



The Effect of Teachers' Professional Specialization on Their Attitude towards SEN Integration in Arab Schools in Israel

Original scientific paper

Enas Majadley

Al-Qasemi Academy – Academic College of Education

Received: 2024/06/14

Accepted: 2024/08/20

Abstract

Teachers' attitudes regarding the integration of students with special education needs (SEN) into the regular classroom play a very important role in the success of student integration. There is a paucity of knowledge about and hence a need to research the attitudes of teachers in schools in the Arab community in Israel regarding SEN integration, to better understand their knowledge and activities in this field. This research examined the skills that underlie teachers' attitudes toward SEN integration, to identify the professional skills that teachers see as a condition for successfully integrating students with special needs into the regular classroom. The aim of this study was to determine whether teachers' professional specialization and skill set influences their attitudes toward integrating students with special needs into their classrooms.

Keywords: *teacher attitudes, inclusive education, professional specialization, Arab-Israeli teachers, special education needs.*

Israeli Arab society is a traditional society with a clear set of customs. The life of the individual in Arab society is directed in a manner that is grounded in traditions and values, rather than in environmental conditions, regardless of whether these are characterized by poverty and educational neglect, or by abundance afforded in modern society. Arabs in Israel constitute about 20% of the general population. Their culture is considered traditional, yet this population is undergoing rapid changes through modernization. These changes are manifested in higher levels of education for men and

women, improved health services, and more frequent exposure to and more established relationships with the contemporary Jewish population in Israel.

Another trend that is gaining momentum in the Arab schools in Israel is the integration of students with disabilities in mainstream schools. Researchers are well aware that teachers have the most important role to play in implementing inclusive education in schools; however, researchers and teachers alike recognize that teachers are not sufficiently prepared for this task, given the current primary teacher-

education curricula and the limited scope of teacher professional development projects available on this topic. Consequently, teacher preparation and appropriate training are needed to help teach students with intellectual disabilities.

An important component that shapes teachers' initial tendencies stems from their school experiences and interactions with students. In this context, and given the absence of more targeted preparation, the purpose of this study was to examine whether the professional specialization of teachers in Arab society in Israel influences their attitudes toward the integration of students with intellectual disabilities in mainstream Arab schools in Israel.

From this research problem arises the following list of dependent variables:

- 1.1. Teachers' knowledge about the integration of students with special needs
- 1.2. Teachers' behavior towards the integration of students with special needs
- 1.3. Teachers' emotional attitudes towards the integration of students with special needs

These dependent variables were conceptualized as attitude dimensions in the research instrument. A Review of the Literature

Teacher Attitudes towards Inclusive Education

Eraut (1994) elaborated on teacher knowledge by dividing it into four types: (a) propositional information of hypotheses, ideas, and academic standards; (b) pragmatic learning involving schedules, methods, and procedures; (c) inferred information, which is implied but not manifested; and (d) knowing how to implement these in a particular situations. Additionally, the social and educational framework also affects the educators' viewpoints and demeanors, as well as their knowledge about inclusion. The success of the educator in the inclusion endeavor is contingent on the degree to which the teacher knows his or her students, and the teacher's mastery of the subjects taught and the schooling strategies and pedagogies (Karp & Voltz, 2000). Studies have exposed an array of effective teaching methods that were employed by professional teachers in their classrooms (Florian & Rouse, 2001). Such teaching

methods incorporate the utilization of suitable distinction systems; helpful learning methodologies; the development of in-class directory skills; and providing the students with the needed social conducts and mannerisms. A study by Jordan and Stanovich (1998) revealed that teachers' who were able to adhere to their goals and satisfy each child's needs during the teaching session managed to contain and teach a variety of students with different abilities. Although according to their study, most teachers were familiar with the inclusive teaching methods, the usage of the latter varied between each subject teacher, as some subject teachers employed more strategies than others. There are numerous possible reasons for the differences in SEN attitudes among the teachers of the various disciplines, such as their prior knowledge and their outlook on the subjects they teach.

Although the subject of SEN and disabilities inclusion is often addressed in the research literature, very little instruction and training have been provided in preservice programs. Hence, the provision of adequate training guidelines may be expected to boost the educators' self-esteem and as a result, lead to a better inclusion process. Additionally, it will also boost the students' self-esteem, as teachers learn to take into consideration the child's confidence and mindset. Moreover, students' can be taught to think critically and reflect on their actions for self-evaluating purposes, through the use of portfolios (see more in Straková, 2016, 2016a). Accordingly, teachers must first acknowledge and grasp the advantages of integrating and including learners with special needs in the mainstream educational framework, and they also need to receive training regarding the tools, modes, and the materials used to do this.

Unianu (2012), regarded inclusion as the amending of the regular schooling, in a way that would serve all children's regardless of their abilities and differences, providing a comprehensive experience for all types of students, which would grant them entry into and inclusion in the social world of their peer learners (Avramidis, et al., 2000). In other words, inclusion means that the school must adapt itself to the children's needs; this also means that teachers must actively attend to their students' needs, and thus schools can become a more heterogeneous space. Due to the teachers' pivotal role in the inclusion

process, their attitudes towards it are regarded as one of the primary conditions for the inclusion process to succeed. Moreover, many factors impact teachers' attitudes, such as the intensity of the student's disability, the child's nature, lack of prior exposure to SEN students, the curriculum, the teacher's expectations from the students, and so on. A study by Carter (2006) shows that although there has been evidence of special education services in Thailand for many years, it is still expanding as a field, struggling to train enough qualified people to provide the education services needed. Statistics show that although Thailand lacks special education teachers, special education training is still insufficient and not yet accessible to all public education teachers. Furthermore, over the past 10 years, Thailand's education policy has addressed issues related to children with disabilities. It seems that the rather rapid pace at which these policies have been implemented has led to certain difficulties, related to the—as-of-yet—insufficient number of qualified teachers or teachers who specialize in this field. It has been argued that when teachers acquire the broad professional knowledge needed to implement comprehensive programs, they are apt to attempt such implementation (Dapudong, 2013).

Similarly, Leyser and Tappendorf (2001) reported that teachers with experience teaching students with special needs increase their confidence in their teaching. This positive experience of increased confidence is likely to alter their negative attitudes. Teachers in international schools reported that their knowledge and professional skills were not sufficient to effectively teach students with disabilities in mainstream schools. Their inability to meet the needs of these students with special needs may have contributed to their fears and anxiety about limiting the academic success of their schools. Children who are difficult to teach and have difficulty learning are at increased risk of exclusion when schools operate in a competitive education market.

When it comes to the academic achievements of SEN students, Brophy (1986) revealed that the students were more likely to succeed when their teachers had positive attitudes towards the students' abilities, underlined clear academic objectives, and utilized timing to the

maximum. Moreover, the study's findings showed that the academic excellence of LD students could be attained through their slow and steady introduction to the curricular demands, whilst also accommodating the latter to the former's needs and abilities (Brophy, 1986). Nevertheless, the mathematics teachers' concerns and attitudes towards the students' scores, show that the tactics mentioned above are not being executed.

Majadley (2023a) reported that Teachers should provide opportunities for students to develop themselves. Teachers agreed among themselves that incorporating students with diverse abilities helps create effective teaching methods and deliver educational content. It is important to recognize that each student possesses unique strengths and weaknesses. Encouraging them is critical in supporting their academic progress. Finally, integrating students into the classroom is impactful means of fostering their academic growth.

In addition, according to the research literature, many educators adopted a worrisome and dubious attitude towards educational inclusion. This negative outlook on inclusion stems from the fact that teachers feel unequipped for this task, fear that the inclusion might have possible negative implications for the mainstream students, and their dissatisfaction with other inadequacies, such as small classrooms and lack of resources (Avissar, 2003; Scruggs & Mastropieri 1996). Nonetheless, some recent studies have noted a significant change in the education system. According to Leyser and Romi (2008), due to the ongoing increase in inclusive education schools, educators must learn to accommodate their teaching methodologies, adapt the materials to the students' abilities, alter their attitudes and demeanor towards inclusion, and develop pedagogical and evaluative techniques to help aid the inclusion process. Furthermore, the understanding and mastery of these requirements must be emphasized during teacher training courses and through supplement teaching programs. While educational professionals agree that educational rights of children with disabilities and the principle of inclusion – that schools should provide for the needs of all the children in their communities, regardless of ability and disability – there

remain significant barriers to achieving these ideals (Majadley, 2019).

Inclusion in Arab Schools in Israel

By way of introduction, it should be noted that inclusive education in Israeli schools refers either to the integration of SEN students in regular classrooms or to their placement in special classes within regular schools. In comparison to the regular classrooms, which include between 35 to 40 students the special classrooms are quite small and are designed to cater to only seven to 12 students. If the principal is amenable, pupils learning in special education classes also attend regular school activities. Thus, in Israel, inclusive schools are schools that either place SEN students in regular classrooms or include SEN students in regular activities, whilst placing them in special classes. Additionally, it should be noted that in Israel, the term "special needs" encompasses a wide range of different disabilities (Karni, et al., 2011). In Leyser and Romi's (2008) study, which examined students' and teachers' attitudes toward inclusive education for people with disabilities in Israel, the participants were from the Arab and Jewish sectors and were affiliated with six different religions/religious streams. The results showed a common recognition of people with disabilities' right to education, regardless of the participants' religious affiliation. Participants agreed that inclusive education brings social, emotional, and academic benefits to students with disabilities and their nondisabled peers, who also learn to accept and appreciate the form. However, they all expressed worries and concerns regarding the likelihood of their being able to implement inclusive education in their classrooms. Their main concerns in this regard were encountering potential behavioral problems in class and the negative effect this would have on the other students, and their lack of adequate professional training for this purpose. Similarly, other studies revealed the same concerns (Daane et al., 2000). On a separate examination of each factor, the results of the above-mentioned later studies indicated that on the one hand, Jewish (secular and religious) teachers were more supportive of inclusion, whereas the least supportive were the Muslim participants. On the other hand, when it came

to concerns about classroom management, the ultra-Orthodox Jewish group and the Arab groups were the groups most worried about possible behavioral problems in inclusive classes. Reiter et al. (1986) found that Arab families demonstrated a sense of disgrace and shame towards girls with disabilities, and that the family's esteem and dignity could be preserved by hiding people with disabilities from the public eye. The trend of educating students with disabilities in Arab schools in Israel is growing. As a result, teacher preparation and appropriate training will help them teach students with intellectual disabilities. An important element in designing teachers' initial tendencies stems from school experiences and interaction with student with teachers. The purpose of this article is to review the literature on integrating students with disabilities into general education Arab school in Israel (Majadley, 2020).

According to Avramidis and Norwich (2002), teachers' attitudes towards inclusion are affected by three variables; the variables are child-related, teacher-related, and educational environment-related. Nonetheless, most of the teachers' responses, were teacher-related, since they revolved around aspects such as educators' capability, competence, and classroom management skills. Accordingly, the positive perception of inclusive education was related to the teachers' self-perception: thus, when the teachers felt competent in inclusive education they expressed optimism towards inclusion. Likewise, when teachers considered inclusion useful to the non-SEN students, their attitudes were positive. Additionally, teachers who felt that this process would help them be better educators for all students, irrespective of the learners' abilities, similarly expressed a positive attitude towards inclusion.

In a more recent report by Israel's Ministry of Justice on disabled persons, BenMoshe, Rofman, and Yisrael (2011) offered comparative data regarding disabilities among Israeli Jews and Arabs. According to the data, 26% of the Arab population and 17% of the Jewish population were classified as having disabilities. Researchers defined education as the process of teaching learners regardless of their age, background, and with or without disabilities in schools by a teacher. The teacher should be qualified in the field and use various

techniques to develop students' knowledge (Majadley, 2023).

The success of the inclusion of children with intellectual disabilities in regular classrooms depends largely on the attitude of teachers towards students with special educational needs, and in turn, their attitudes may depend on the professional discipline in which the teacher has specialized (for example, disciplines in the humanities and social sciences vs. disciplines related to life sciences, math, and technology). As shown in this review of the literature, teachers' attitudes toward educating students with SEN is a critical factor in making schools more inclusive. If regular teachers do not accept the education of these students as an integral part of their role, they will try to make sure that someone else (often a teacher with a SEN specialization) takes responsibility for teaching these students. This study investigated the overall knowledge and attitudes of primary school teachers in the Arab sector in Israel regarding the education of SEN students.

The underlying hypothesis of this study was that a relationship would be found between teachers' disciplines in which teachers had specialized and their attitudes towards the inclusion of SEN students in the general education classrooms.

Methods

Population and Data Collection

The present study was quantitative, using the survey research method and online surveys to collect data. A total of 250 teachers employed in Arab schools in Israel constituted the target population for this study. The teachers were randomly selected from different places and the questionnaire was sent to them via e-mail. The link to the questionnaire was also distributed on social media (WhatsApp). This approach was chosen because it allowed the researcher to access the answers while providing anonymity to the study participants.

The participants taught all the subjects in the school: there were teachers with a specialization in teaching arithmetic, Arabic, Hebrew, and science, and there were teachers with expertise in special education. An online questionnaire was developed by the researcher and approved

by her supervisor who accompanied her to postgraduate studies.

Participants were asked to answer questionnaires that focused on integrating students with special needs into their classrooms. In case the teachers chose to agree to participate in the study, they were referred to complete the survey. Guidelines and the scale key were posted at the top of each web page and teachers were instructed to respond to items in the survey in a way that would reflect their best judgment.

For this study, the researcher constructed the survey questionnaire to fit the study population. Accordingly, the questionnaire is divided into two parts. Part 1 serves to gather demographic information, including gender, age, degree internship, special education training, and experience teaching students with disabilities in the classroom. Part 2, Teachers' Attitudes Scale Regarding the Integration of Students with Special Needs in Regular Classrooms, addresses the emotional and behavioral attitude of teachers towards integration, as well as their knowledge about the placement of students with special needs. These are the three dimensions of the dependent variable "attitude", examined in this study. To complete the survey, participants had to indicate the degree to which they agreed or disagreed with 30 statements, using a five-point Likert-like scale, ranging from "1" (strongly agree) to "5" (strongly disagree).

Data Analysis

Analysis of the data was done using SPSS version 23. In the first stage, descriptive statistics of the characteristics of the research population and the main research variables were examined. In this framework, the distribution of univariate frequencies was examined for each of the variables, as well as averages and standard deviations. In the second stage, the internal reliability of the various research questionnaires was examined based on the Cronbach α index. This analysis was followed by a correlations analysis between the research variables. Next, the study hypothesis was examined. The research hypothesis generally argues for differences in preservice teachers' attitudes toward SEN integration corresponding to their professional specialization. The hypothesis was examined using a statistical

mean comparison test (i.e., t-test and ANOVA analysis) to compare the mean of independent subsamples with respect to the study hypothesis.

Finally, regression analyses were carried out to better understand how teachers' professional background aspects are interrelated to teachers' attitude toward SEN integration. The first set of analyses used a "stepwise" approach with .05 threshold for inclusion and .10 threshold as an exclusion criterion, in which teachers' attitude dimensions (separately) served as dependent variables. This analytic approach helped identify only significant relationships between dependent and

independent variables in the model. Another regression analysis was carried out. This set of analyses used a "stepwise" approach with .05 threshold for inclusion and .10 threshold as an exclusion criterion in which teachers' attitude dimensions (separately) served as dependent variables, but each model included also the other two dimensions of teachers' attitude toward SEN integration.

Results

Teachers' Professional Specialization Affects Their Attitude toward SEN Integration

Table 1.

Participants' Background Characteristics

Background characteristics		N	%
Gender	Female	218	92.0%
	Male	19	8.0%
Age group	18-25	13	5.5%
	26-35	73	30.8%
	36-45	114	48.1%
	46-55	32	13.5%
	55+	5	2.1%
Academic Education Level	BA/Bed	112	47.3%
	MA/Med	125	52.7%
Teaching Grade	1st-2nd grades	68	28.7%
	3rd-4th grades	70	29.5%
	5th-6th grades	99	41.8%
Total		237	100.00%

After excluding questionnaires with missing data, the sample consists of 237 pre-service teachers. As summarized in Table 1, 92% of the participants are females, almost half the sample (48.1%) are 36-45 years of age while 36.3% of the sample are younger and the

rest older. All participants hold an academic degree, most of them (52.7%) are graduates. 41.8% of the participants teach 5-6th grades students, 29.5% teach 3-4th grades students, and the rest (28.7%) teach 1-2nd grades students.

Table 2.

Inservice teachers' Attitudes toward SEN Integration according to Their Professional Specialization – t-test comparison

Professional Specialization		Inservice teachers' attitudes toward SEN integration					
		Behavioral attitude	<i>t</i>	Knowledgeable attitude	<i>t</i>	Emotional attitude	<i>t</i>
Languages	No	4.18	0.735	3.65	0.161	3.81	0.636
	Yes	4.13		3.66		3.76	
Special Education	No	4.10	3.289**	3.64	1.035	3.74	3.070**
	Yes	4.43		3.74		4.02	
Science	No	4.20	2.365*	3.67	1.05	3.80	0.928
	Yes	3.97		3.59		3.72	
Math	No	4.16	0.289	3.66	0.624	3.80	0.874
	Yes	4.13		3.61		3.70	
Other	No	4.16	0.057	3.66	0.496	3.79	0.444
	Yes	4.16		3.60		3.75	

* $p < .05$, ** $p < .01$

As can be seen in Table 2, t-test analyses were used to test how teachers' professional specializations were related to their attitudes toward SEN integration. The findings indicate that the Behavioral attitude toward SEN integration among participants who had specialized in SE ($M = 4.43$) was significantly higher ($t_{(df=229)} = 3.289, p < .01$) than that found among the other teachers ($M = 4.10$). Similarly, the Emotional attitude toward SEN integration teachers who had specialized in SE ($M = 4.02$) was found to be significantly higher ($t_{(df=229)} = 3.070, p < .01$) than that of the other teachers ($M = 3.74$). Additionally, Science teachers' attitude toward SEN integration ($M = 3.97$) was found to be significantly lower ($t_{(df=229)} = 2.365, p < .05$) than that found among the other teachers ($M = 4.20$). However, teachers' other fields of specialization did not correlate significantly with the attitude toward SEN integration.

These findings suggest that SE specialization positively influences teachers' (but not knowledgeable) behavioral and emotional attitudes toward SEN integration. On the other hand, these findings also suggest that specialization in science teaching adversely affects teachers' behavioral (but not knowledgeable or emotional) attitudes toward SEN integration.

Discussion

In the present study I presented a review of studies that examined teachers' attitudes towards comprehensive education, it examines the impact of the professional specialization of primary school teachers in the Arab sector on their attitude towards SEN integration. The research hypothesis was that there was a relationship between the discipline in which teachers specialized and their attitudes toward student integration. With respect to the behavioral aspect of attitudes toward integrating students with SEN they are likely to be influenced by the teacher's personal or cultural background characteristics. In this sense, teachers who have chosen to specialize in special education have a more supportive approach to integrating students with SEN in regular classrooms. At the same time, it is interesting to see that in other areas such as mathematics or language teaching, this gap is not noticeable, and hence a conclusion can be drawn that a significant number of teachers who chose these areas did so.

This review has shown that teachers have mostly negative beliefs and feelings or are undecided towards comprehensive education. Some of the authors of the studies reviewed here present a more positive interpretation, but careful analysis of the

data does not support their conclusions. Most studies have focused on the cognitive or emotional component of attitudes. For those components, more positive attitudes were expected to be found than the results revealed.

However, the results showed that SEN specialization positively affects teachers' Behavioral and Emotional (but not knowledgeable) attitude toward SEN integration. Conversely, these findings also suggest that Science specialization negatively affects teachers' Behavioral (but not knowledgeable or emotional) attitude toward SEN integration.

The success of the educator and inclusion depends on the teachers' control over his students, the professions and the educational strategies (Karp & Voltz, 2000). Studies have revealed an array of effective teaching methods employed by professional teachers in their classrooms (Florian & Rouse, 2001). Teachers who did not separate their students and who adopted a problem-solving approach to their teaching methods enabled the success of the inclusion process. However, although most teachers according to their research were familiar with the inclusive teaching methods, their use varied between each teacher and subject, as some subject teachers used more strategies than others. There are many reasons for the gap between the different subjects, such as the teachers' previous knowledge and their view of the subjects they taught. Mathematics, for example, was perceived as a consecutive subject, while English and other humanities were not perceived as docks (Florian & Rouse, 2001). With respect to mathematics teaching, findings indicate that teachers' attitudes on the subject produce an individual ideology and perception of his teaching, thus influencing the learning and inclusion process (Cross, 2009).

Conclusions

Regarding the Emotional-subjective aspect of teachers' attitudes, the significance of the research findings is that specialization in special education brings with it greater openness to and thus a higher potential for success in the process of inclusion. The contribution of this training to teachers' emotional attitude is above and beyond its contribution to the knowledge and behavioral aspects of teachers' attitudes towards inclusion.

A change is needed in the way Arab society perceives students with SEN, and how this society treats their integration into the framework of mainstream education. The conservative and traditional attitude of Arab culture and society dictates a negative perception of disabilities and, with it, a negative attitude towards these students, which is expressed as reservations about their inclusion in mainstream social and educational frameworks.

In recent years there has been a shift among Arab families in Israel with children with intellectual disabilities toward the same standards and values as those found in the Jewish population. Nonetheless, the informal family support system remains a very important factor in the Arab family, so it is important to support Arab families with a child with SEN. Nowadays, the study materials are tailored to the needs of children with various disabilities, and special accommodations are made to ensure that the child can be included in the mainstream educational framework.

References

- Avissar, G. (2003). Teaching an inclusive classroom can be rather tedious: An international perspective: Israel 1998–2000. *Journal of Research in Special Educational Needs*, 3(3), 154–161. <https://doi.org/10.1111/1471-3802.00010>
- Avramidis, E., Bayliss, P., & Burden, R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority. *Educational Psychology*, 20(2), 191–211. <https://doi.org/10.1080/713663717>
- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of literature. *European Journal of Special Needs Education*, 17, 129–147. <https://doi.org/10.1080/713663717>
- Ben-Moshe, E., L. Rofman, & Yisrael, H. (Eds.). (2011). *People with disabilities in Israel: Disability and inclusion in Israeli Society: A comparative multi-year overview*. Jerusalem: Commission for Equal Rights for People with Disabilities, Justice Ministry, State of Israel. <https://www.knesset.gov.il/mmm/data/pdf/me02640.pdf>
- Brophy, J. (1986). Teacher influences on student achievement. *American Psychologist*,

- 10, 1069-1077. doi:10.1037/0003-066X.41.10.1069
- Carter, S. (2006). The development of special education services in Thailand. *International Journal of Special Education*, 21(2). Retrieved May 31, 2012 from <http://www.internationalped.com>
- Cross, D. I. 2009. Alignment, cohesion, and change: Examining mathematics teachers' belief structures and their influence on instructional practices. *Journal of Mathematics Teacher Education* 12, (5), 325–46. <https://doi.org/10.1007/s10857-009-9120-5>
- Daane, C. J., Beirne-Smith, M., & Latham, D. (2000). Administrators' and teachers' perceptions of the collaborative efforts of inclusion in the elementary grades. *Education*, 121(2), 331–338. <https://go.gale.com/ps/anonymou>
- Dapudong, R. C. (2013). Knowledge and attitude towards inclusive education of children with learning disabilities: The case of Thai primary school teachers. *Academic Research International*, 4 (4), 496- 512. Retrieved from [.http://www.savap.org.pk/journals/ARInt/Vol.4](http://www.savap.org.pk/journals/ARInt/Vol.4)
- Eraut, M. (1994). Developing professional knowledge and competence. London: Falmer Press. https://scholar.google.com/scholar_
- Florian, L., & Rouse, M. (2001). Inclusive practice in English secondary schools: Lessons learned. *Cambridge Journal of Education* 31(3), 399–412. . <https://doi.org/10.1080/03057640120086648>
- Karni, N., Reiter, S., & Bryen, D. N. (2011). Israeli Arab teachers' attitudes on inclusion of students with disabilities. *The British Journal of Development Disabilities*, 57(113), 123-132. <http://dx.doi.org/10.1179/096979511798967106>
- Karp, K. S., & Voltz, D. L. (2000). Weaving mathematical instructional strategies into inclusive settings. *Intervention in School and Clinic* 35(4), 206–15. doi:10.1177/105345120003500402
- Leyser, Y., & Tappendorf, K. (2001) Are attitudes and practices regarding mainstreaming changing? A case of teachers in two rural school districts, *Education*, 121(4), 751-761.
- Leyser, Y., & Romi, S. (2008). Religion and attitudes of college preservice teachers toward students with disabilities: implications for higher education. *Higher Education*, 55(6), 703–717. <https://doi.org/10.1007/s10734-007-9084-2>
- Majadley, E. (2019). Attitudes of teachers in the Arab schools in Israel towards integration of students with special needs. *Yearbook of Pedagogy*, 41(1), 171-181.<https://doi.org/10.2478/rp-2018-0012>
- Majadley, E. (2021). Inclusion of children with disabilities from the Palestinian-Arab community in the Israeli education system. *Pedagogical Yearbook*, 43, 197-210. <https://doi.org/10.2478/rp-2020-0012>
- Majadley, E. (2023). Teachers' Perspectives toward Integrating Special Education Need Learners in Normal Classrooms: A Case Study of Arab Teachers in Israel. *International Journal of Education and Practice*, 11(1), 120-128. <https://doi.org/10.18488/61.v11i1.3269>
- Majadley, E. . (2023a). Integrating Students with Learning Disabilities into Regular Classrooms . *International Journal of Membrane Science and Technology*, 10(1), 1679-1691. <https://doi.org/10.15379/ijmst.v10i1.3061>
- Reiter, S., Mar, I, S. & Rosenberg, Y. (1986). Parental attitudes toward the developmentally disabled among Arab communities in Israel: A cross-culture study. *International Journal of Rehabilitation Research*, 9, 355-362. doi:10.1097/ 00004356-198612000-00005
- Ryle, G. 1971. Thinking and self-teaching. *Journal of Philosophy of Education* 5(2), 216–28.
- Scruggs, T. E., & Mastropieri, M. A. (1996). Teacher perceptions of mainstreaming/inclusion, 1958– 1995: *A research synthesis. Exceptional Children*, 63(1), 59–74. <https://doi.org/10.1177/00144 0299606300106>
- Shulman, L.S. 1986. Those who understand: Knowledge growth in teaching. *Educational Researcher* 15(2), 4–14. <https://doi.org/10.3102/0013189x015002004>
- Straková, Z. (2016). A critical look at the portfolio as a tool for teacher cognition at pre-gradual level: Perceptions of students. *Journal of Language and Cultural Education*, 4(3), 71-85. doi:10.1515/jolace-2016-002
- Straková, Z. (2016a). Teaching in the context of higher education. In Straková, Z. (Ed.), *How to teach in higher education: Selected chapters*. (10-29). Prešov: Prešovská univerzita v Prešove, Retrieved from <http://www.pulib.sk/web/kniznica/elpub/dokument/Strakova2>.
- Unianu, E. M. (2012). Teachers' attitudes towards inclusive education. *Procedia-Social and Behavioral Sciences* 33, 900-904. <https://doi.org/http://dx.doi.org/10.1016/j.sbspro.2012.01.252>