The Role of the Arab Episcopal School in Irbid in Developing a Culture of Inclusive Education Integration from the Point of View of Teachers and Parents of Students

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Abstract

This study aims to know the role of the Arab Episcopal School in Irbid in Developing a Culture of inclusive education Integration from the Point of View of Teachers and Parents of Students. The sample of this study consisted of teachers and parents of students in Arab Episcopal School, and the descriptive analytical approach was used. The results of this study lead to the following: - The role of the Arab Episcopal School in Irbid Governorate in developing a culture of Comprehensive Educational Integration from the point of view of teachers and parents of students was high for teachers, but moderate from the parents' point of view.

- The reality of the Role of the Arab Episcopal School in Irbid in Developing a Culture of inclusive education Integration from the Point of View of Teachers was rated Average.

- There are no statistically significant (0.05≥ α) in the development of a culture of comprehensive educational integration from the point of view of teachers due in developing the culture of comprehensive educational integration from the point of view of teachers due to the same gender.

- There are statistically significant differences (0.05≥ α) in the development of a culture of a culture of comprehensive educational integration from the point of view of teachers due to the effect of the educational level and the differences were in favor of the graduate studies campaign.

- The reality of the Role of the Arab Episcopal School in Irbid in Developing a Culture of inclusive education Integration from the Point of View of Parents of was rated Average.

Keywords: *Comprehensive Integration, Parents, Teachers, Arab Episcopal Schools.*

Introduction

Education programs are one of the most prominent modern trends in the integration of individuals with disabilities in normal schools. Given the best educational environments, focus is put on the need to teach students from various groups without discrimination. It is to provide all individuals with disabilities their rights, both in education as well as full care and integration into the school community. This is done for the purposes of justice and equality, where different educational institutions seek to apply comprehensive learning systems, and to achieve a set of positive outputs in the education process and learning. With the adoption of the United Nations Convention for the rights and ratification of persons with disabilities in 2006, comprehensive education is a truly

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international and global rule. However, "education for all" still represents global challenges that aim at ensuring that all have access to the best quality of education.

This educational model depends on the participation of students with experiences with their peers. (Ersoy, 2021). Teaching students with disabilities or special needs in regular classes is a relatively recent concept. In previous times, disabled children or children with special needs were not accepted in regular schools (Entrich, 2021). At that time, as the system was, the educational point of view is not included in normal classrooms, where he or she believed that learners with disabilities could not be commensurate with other educated paces and must be taught by specialized teachers or by those who have been particularly trained for these classes (Atac & Tasci, 2020). Ensuring all civil rights for individuals, regardless of their disability is a key focus of the educational process through the discussions about applied policies and practices in various educational programs. (Tahir et al., 2019) The inherent philosophy calls for comprehensive education to respect and to appreciate all students regardless of their level of ability or disability by using their different educational methods. This is a comprehensive education important matter, and support for manpower for multidimensional overall education. Duncan et al, 2020). Comprehensive education is a form of education for students with disabilities, where people with disabilities receive education with their peers. (Sahan, 2021) This is used to describe the educational system in which all learners are accepted and fully integrated both educationally and socially (Mpu & Adu, 2021). There is no comprehensive definition of overall education in different educational environments However, in recent years, the concept of comprehensive education is far from the inclusion of children with disabilities to meet the various educational needs of all students. (Anderson & Boyle, 2015). It is called overall education in the group of programs where individuals with need of special education are fully or partially educated so that a plan and program can be followed in normal classrooms. While teaching children who receive education in normal chapters and those who need special education, there are those who are likely to face negative positions as well as different learning opportunities in both groups. (Sahan, 2021) Yalnız confirmed that the main purpose of comprehensive education is to achieve individuals with disabilities or light disabilities in society. There are individual and social gains from students who receive education in the same environment with their ordinary peers in comprehensive education. (Ersoy, 2021) The best human educational strategies are linked to major components that are focused on students and are designed to influence students and their achievements (AL-Shammari, 2021). Through efforts for successful implementation of comprehensive education, we see that teachers play a prominent role in an attempt to implement comprehensive education and are expected to support the learning of all students during the semester. Students with disabilities and ordinary students are necessary for the successful implementation of the Program Education Program (Torgbenu, et al, 2021) The iPhone and Sum have been identified as comprehensive components of education where these components are included in the selection of entertaining educational cadres and are used in conducting special development processes in the merge style. Additional components include the creation of adequate resources and professional development for teachers, a search for a series of services instead of having only one option and a full merge, school-based models instead of the models imposed by the region, the development of students in the first degree, and the evaluation of continuing effectiveness of curricula and educational practices that meet the needs of different students. There are many decisions that put students in the first place, in order to count academic and social progress through the continuing monitoring of their progress. (Wilcox; Fernandez & Kowbel, 2021) In the same context, Huitt has developed a variety of ways to be used by comprehensive learning teachers, which includes students' freedom to choose tasks or activities when this is enabled, assisting students to develop a group of realistic goals, as well as the use of cooperative learning process, working in common in group discussions, showing beliefs, attitudes and habits that illustrate how students grow as individuals (AL-Shammari, 2021)., Students with

disabilities must also be supported psychologically, socially, and in social learning. Focus should be to provide support for school health, functional and natural treatment, and extracurricular activities that fit students with disabilities (The Wolf, 2010). Literature assumes that the importance of massive learning is very uneven among teachers and parents of students in various environments, which is shown through previous studies conducted in many different Arab and other foreign environments.

Stavroussi et al, (2021) identifies the perceptions of Greek primary school teachers during service education and the extent of these democratic perceptions of safe life. The sample of this study from taken from (315) Greek primary school teachers. The study used the analytical descriptive approach through the application of the trends on comprehensive education. The results indicated that they have somewhat positive views on comprehensive education There is a positive correlation between teachers' trends towards inclusive and educational confidence in teaching students with disabilities, receiving training in the education of people with special needs, and having former experience in teaching students with disabilities. Okech et al, (2021) In order to assess the factors affecting the effective implementation of comprehensive education (comprehensive policies, attitudes, perceptions, curricula issues, and learning environment) sample of this study were taken from (103) teachers of students with special needs. The study was used in the design of case study and used qualitative methods in sampling, and the results indicated that teachers' trends towards comprehensive learning were positive. Ersoy (2021) targeted the trends of university students towards comprehensive education, and the extent to which students of the Faculty of Education for Comprehensive Education Concepts. The sample of this study was received from (200) teachers before service at the Faculty of Education University (Sivas Cumhuriyet), in Turkey. The qualitative approach has been used from data obtained through interviews through content analysis and descriptive analysis. The results indicated that students' trends towards comprehensive learning were positive. Aktan (2021) was aimed at identifying teachers' views of the interventions of comprehensive education in Turkey. The sample of this study formed from (28) has been a teacher of teachers with special needs. The study was used to design case study, and the results indicated that the trends of teachers towards comprehensive learning were negative, with some difficulties and lack of professional teachers, insufficient support services, insufficient cooperation between partners, crowded classes, and unqualified schools in terms of physical infrastructure, and lack of expert support. Bulut (2021) was defined to identify the scales of kindergarten teachers with regard to the concept of comprehensive education. The sample of this study was received from (113) teachers in pre-school participated in the study, where the study was used by the qualitative approach through the application of open questions and forms. The results indicated that the participants had positive trends towards comprehensive education in general.

Gender The current study has agreed with many studies in some points and has been different in other points to include:

- Many studies spoke about the positions of teacher trends during service and towards comprehensive education as a study (Al-Otaibi, 2019 (Stavroussi et al., 2021; Bulut, 2021;

- Many studies have spoken on trends of university students towards comprehensive education Ersoy, 2021).

- Some studies dealt with the assessment of factors affecting the effective implementation of comprehensive education and the extent to which to provide comprehensive learning, as a study of Al-Qahtani and Sinter, 2019 (Stavroussi et al., 2021; Aggression (2018) Architecture and Amara& jamea (2017), parents' trends towards comprehensive education. This study agreed with some studies in the search curriculum used, as the majority of studies have used analytical descriptive approach, except for a study (Aktan,

2021; Ersoy, 2021; Bulut, 2021), which used the qualitative research, one of the mixed research methods.

- This study differed from previous studies through the different sample, where the sample of this study was a teacher and parents. No study was addressed in the same subject through the same variables.

Problem Statement:

The idea of a culture of education is one of the modern subjects in the educational field which comes in light of the educational institutions of important developments in the development of the education system for special, talented, and disabled students. The focus on individuals with special needs getting their right to comprehensive education, through academic and social integration with students within the educational system. In public education schools the focus is to confirm the principle of equal opportunities in education, despite the effective implementation of comprehensive education and benefits that resulted from this idea in addition to what is accompanied through the development of the education process. The role of teachers and specialists in the field of education, which play a crucial role in achieving positive results through the implementation of comprehensive education, which has become reflected on medical personnel by gaining many positive skills and behaviors, as well as interacting with other individuals and communicating with them. Hence, the idea of this study was to identify the role of the Arab-Structural School in Irbid's Governorate in the development of a culture of education from the point of view of teachers and parents through the answer to the following questions.

-        What is the role of the Arab Episcopal School in Irbid governorate in the development of a culture of education from teachers' point of view?

-        Are there statistically significant differences at ($0.05 \geq \alpha$) levels in teachers' estimates of the role of the Arab-Structural School in Irbid Governorate in the development of a culture of education programs depending on gender, scientific qualification and experience?

-        What is the role of the Arab Episcopal School in Irbid's Governorate in the development of a culture of education from the teachers and parents?

objectives of the study:

This study aims to: Know the role of the Arab Episcopal School in Irbid in the development of a culture of education from the point of view of teachers. Differences are defined through teachers' assessments of the role of the Arab Episcopal School in Irbid Governorate in the development of a culture of educational programs depending on gender, scientific qualification and experience. The role of the Arab-Structural School is known in Irbid Governorate in the development of a culture of education from the point of view of the parents.

The importance of the study:

The importance of this study is through the following: Theoretical Importance: The importance of this study comes through the great importance achieved by the significant proliferation of the development of programs in educational institutions in various countries. It highlights the requirements of the programs and the promotion of teachers in this aspect. The scarcity of research and studies dealing with the culture of submissions at the local and regional levels.

Applied Importance:

It is hoped to benefit from the results of these studies: Ministry of Education by seeking its continued culture of education in public and private schools. Educational leaders, government and private school principals by clarifying the importance of schools in the

development of programs, and an educational system that is committed to implementing competent owners for the implementation of effective education for comprehensive integration. This study can form a database and an important point for studies on the subject of programs, by studying other variables.

Terms of Education: Education: is an educational method through which the disabled child is appended to the normal child with regular schools through various educational activities, including educational and social (Zerwale, 2021). It is defined as the integration of students with visual disabilities with their peers in the same grade and all subjects and various activities at all age stages while providing the necessary needs and tools.

Culture of the school: the complex networks of tradition and rituals that has been formed by the work of teachers, students, parents, religious groups to deal with crises and achievements. Arab Episcopal School: High School in Branches of Literary and Sciences School was established in 2003. Its vision is based on the application of peace education and the human right's principle. It believes that education is a right to all through the application of the integration of visual disabilities with ordinary students.

Methodology

Research Design: The current study follows the descriptive approach based on analytical method, with the goal in identifying the level of study variables, and differences in response of sample members depending by gender, stage, and experience.

Participants: The sample of the study was formed from specially selected parents and the teachers of Arab Episcopal School in Irbid, during the first semester of the academic year 2021-2022. The following table shows it. The randomly selected sample (n= 43, M= 6, F= 37) and Parents (n=37).

Instruments:

Inclusive education Integration Scale

To implement the current study; the theoretical literature and previous studies that dealt with education Integration were referred to. The process of developing the questionnaire in its initial form, to identify the level of a Culture of inclusive education Integration of the study sample, and the questionnaire in its initial form included (40) Item which had five Degree of agreement at (Likert Hierarchy): (strongly agree-agree-unsure-disagree-ever disagree)., which take the following grades (5-4 - 3 - 2 - 1), respectively.

Construct Validity:

To verify the reliability in this study Correlation coefficients for the scale items and the overall degree were computed using a pilot study opted out of the original sample consisted of (25) male and female teacher. The scale items were analyzed and correlation coefficients for each item, where the correlation coefficients of the items with the overall instrument ranged between (0.40-0.91) and with the domain ranged between (0.46-0.93). Noteworthy, all correlation coefficients were statistically significant and acceptable that no item was omitted.

The correlation coefficients for the domain with the overall degree were computed as well as inter-domain correlation coefficients as. that all correlation coefficients were appropriately statistically significant indicating to an appropriate degree of construct validity.

Reliability Test

Reliability was tested using internal consistency Cronbach's alpha, where the reliability coefficient for the overall scale (0.82)

Results of the Study and Discussion

Results related to Question One: " What is the role of the Arab Episcopal School in Irbid governorate in the development of a culture of education from teachers' point of view"?

To answer this question, Mean and standard deviation, were presented, Table below shows the related results

Table (1) Means and Standard Deviations of Developing a Culture of inclusive education Integration from the Point of View of Teachers degrees in descending order

Rank	No.	Domain	M	SD	Degree
1	1	Educational Environment for Programs	3.69	.223	High
2	2	Developing teachers' capabilities in education	3.53	.308	Average
3	3	social and psychological aspects of students	3.51	.260	Average
4	4	supporting Environment Programs	3.42	.489	Average
Overall, Degree			3.54	.267	Average

Table (1) shows that the mean scores ranged between (3.42 -3.69), where the Educational Environment for Programs was ranked first (M=3.69), and the supporting Environment Programs was placed in the last rank (M=3.42), and the overall degree of inclusive education among integration from the Point of View of Teachers was rated at (M=3.45).

This result can be explained due to increased integration of instructional programs at the Arab Episcopal School, where education includes social and educational programs due to the existence of regulations and laws on Arab-based schools and inclusion of students with disabilities and educational services. In addition, there is the presence of educational teams specialized in providing services to ordinary and talented students and disabled people, and provides equipment for education, which then achieves integration component in the success of the merger process as well as activating the strategies for dealing with students with disabilities. In addition, positive trends are seen for teachers and administrative body towards comprehensive integration and all contributed to the overcome difficulties and obstacles. The General Administration of Schools is aware of the importance of the program education and the importance of a community service where it is initialized. The General of Administration follows the idea of educational programs, seeks to achieve the highest levels of success by attracting teachers, and they have a set of behavioral and professional properties, which made up the general configuration of the process of successful programs demonstrating students with disabilities effectively in the presence of the deteriorating educational environments which depend on teachers. Teachers and the appropriate educational material, as well as the use of modern quality and technical levels in education, especially as the school is used in this system during the early stages of the educational stages. The presence of direct supervision by the school administration regulates the success of the education, resulting in the success of this experiment, which is positive in the level of academic achievement in students. This result can also be explained, and the school community shall be interpreted through various cadres and specialization. Amending the curriculum so that individual needs and interests are based on their respective needs are flexible procedures and practices and gain confirmation by maintenance and effective work. The results and the study are in agreement (Ediyanto et al., 2020), which indicates that teachers' positions and trends towards programs were moderate. The result is also consistent and as a result of Ersoy, 2021 (Stavroussi et al., 2021; (Bulut, 2021; (Atac & Tasci, 2020; (Okech et al., 2021), the results indicated that teachers have positive views on comprehensive and integrated education. This result is different and as a result of Kuyini et al., 2020; Aktan, 2021; (Kuyini et al., 2020; this result is also different from the result of a study (Kuyini et al., 2020; Aktan, 2021; ALqahtanu & Rababah, (2019) That study indicated that the trends of teachers towards comprehensive learning was negative.

Results related to the second question:

Are there statistically significant differences at $(0.05 \geq \alpha)$ levels in teachers' estimates of the role of the Arab-Structural School in Irbid Governorate in the development of a culture of education programs depending on gender, scientific qualification and experience?

To answer this question, the calculation and standard deviations were extracted, by culture of mass educational integration in teachers according to Gender variables, scientific qualification, teacher's type, experience is explained, the table below shows the results.

Table (2) Accounting averages and standard deviations for the development of the Culture of inclusive education Integration from the Point of View of Teachers

Group	M	SD	Group	Count
Gender	4.06	.107	M	6
	3.45	.169	F	37
scientific qualification	3.43	.142	bachelor's	35
	4.00	.149	postgraduate	8
teacher's type	3.58	.324	teachers with disabled	7
	3.53	.259	Normal teachers	36
explained	3.61	.277	Less than 5 years	15
	3.49	.257	more than 5 years	

The table (2) shows a virtual difference in the calculations and standard deviations of the development of the education culture in teachers because of different categories of Gender variables, scientific qualifications and type of teacher, experience and indication of statistical differences between the arithmetic averages have been used for four-wheel contrast analysis (3).

Table (3) Analysis of the quadrilateral contrast of Gender, scientific qualification, teacher type, and expertise contrast

Group	Gender	Count	M	SD	T-Value	Freedom Degree	Sig
Gender	M	83	4.10	.223	-1.236	121	.219
	F	40	4.16	.232			
scientific qualification	M	83	3.97	.305	-1.185	121	.238
	F	40	4.04	.295			
teacher's type	M	83	3.85	.336	1.477	121	.142
	F	4	3.76	.375			
explained	M	83	3.97	.237	-.177	121	.860
	F	40	3.98	.213			

Table (4) Multivariate Analysis of Variance MANOVA of Gender, scientific qualification, teacher type, and expertise contrast

Group	Mean Squares	Freedom Degrees	Total Squares	F-Value	Significance α
Gender	.047	1	.047	2.607	.115
scientific qualification	.349	1	.349	19.457	.000
teacher's type	.004	1	.004	.203	.655
explained	.079	1	.079	4.386	.043
The error	.682	38	.018		
Overall	2.992	42			

The table is shown from the table (4) Further:

- The lack of statistically significant differences (0.05≥ α) is attributed to the impact of Gender, with a value of 2.607 and statistically statistical .115.

- There are statistically significant differences (0.05≥ α) is attributed to the impact of scientific qualification, with the value of 19.457 and statistically amounted to .000, and the differences were made for graduate studies.

- The lack of statistically significant differences (0.05≥ α) is attributed to the impact of the type of teacher, with the value of P.203 and statistically reported. 655.

There are statistically significant differences (0.05≥ α) Experience, with valuable 4.386 and statistically reported 0.043, and the differences came in favor of less than 5 years.

The result of the lack of statistically significant differences ≥ α α (0.05) can be attributed to the impact of Gender where, in the fields and at the macro-degree level, that students' teachers of Arab Episcopal School are from both sexes working in the same educational environment, and thus they are subjected to vocational, academic and ignorance growth through subjecting them to training courses and specialized workshops. Additionally, they all use the same subjects, and they have a lot of similar characteristics in terms of preparation, teaching methods, and all are working to raise their goals and vision in the field of programs, and to deal with disabilities. Each one reaches this through training in many teaching strategies, and consistent results of this study and the results of the study of Al Qahtani and Seven (2019). As well as study (Ediyanto;et al, 2020), all indicated that there are no differences of statistical significance, and the results of this study differ from the results of Al-Otaibi study. (2019) Their results indicated that there were statistical differences in comprehensive learning obstacles attributed to Gender and the differences were in favor of males. The existence of statistically significant differences can be attributed to the effects of scientific qualification. Different teaching strategies were obtained during the period of study and scientific research, and this aspect leads to positive changes in the educational performance. Through the exchange of experiences in the field of education, it can also be attributable to the factor of teachers to a graduate campaign, where they are more interested in students with disabilities, so they work to activate important educational strategies with students with disabilities in the field of education. There is also attributed research that school teachers, who have a Master's certificate and above, may have a special view in terms of owning the teaching strategies for the knowledge and skills, promoting them to more attention, in the process of teaching people with disabilities through education. Additionally, we find that their cognitive structure of More than Less Certificate Campaign leads to individual differences in teaching methods, according to the scientific qualification. The results of this study and the results of the study of ALqahtani & Rababah, (2019), which indicated their results to have statistically significant differences attributed to the higher degrees' campaign. The result of the lack of statistically significant differences is attributed to the impact of the teacher's type, in the light of a group of considerations, which are most importantly, teachers with all their categories, are characterized by many personal and academic plugs, as well as preparing for work and the masterpiece of excellence in their areas of work and excellence to carry out their responsibilities. They are highly defined and effectively, and thus a reflection of this matter. They are working in the implementation of submissions, which includes planning organizations, and bears responsibility, and the various training courses, which are subject to all teachers during the year. This focuses on how to deal with students with disabilities as the presence of teachers all for those training courses make it natural. These differences diminish from the two parties, with regard to program education, particularly that these courses are mainly focused. In the field of experience, the results of the study showed statistically significant differences attributable to the impact of experience (6-10) This result is attributable to the highly experienced knowledge of the progress of teachers with respect to disability education, either in

practical and theoretical aspects of programs. These factors can lead to increased differences between teachers from the campaign of supreme scientific expertise through their ability to implement programs, as well as cumulative expertise increases with knowledge and teachers' experiences in the theory and practice. They have made many scientific studies and experiences during the study period which will enrich the cognitive and practical aspects and equip them with more than other teachers. The great experiences will also contribute to making teachers seek continued change by developing new creative ideas, which contribute to the development of teaching methods in the field of education. The results of this study are consistent with the results of the study of ALqahtani & Rababah, (2019). which indicated differences in favor with what sample members experienced (6-10) While these results differ from the results of Al-Qahtani with included a mosque, it indicated that their results are not the lack of differences of experience.

Results related to the three question:

- What is the role of the Arab Episcopal School in Irbid's Governorate in the development of a culture of education from the teachers and parents?

To answer this question, means and standard deviations of the awareness degree ae role of the Arab Episcopal School in Irbid's governorate in the development of a culture of education from the point of view of parents in school. Table (5) below shows the related results.

Table (5) Means and Standard Deviations of role of the Arab Episcopal School in Irbid's governorate in the development of a culture of education from the point of view of parents in school in descending order by means

Rank	Domain	M	SD	Degree
2	The school is working to provide awareness to the families of students with disabilities in the field of submissions	3.64	.574	Average
8	The school is working on developing a participatory environment between school and parents	3.52	.628	Average
6	The school contributes to persuading ordinary students with integrating students with disabilities with their peers.	3.57	.728	Average
3	The school contributes to the involvement of parents of students with disabilities in supporting their children through education	3.61	.655	Average
5	The school is working on periodic meetings with parents to encourage them to accept education	3.59	.787	Average
7	The school works on the participation of parents in seminars and lectures related to inclusive education.	3.53	.876	Average
1	the school works to develop the cognitive outcome parents of students with disabilities about education	3.70	.795	high
2	The school is working on the training of parents with disabilities to deal with some devices used by students in education	3.64	.810	Average
3	The school is working to host specialists to provide guidance on education programs to parents	3.61	.754	Average
8	The school is taking the proposals of parents with students of disabilities to develop and advance its programs.	3.50	.849	Average
-	Overall, Degree	3.60	.711	Average

shows the table (5) that the arithmetic's have ranged from (3.50-3.70), where paragraph 1, which states, "the school works to develop the cognitive outcome parents of students with disabilities about education." In the first and average account of 3.70, while paragraph (8) and its text "takes the school in proposals for parents with disabilities to develop the

programs" in the last and middle of my account (3.50). The arithmetic mean of the tool as a whole (3.60), where the school role was medium. This can be explained given the continued communication between the school with parents, given the provision of social interaction and the development of their skills in dealing with disabilities, as well as the consciousness and culture of parents and gainers from guidance and training courses It is implemented by the school, which defines trends and needs of students with disabilities, where education has become a fundamental demand for parents' demands. The school is to remove environmental obstacles and behavioral barriers that limit the success of education programs, to reflect the effectiveness of the school in dealing with programs, as a result of the development of plans for the success of this human educational project, and parents took great evolution which has enabled their children as a result of their integration with ordinary students. Whether it is an academic or social integration, this increases the development of the children's confidence and their dependence in themselves. The result of the study of Al-Adwan (2019). indicated that the trends of parents of students with disabilities were medium, and this result was also in agreement with the study of a Amara& jamea (2017), which indicated parents' trends were positive.

Recommendations

In light of the study goals and results, the author recommends the following Results and recommendations in light of the findings of the study recommend that the culture of mass educational integration in teachers and parents in various schools continuously is the need to use multiple evaluation methods to develop comprehensive integration programs and to put mechanisms to monitor the quality of educational outputs and to emphasize the principle of human rights, which is recognized as the Jordanian Constitution during the study. Including parents of students with disabilities in planning programs for their children because they are considered an important element in the success of the merger process, as well as studies and research dealing with the difficulties faced by parents in programs of education.

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