabilities	3.02	1.178	Average
		Overall Attitude of Teachers	3.29	.856	Average

Table (6) shows that the means span from (3.02) to (3.57), with item number (1), "I believe that the inclusion of students with disabilities enhances their sense of contribution," with the highest mean score of 3.57. In contrast, item number (8), "I believe that textbooks and school curricula are adequately tailored for students with disabilities," received the lowest mean score of 3.02. The cumulative mean score reflecting the attitudes of teachers in Zaatari camp schools toward the inclusion of students with disabilities was 3.29. To address the third research question analyzing parental attitudes toward inclusion based on the gender of the child with disabilities and the type of disability, mean scores and standard deviations were calculated. These findings are detailed in Table (7), providing insights into how these variables influence parental attitudes toward inclusion.

Table 7 Means and standard deviation on parent form according to gender and disability type.

Variables		Mean	Standard deviation	Frequency
Gender	Male	3.42	797.	27
	Female	3.20	759.	55
Disability type	motor disability	4.05	318.	26
	intellectual disability	2.55	532.	28
	Sensory disability	3.26	539.	28

Table (7) demonstrates notable variations in mean scores and standard deviations regarding parental attitudes toward inclusion, influenced by the child's gender and type of disability. To assess the statistical significance of these variances in mean scores, a two-way analysis of variance (two-way ANOVA) was employed, with the findings presented in Table (8). This analysis aims to discern whether the differences observed are statistically significant, providing deeper insights into how gender and type of disability may impact parental attitudes toward inclusion.

Table 8 Two-way ANOVA for the effect of the gender of individuals with disabilities, and type of disability on parental attitudes toward inclusion.

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Sig
Gender	089.	1	089.	388.	535.
Disability type	29.660	2	14.830	64.514	000.
Error	17.930	78	230.		
Total	48.465	81			

According to the data presented in Table (8), the gender of individuals with disabilities does not lead to statistically significant differences in attitudes toward inclusion, as indicated by an F value of 0.388 and a p value of 0.535. This outcome suggests that whether an individual with a disability is male or female does not significantly affect attitudes toward their inclusion within the specified alpha level of 0.05.

Conversely, the type of disability emerges as a significant factor influencing attitudes toward inclusion, highlighted by a notable F value of 64.51 and a p value of 0.000. This significant disparity underscores the impact that the type of disability has on perceptions of inclusion, pointing to varying levels of attitudes among the respondents based on the specific disability.

To further elucidate these distinctions in attitudes influenced by the type of disability, post hoc comparisons were conducted using Scheffe's method. The detailed outcomes of these comparisons are presented in Table (9), which provides an understanding of how different disabilities are perceived in the context of inclusion. This analysis is pivotal for identifying specific areas where attitudes toward inclusion might be improved or where additional support and resources are necessary to foster a more inclusive educational environment.

Table 9 post hoc comparisons using Scheffe's of Parents form for the effect of disability type.

Disability type	Mean	Motor disability	Intellectual disability
Motor disability	4.05		
Intellectual disability	2.55	1.50*	
Sensory disability	3.26	.79*	.71*

*Sig $\alpha=0.05$.

Table (9) shows the differences in attitudes toward inclusion based on the type of disability. The findings indicate that attitudes toward inclusion significantly favor students with physical disabilities over those with intellectual developmental disabilities and sensory disabilities. Furthermore, the table reveals a statistically significant preference for the inclusion of students with sensory disabilities over those with intellectual developmental disabilities. These distinctions highlight varying degrees of acceptance and readiness among respondents to accommodate different types of disabilities within inclusive educational settings.

To investigate the fourth research question, which examines teachers' attitudes toward the inclusion of students with disabilities, which are differentiated by the gender of the students with disabilities and the type of disability, the results,



including the mean scores and standard deviations, are detailed in Table (10), which provides insight into how these variables may influence teachers' attitudes toward inclusion.

The information from Table (10) is crucial for understanding the complex dynamics at play in the attitudes of teachers toward inclusion. By examining these attitudes in light of the students' gender and type of disability, educators, policymakers, and researchers can identify specific areas where support, training, or resources are needed to enhance the inclusivity and effectiveness of educational practices.

Table 10 Means and standard deviation on Teachers form according to gender and disability type.

Variables		Mean	Standard deviation	Frequency
Gender	male	3.29	.807	68
	female	3.28	.914	62
Disability type	motor disability	4.09	.462	40
	intellectual disability	2.64	.674	53
	Sensory disability	3.34	.647	37

Table (10) provides an insightful overview of the attitudes of teachers in the Zaatari refugee camp toward the inclusion of students with disabilities, showcasing variations that stem from the gender of the students with disabilities and the type of disability they have. These differences are crucial for understanding how specific factors may influence teachers' perceptions and acceptance of inclusive education within a challenging context such as a refugee camp.

The application of two-way ANOVA to analyze these variations offers a statistical approach to determine the significance of the observed differences in mean scores. The results, detailed in Table (11), are anticipated to shed light on whether the variations in attitudes are statistically significant. This analysis is pivotal for identifying specific areas where interventions may be needed to support teachers and improve the inclusivity of educational practices. By understanding the factors that significantly affect teachers' attitudes toward inclusion, educational policymakers and practitioners can develop targeted strategies to foster a more supportive and inclusive environment for all students, particularly those with disabilities, in refugee camp schools.

Table 11 Two-way ANOVA for the effect of the gender of individuals with disabilities, and type of disability on teachers form toward inclusion.

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Sig
Gender	.011	1	.011	.029	.865
Disability type	47.592	2	23.796	63.771	.000
Error	47.016	126	.373		
Total	94.609	129			

Post hoc comparisons were conducted using Scheffe's method. The detailed outcomes of these comparisons are presented in Table (12), which provides an understanding of how different disabilities are perceived in the context of inclusion according to teachers.

Table 12 post hoc comparisons using Scheffe's of Teachers form for the effect of disability type.

Disability type	Mean	Motor disability	Intellectual disability	Sensory disability
Motor disability	4.09			
Intellectual disability	2.64	1.44*		
Sensory disability	3.34	.75*	.70*	

*Sig $\alpha=0.05$

3.1. Result discussion

The findings related to parental attitudes toward including their children with disabilities in inclusive educational settings are moderately positive, with an average score of 3.27 for parents of children in the Zaatari camp's inclusive schools. This outcome is in agreement with De Boer & Munde's (2015) research but does not agree with the results of several other studies, such as those by Sumaya Al-Haj (2019), Wulfekuhler, Wiedebusch, & Hensen (2018), and Al-Zaree (2014), which document predominantly positive and high levels of parental support for inclusive education. The divergence in our findings may stem from the parents' general support for the concept of inclusion but are significantly impacted by the logistical and infrastructural disabilities within the camp's educational settings. These include inadequate transportation, insufficient classroom and school facilities, student overcrowding, and a lack of educators who are both qualified and specialized in assisting students with disabilities.

The findings also suggest that teachers hold moderately positive views regarding the inclusion of students with disabilities, with an overall attitude score of 3.29 among teachers in Zaatari camp schools. This aligns with the research conducted by Scholz et al. (2012) and Ustilaite et al. (2011), which also reported average levels among teachers for including students with disabilities in inclusive educational settings. Although a majority of the literature points to highly favorable

teacher attitudes toward inclusion, our findings suggest a moderate attitude level. The observed moderation in attitudes could be attributed to the scarcity of essential resources in the Zaatari camp schools, such as educational aids, properly equipped learning environments, and the challenge of managing large class sizes. These factors complicate the delivery of effective support for students with diverse learning needs within the Zaatari camp's educational framework.

This discussion highlights teachers' recognition of the value and potential benefits of inclusive education. However, it also underscores how the effectiveness of these initiatives is considerably impacted by practical issues, including inadequate resources and challenging classroom conditions. Addressing the infrastructural and resource needs of camp schools is crucial for fostering more favorable teacher attitudes toward inclusion and enhancing the educational experiences of students with disabilities. The analysis of the third question, which examined parental attitudes toward including their children with disabilities in inclusive educational settings based on the child's gender, revealed no significant differences attributable to the gender of the child with disabilities. This finding is consistent with research by De Boer & Munde (2015) and Al-Zaree (2014), both of whom reported no variance in parental attitudes toward the inclusion of children with disabilities, irrespective of the child's gender. Furthermore, the study identified significant differences in parental attitudes based on the type of disability. Notably, parents of children with physical disabilities exhibited the highest levels of positive attitudes toward inclusion, with an average score of 4.05. The attitudes of parents of children with sensory disabilities (e.g., auditory, visual impairments) were moderate, with a score of 3.26, while those of parents of children with intellectual and developmental disabilities (e.g., intellectual disabilities, autism) were moderate to low, with an average of 2.55. These results agree with the findings of Sumaya Al-Haj (2019), who highlighted a more favorable disposition toward physical disabilities over sensory impairments, and with those of De Boer & Munde (2015), who revealed positive attitudes toward the inclusion of children with physical and sensory disabilities but indicated less favorable views on the inclusion of children with intellectual and developmental disabilities. In contrast, Al-Zaree (2014) reported a greater level of positive attitudes toward intellectual and developmental disabilities than toward other types (sensory and motor disabilities, learning difficulties), while Wulfekuhler et al. (2018) found no differences in attitudes related to the type of disability. These insights underscore the perspectives of parents toward inclusive education, which are significantly influenced by the type of disability, highlighting the need for tailored approaches to foster broader acceptance and support for inclusive education. The analysis of the fourth question indicated that the gender of students with disabilities does not significantly affect teachers' levels of attitude. This outcome is consistent with research by Al-Ajmi (2012), Elashry (2009), and Habayeb (2005), who similarly reported no marked differences in teacher attitudes toward the inclusion of students with disabilities, irrespective of the student's gender. Conversely, the study identified significant variations in teacher attitude level based on the type of disability. Specifically, teachers exhibited the highest acceptance of including students with physical disabilities in regular classrooms, as reflected by an average score of 4.09. This finding aligns with Al-Ajmi (2012) and Habayeb (2005), who highlighted a preferential inclination toward including students with physical disabilities over others. However, this finding contrasts with the findings of Scholz et al. (2012), who depicted a less favorable attitude toward the inclusion of physical disabilities.

The acceptance of the inclusion of students with sensory disabilities (hearing, visual) was moderate in comparison to that of students with other types of disabilities, as evidenced by an average score of 3.34, which agrees with Ustilaite et al. (2011) and Elashry (2009), indicating a moderate level of acceptance of the inclusion of students with sensory impairments. On the other hand, the acceptance of including students with intellectual and developmental disabilities (e.g., intellectual disabilities, autism) was moderate to low, with an average score of 2.64. This finding is corroborated by research from Heba Saad (2021) and Elashry (2009), which suggested that intellectual and developmental disabilities are perceived as less suitable for inclusion compared to other disability types. This result diverges from the results of Scholz et al. (2012) and Ustilaite et al. (2011), who demonstrated a high level of acceptance of the inclusion of students with intellectual and developmental disabilities.

3.2. Conclusion

Based on the outcomes of this investigation, several recommendations are proposed to enhance the inclusion of children with disabilities in educational settings, particularly within the context of Syrian refugee camps. These recommendations aim to foster a more inclusive environment and promote positive attitudes toward inclusive education among all stakeholders:

Strengthening the role of parent councils: It is essential to empower parent councils within the camp to take an active role in educating and guiding parents about the goals and benefits of inclusive education. By doing so, we can cultivate positive perceptions and attitudes among parents of both children with disabilities and their peers without disabilities. Tailored workshops, informational sessions, and awareness campaigns can be pivotal in achieving this objective, ensuring that parents are well informed about how inclusive education benefits all children, fostering empathy, cooperation, and a supportive community.

Encourage comprehensive research: There is a pressing need for further empirical studies focused on the inclusion of children with disabilities in educational settings within Syrian refugee camps. Future research should explore a broad range of variables, including the age of the children, their educational level, and the type of school they attend. Investigating these

factors can provide deeper insights into the dynamics of inclusive education in such unique environments and identify specific disabilities and opportunities for improvement. This expanded research base can serve as a foundation for developing more effective strategies and interventions to support inclusive education in refugee camps and similar contexts globally.

These recommendations aim to create a more supportive, inclusive, and understanding environment for all children in Syrian refugee camps, acknowledging the critical role of education in fostering resilience, hope, and opportunities for children affected by conflict and displacement.

5. Conclusions

Based on the outcomes of this investigation, several recommendations are proposed to enhance the inclusion of children with disabilities in educational settings, particularly within the context of Syrian refugee camps. These recommendations aim to foster a more inclusive environment and promote positive attitudes toward inclusive education among all stakeholders:

Strengthening the role of parent councils: It is essential to empower parent councils within the camp to take an active role in educating and guiding parents about the goals and benefits of inclusive education. By doing so, we can cultivate positive perceptions and attitudes among parents of both children with disabilities and their peers without disabilities. Tailored workshops, informational sessions, and awareness campaigns can be pivotal in achieving this objective, ensuring that parents are well informed about how inclusive education benefits all children, fostering empathy, cooperation, and a supportive community.

Encourage comprehensive research: There is a pressing need for further empirical studies focused on the inclusion of children with disabilities in educational settings within Syrian refugee camps. Future research should explore a broad range of variables, including the age of the children, their educational level, and the type of school they attend. Investigating these factors can provide deeper insights into the dynamics of inclusive education in such unique environments and identify specific disabilities and opportunities for improvement. This expanded research base can serve as a foundation for developing more effective strategies and interventions to support inclusive education in refugee camps and similar contexts globally.

These recommendations aim to create a more supportive, inclusive, and understanding environment for all children in Syrian refugee camps, acknowledging the critical role of education in fostering resilience, hope, and opportunities for children affected by conflict and displacement.

Ethical considerations

The study correctly followed the ethical policies required by The Ministry of Education in Jordan, The research process was facilitated through The Ministry of Education with relevant authorities being contacted for necessary permissions. After obtaining informed consent, the study tool was administered, either through direct communication with teachers or via school principals.

Conflict of Interest

The authors declare no potential conflicts of interest with respect to the research, authorship, and/or publication of this article

Funding

No financial support was provided for the research, authorship, and/or publication of this article.

References

- Al-Ajmi, H. (2012). Attitudes of special needs and inclusive school directors and teachers toward educational inclusion for students with disabilities. *Educational Journal, Kuwait University*, 27(105), 47-96.
- Al-Amayreh, I., & Al-Khatib, J. (2014). Attitudes of regular students toward their peers with learning difficulties in resource rooms in Jordan. *Master's thesis*, University of Jordan, Amman, Jordan.
- Al-Battaneya, O., & Al-Ruweili, M. (2015). Teachers' attitudes toward the inclusion of children with motor disabilities in regular schools in the north of the Kingdom of Saudi Arabia. *Jordanian Journal of Educational Sciences*, 11(2), 145.
- Al-Haj, S. A. (2019). Attitudes of parents of students with "hearing-visual-motor" mild disabilities in the pre-school education stage. *University of Al Neelain, Graduate Studies Journal*, 14(53).
- Al-Khatib, J., & Al-Hadidi, M. (2020). *Introduction to special education*. Amman: Al-Falah Library for Publishing and Distribution.
- Al-Khaza'leh, A., & Al-Khatib, J. (2011). The social and emotional skills of students with learning difficulties and their relationship with some variables. *Journal of Educational Sciences Studies, University of Jordan*, 38(1), 372-389.
- Al-Swaity, A. N. (2015). Attitudes of school principals and administrators in general education toward the inclusion of non-typical primary children in the Hebron area. *Journal of the College of Basic Education for Educational and Human Sciences, University of Babylon*, 3(25), 114-132.
- Al-Zaree, N. (2014). Attitudes of Saudi children with disabilities' families residing in Jordan toward inclusion of their children in regular schools. *International Specialized Educational Journal*, 4(12).
- Al-Zariqat, I. (2020). *Inclusive education: Foundations and procedures* (1st ed.). Jordan: Dar Al-Feker Publishers and Distributors.

- Al-Zayyat, F. (2009). *Inclusion of individuals with special needs: Philosophy, methodology, and mechanisms*. Egypt: University Publishing House.
- Bellino, M. J., & Dryden-Peterson, S. (2018). Inclusion and exclusion within a policy of national inclusion: Refugee education in Kenya's Kakuma Refugee Camp. *British Journal of Sociology of Education*, 1-17.
- Campbell, J., & Gilmore, L. (2003). Changing student teachers' attitudes towards disability and inclusion. *Journal of Intellectual and Developmental Disability*, 28, 369-379.
- Costa, S. (2011). Invisible and overlooked: Refugees with disabilities. *Huffington Post*. Retrieved from http://www.huffingtonpost.com/sarah-costa/refugee-disabilities_b_1121765.html
- Crock, M., Ernst, C., & McCallum, R. (2013). Where disability and displacement intersect: Asylum seekers and refugees with disabilities. *International Journal of Refugee Law*, 24(4), 735-764.
- Dash, N. (2006). *Inclusive education for students with disabilities*. New Delhi, India: Atlantic Publishers & Distributors.
- De Boer, A. A., & Munde, V. S. (2015). Parental attitudes toward the inclusion of children with profound intellectual and multiple disabilities in general primary education in the Netherlands. *The Journal of Special Education*, 49(3), 179-187.
- Dodge, K. A. (2006). Translational science in action: Hostile attributional style and the development of aggressive behavior problems. *Development and Psychopathology*, 18(3), 791-814.
- El-Ashry, F. R. (2009). General education pre-service teachers' attitudes toward inclusion in Egypt. *Doctor of Philosophy, University of Florida*.
- Habayeb, A. (2005). Attitudes of directors and teachers toward the inclusion of teachers in general education. *Unpublished Master's thesis*, An-Najah National University, Palestine.
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). *Exceptional children: An introduction to special education* (11th ed.). Boston, MA: Allyn & Bacon.
- Kashif, I., & Fouad, M. (2001). *Intellectual disability between neglect and orientation* (1st ed.). Dar Qibaa for Printing and Publishing, Cairo.
- Kauffman, J., & Badar, J. (2014). Inclusion should be the central issue in special education: An alternative view from the USA. *Journal of International Special Needs Education*, 17(1), 13-20.
- Mesibov, G. B., & Shea, V. (2011). Evidence-based practices and autism. *Autism*, 15(1), 114-133.
- Ministry of Education. (2019). *The Decade Strategy for Inclusive Education (2019-2021)*. Jordan: Ministry of Education.
- Mirza, M. (2011). Disability and humanitarianism in refugee camps: The case for a travelling supranational disability praxis. *Third World Quarterly Journal*, 8(3), 1527-1536.
- Mitchell, D., & Sutherland, D. (2020). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.
- Moszynski, P. (2008). Needs of disabled refugees are routinely ignored. *British Medical Journal*. Retrieved from <http://www.bmj.com/content/337/bmj.a620>
- Rayan, T. (2009). Inclusive attitudes: A pre-service analysis. *Journal of Research in Special Educational Needs*, 9, 180-187.
- Saad, H. (2021). Attitudes of special education teachers toward the inclusion of deaf and intellectually disabled students in regular schools and their relationship with their professional adjustment. *Journal of the Faculty of Education, University of Port Said*, 33(33), 331-370.
- Scholz, M., Gebhardt, M., & Tobias, T. (2012). Attitudes of student teachers and teachers towards inclusion: A short survey in Bavaria/Germany. *Disability Research Center Journal*, 2(3), 112-156.
- Sharaf, H., & Gharaibeh, M. (2017). The impact of the Syrian conflict on disabled refugees in the Zaatar camp in Jordan (2011-2016). *Master's thesis*, University of Jordan, Amman, Jordan.
- United Nations High Commissioner for Refugees (UNHCR). (2012). *2012-2016 education strategy*. Retrieved from <http://www.unhcr.org/5149ba349.html>
- United Nations High Commissioner for Refugees (UNHCR). (2019). *Fact sheet: Jordan*.
- Ustilaite, S., Arlauskienė, I., & Valanciute, L. (2011). Teacher's attitudes towards inclusion of disabled children at general education. *Journal of Social Work*, 10(2), 11-22.