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**Educators' Attitudes Toward Inclusive Education
in Saudi Arabia: A Literature Review**

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Educators' Attitudes Toward Inclusive Education in Saudi Arabia: A Literature Review

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Abstract

The aim of this study was to explore educators' attitudes toward inclusive education in Saudi Arabia, and the focus of this study was on two disabilities Hearing Impairment and Autism Spectrum Disorder. This literature review contained a group of international along with Saudi studies that discussed in regards to the attitudes of educators towards inclusive education in general as well as an analysis of their attitudes towards inclusion based on their demographic characteristics such as teachers' position (general or special), inclusive education training experience prior teaching, teaching experience, and gender. The findings of this study showed that it is difficult to clearly identify educators' attitudes towards inclusive education in Saudi Arabia. The reason behind that simply was due to the number of the Saudi studies found which was very low as well as the different findings of the Saudi studies in regards to educators' attitudes in both Hearing Impairment and Autism Spectrum Disorder. The researchers of this study recommended that there is a need for more research in this area.

Keywords: Inclusive education, Attitude, Deaf and Hard of Hearing, Autism Spectrum Disorder

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اتجاهات المعلمين نحو التعليم الجامع في المملكة العربية السعودية: مراجعة الأدبيات

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مستخلص الدراسة

كان الهدف من هذه الدراسة هو استكشاف اتجاهات المعلمين نحو الدمج في المملكة العربية السعودية، وكان التركيز على نوعين من الإعاقات، الإعاقة السمعية واضطراب طيف التوحد. تضمنت هذه المراجعة الأدبية مجموعة من الدراسات العالمية والسعودية التي ناقشت اتجاهات المعلمين نحو الدمج بشكل عام بالإضافة إلى تحليل اتجاهاتهم نحو الدمج بناءً على خصائصهم الديموغرافية مثل وضع المعلمين (عام أو خاص)، الدورات التدريبية في الدمج قبل التدريس، الخبرة في التدريس، والجنس. أظهرت نتائج هذه الدراسة أنه من الصعب تحديد اتجاهات المعلمين نحو الدمج في المملكة العربية السعودية بشكل واضح. والسبب وراء ذلك ببساطة يرجع إلى قلة عدد الدراسات السعودية التي وجدت في هذا الجانب وكذلك اختلاف نتائج الدراسات السعودية فيما يتعلق باتجاهات المعلمين في كل من ضعف السمع واضطراب طيف التوحد. وأوصى الباحثون في هذه الدراسة بضرورة إجراء المزيد من الأبحاث في هذا المجال.

الكلمات المفتاحية: الدمج، الاتجاهات، الصم وضعاف السمع (الإعاقة السمعية)، اضطراب طيف التوحد

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Introduction:

Early in the 1990s, many different international organizations such as UNICEF, UNFPA, UNDP, and UNESCO played a huge role in a positive movement (education for all) that was commenced at the World Conference as the main focus was on enabling education for everyone around the world including people with disabilities, and that has been one of the most important contemporary issues since then (Humphery, 2014).

In Saudi Arabia, there was a considerable focus by the government on the importance of having an equal right as well as a chance to access many services including education by everyone around the country whether that person is disabled or not. Enabling people with special needs and disabilities to have access to all different services including education in their country is a very important element as it can assist in improving these people's abilities and skills. Therefore, the Saudi Arabian government ensured that when the government passed the disability code in 2000 (Alajlan, 2016).

However, some students with special needs are still facing difficulties in many aspects of their lives especially in their academic achievements as a drop was noticed in their elementary education completion rate. Therefore, there is a huge focus on inclusion as it is the proper methodology to provide a better education environment for disabled students as well as improve their social and intellectual skills (Garcia-Carrion, Molina Roldan, and Roca, 2018).

Inclusive education is an approach that can be implemented effectively as it provides improved education services for disabled students. One of the main focuses when implementing inclusion is to meet disabled students' educational needs (Olufunke & Oluremi, 2014).

In order to have the inclusion approach implemented effectively, many factors need to be considered and focused on before and during the implementation. One of which is the attitudes of teachers toward inclusion, and that will be the focus of this study. That is because teachers have a huge role in the process of including disabled students with their typical peers. According to Alasim (2017), understanding educators' attitudes toward inclusion can lead to a much better understanding of the effective approach to implementing inclusive education. As a result, the researchers conducted this study to explore educators' attitudes toward inclusion in Saudi Arabia.

Purpose of the Study

There are some difficulties and challenges are faced in inclusive schools when implementing the practices of inclusion. One of which is the educators' attitudes towards inclusive education. Teachers' attitudes might be affected by many independent variables which are called demographic characteristics such as teaching position (general or special educator), inclusive education training experience prior to teaching, teaching experience, and gender. Therefore, the researchers in this study will investigate educators' attitudes towards inclusive education. Also, the researchers will explore the association between educators' attitudes toward inclusive education and their demographic characteristics addressed previously. The focus of this study will be on two types of special needs and disabilities, and these are Hearing Impairment (Deaf and/or Hard of Hearing Disabilities) and Autism Spectrum.

Research questions

- 1- What are the educators' attitudes toward the inclusion of hearing-impaired?
- 2- What are the educators' attitudes toward the inclusion of students with Autism spectrum?

The following sub questions are raised

- a) Are there any differences in educators' attitudes towards inclusive education and the inclusive education due to the teaching position?
- b) Are there any differences in educators' attitudes towards inclusive education and the inclusive education due to training experience prior to teaching?
- c) Are there any differences in educators' attitudes towards inclusive education and the inclusive education due to teaching experience?
- d) Are there any differences in educators' attitudes towards inclusive education and the inclusive education due to gender?

Study aims:

The aim of this study is to explore educators' attitudes towards inclusion. In addition, the study aims to:

- To explore educators' attitudes toward the inclusion of hearing-impaired students.
- To explore educators' attitudes toward the inclusive education for students with Autism spectrum.
- Identifying differences in educators' attitudes towards inclusive education based on their demographic characteristics such as educators position (general or special), inclusive education training experience prior to teaching, teaching experience, and gender.

Significance of the study:

In the Saudi education system, there are inclusive schools, but the issue there is not having the inclusive education approach completely implemented around the country. When implementing inclusive education in these schools, the method used is a traditional way of including students with disabilities as these students are placed in self-contained classrooms with non-disabled students within the same school premises. Therefore, students with disabilities are still not fully included and still facing some difficulties such as academic and social challenges, and these difficulties might be related to the lack of focus on teaching strategies as well as the isolation in the self-contained classrooms.

Including disabled students fully with their typical peers can improve their skills such as social skills as well as enable them to feel equal by having similar chances when it comes to opportunities for competition as their peers. In addition, there are not enough studies that explored educators' attitudes toward inclusion in Saudi Arabia. Therefore, there is a need for more research in this field.

Definition of key terms :**Inclusive Education:**

Inclusive education is An 'inclusive' education system can only be created if ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities. The Conference proclaimed that: 'regular schools with [an] inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all;

moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (UNESCO, 2009, p. 8).

Attitude:

Oxford Dictionary (2022) defines attitude as the way a person behaves, feels, or thinks about something or a situation.

Deaf and Hard of Hearing

Marschark & Hauser (2012) defined deaf as people who have severe hearing loss and are unable to hear even with the usage of hearing aids. Whereas, Paul (2009) defined hard of hearing as people who have simple to mild hearing loss, and can hear using hearing aids.

Autism Spectrum Disorder (ASD):

According to the World Health Organization (2023), Autism Spectrum Disorder is more than one condition associated with the development of the brain, and that might be discovered earlier in the childhood period, but commonly ASD is discovered in late stages.

Literature review

As mentioned earlier, the researchers will be focusing on two types of disabilities and special needs in this study. These types of disabilities and special needs are Hearing Impairment (Deaf and/or Hard of Hearing Disabilities) and Autism Spectrum. Therefore, there will be a focus only on these two types of disabilities and special needs in terms of addressing and analyzing previous studies in this section.

Hearing Impairment:

Educators' attitudes toward the inclusion of hearing-impaired students:

There are some studies that explored educators' attitudes toward the inclusion of hearing-impaired students in elementary schools. A study conducted by Bozkurt (2018) to investigate educators' attitudes toward the inclusion of hearing-impaired (deaf and hard of hearing) students in elementary schools in two Midwestern urban schools. The researcher interviewed eight general educators and found that these educators showed positive attitudes in general, and they were more positive in including hard of hearing learners than deaf learners. The results indicate that there were two elements that affected educators' attitudes, and these elements were training and support.

Eriks-Brophy & Whittingham (2013) investigated educators' attitudes toward inclusive education for hard of hearing learners in general classrooms in Ottawa, Canada. The researchers utilized a questionnaire to collect data from sixty-three teachers. The questionnaire focus was on assessing educators' attitudes, knowledge, and skills. Although the findings indicated that teachers have positive attitudes toward including hard of hearing students in general classrooms, researchers found that there is a necessity for more support, training, and other requirements to effectively implement the inclusion.

In addition, Hansen (2014) examined educators' experiences and understandings of including students who are deaf and hard of hearing. The researcher collected the data from seven educators of deaf and hard of hearing pupils in elementary school utilizing an interview method. The findings showed that educators had positive experiences with including pupils with hearing impairments.

In contrast, Milovanovic (2015) did research to explore the association between educators' efficacy and their attitudes towards the inclusion of hearing-impaired learners in Southeast Texas, USA. The researcher implemented a mixed methodology for data collection on this study as two instruments were used, the scale of educators' sense of efficacy and the attitudes toward teaching all pupils as well as classroom observations and follow-up interviews with the hearing impaired pupils, and the study sample was 120 general educators. The researcher found that educators' expectations were similar for all learners including deaf and hard of hearing learners. Therefore, there was a negative association between educators' attitudes and efficacy on the inclusion. However, the deaf and hard of hearing pupils showed positive attitudes toward including them in general classrooms. The researcher concluded that there is a necessity for more training and other preparation for general educators to include deaf and hard of hearing pupils effectively.

Prakash (2012) conducted a study to explore educators' attitudes towards inclusive education for hearing impaired students in schools in India. The researcher utilized a quantitative methodology using a questionnaire that measures three main factors, and these are the strategies used effectively to have the learners' needs met, the educational support for changes in their district, and mainstream education. The research sample contained a hundred general teachers. The findings indicated that there are some variables that are significantly and differently affecting educators' attitudes towards inclusive education for hearing impaired learners, some of which were teaching experience, gender, and management. Overall, the researcher found that educators had positive attitudes toward including hearing impaired learners.

A study conducted by Roppolo (2016) to investigate general educators' perceptions of hearing impaired pupils' inclusion in general classrooms in Mississippi. The researcher utilized a quantitative methodology using an online survey that was sent to 105 general educators. The researcher found that educators had positive attitudes toward the inclusion of hearing impaired pupils. Although positive attitudes were shown by educators toward inclusion, they also reported their need for more preparation, support, and modifications to be able to effectively implement inclusion.

In Saudi Arabia, there are also some studies that examined educators' attitudes toward the inclusion of hearing-impaired learners in elementary schools in Saudi Arabia. Aseery (2016) conducted a study to investigate educators' attitudes toward the inclusion of hearing-impaired learners in elementary schools in Saudi Arabia. The study sample was 196 educators, and the researcher used the Opinion Relative to Integration of Students with Disabilities (ORI) survey assessing variables such as prior training of inclusion, teaching experience, gender, having a disabled member in the family, teaching position, and previous work experience with disabled students. The research results showed that educators' attitudes were slightly negative as prior training in inclusion and previous work experience with disabled students variables had a considerable impact on educators' attitudes more than the other variables.

In contrast, a study conducted by AlShahrani (2014) to examine the attitudes of Saudi educators and administrators toward inclusive education for hearing impaired learners in general classrooms in Jeddah, Saudi Arabia. The researcher implemented a mixed method to collect data whereas a questionnaire was implemented first on a sample of 120 participants, then interviews with a

sample of eleven participants as the sample was mixed of both teachers and administrators. The findings of the quantitative part of the study showed positive attitudes only towards including hard of hearing learners due to the difficulties that might be faced by the teachers when including deaf learners such as the lack of sign language knowledge. As a result, the qualitative part revealed that there is a need for more support and training.

In addition, a study conducted by Alasim (2017) to explore educators' attitudes toward inclusive education for hard of hearing pupils in elementary schools in Riyadh, Saudi Arabia. The researcher used a quantitative method using the Opinion Relative to Integration of Students with Disabilities (ORI) survey that was completed by three hundred educator (male and female). The results showed that both general and special educators were the same in terms of their attitudes toward inclusion as they were neutral.

The analyses of educators' attitudes toward the inclusion of hearing-impaired learners

There are major differences in the findings of each Saudi study that the researchers addressed earlier (Aseery, 2016; AlShahrani, 2014; Alasim, 2017), and that is completely different from what was illustrated in the international studies mentioned earlier (Bozkurt, 2018; Eriks-Brophy & Whittingham, 2013; Hansen, 2014; Prakash, 2012; Roppolo, 2016). That is the results of the international studies that were addressed have almost similar findings where educators in these studies showed positive attitudes toward the inclusion of hearing impaired learners except one study (Milovanovic, 2015) which showed negative attitudes toward the inclusion of hearing impaired learners. Whereas in the Saudi studies, each study has different findings as Aseery's study (2016) revealed that educators' attitudes

were slightly negative, AlShahrani's study (2014) showed that educators had positive attitudes only towards including hard of hearing learners, and Alasim's study (2017) resulted in showing neutral attitudes toward the inclusion of hearing-impaired learners by the educators. These differences in findings on each Saudi study (Aseery, 2016; AlShahrani, 2014; Alasim, 2017) might be due to the low number of studies implemented in Saudi Arabia in this area, therefore, more studies are needed.

The association between educators' attitudes and their demographic characteristics

In this section of the study, the focus will be on four demographic characteristics. These characteristics are educators' position (general or special), teaching experience, inclusive education training experience prior to teaching, and gender.

Teaching position. Alasim (2017) did a study to explore educators' attitudes toward inclusive education for hard of hearing pupils and found that their educators' attitudes are not affected by teaching positions. In addition, based on a study conducted by Aseery (2016), there is no association between teaching position and educators' attitudes toward the inclusion of deaf and hard of hearing pupils. A study conducted by Roppolo (2016) to investigate general educators' perceptions of including hearing impaired pupils in general classrooms and found general educators showed positive attitudes toward including deaf and hard of hearing pupils.

Teaching experiences. According to Aseery (2016), there is no association between educating experience and educators' attitudes toward the inclusion of hearing impaired learners. Alasim (2017) conducted a study to explore educators' attitudes toward inclusive education for hard of hearing learners and found that educating experience has just a slight impact on educators'

attitudes toward hearing impaired learners' inclusion. In contrast, Prakash (2012) found that the more educating experience educators have, the more positive attitudes they are more likely to have toward including hearing impaired learners.

Inclusive education training experience prior to teaching. Based on the study conducted by Aseery (2016), there is a strong association between educators' attitudes toward hearing impaired learners' inclusion and the training experience prior to teaching as teachers who had training experience prior to teaching have more positive attitudes toward inclusion than teachers who did not receive any training. On the other hand, a study conducted by Alasim (2017) to explore educators' attitudes toward hearing impaired learners' inclusion and found that there was no association between teachers' attitudes toward the inclusion of deaf and hard of hearing learners and the training experience. Roppolo (2016) also found that teachers reported a need for prior training to enable them to effectively implement the inclusion.

Gender. A study conducted by Alasim (2017) to explore educators' attitudes toward hearing impaired learners' inclusion and found that there was a major association between educators' attitudes and gender as female educators had more positive attitudes than male educators. Similarly, Prakash's (2012) study explored hearing impaired learners' inclusion, and the findings indicated that female educators had more positive attitudes than male educators. On the other hand, Aseery (2016), there is no association between gender and educators' attitudes toward hearing impaired learners' inclusion.

Autism Spectrum Disorder:

Educators' attitudes toward the inclusion of ASD students:

Regarding autism spectrum disorders (ASD), the researchers found some studies related to educators' attitudes toward the inclusion of pupils with autism spectrum disorders in general schools. Al Jaffal (2019) conducted a

study to examine educators' attitudes toward the inclusion of pupils with autism spectrum disorders (ASD) in secondary schools in Riyadh, Saudi Arabia. More than 2,000 educators participated in an online survey, and several results indicated that secondary educators in Riyadh showed positive attitudes toward the (ASD) pupils' inclusion. In addition to the importance of determining the level of severity of the disorder, educators' attitudes varied based on teaching experience, gender, level of education, and type of school. To collect the data, the researcher utilized the descriptive method.

Memisevic, Dizdarevic, Mujezinovic, and Djordjevic (2021) conducted a study regarding factors affecting educators' attitudes toward the inclusion of students with autism spectrum disorders (ASD) in Bosnia and Herzegovina. The study examined several variables: age, gender, education level, and years of experience working with students with (ASD). The sample consisted of 105 elementary school educators from different regions of Bosnia and Herzegovina, (75 females, 30 males). The study showed some results, including positive attitudes toward inclusion of learners with (ASD). In addition, teachers feel incompetent in supporting learners with (ASD) educationally and behaviorally. While teachers who received (ASD) training, showed considerable positive attitudes than those who did not receive training. Gender, age, and level of education had no considerable impact on the educators' attitudes. The study results showed the necessity for additional educator training concerning the (ASD) learners' education.

A study conducted by Aihie & Uwaoluetan (2022) to investigate educators' attitudes toward including learners with autism spectrum disorders (ASD) in inclusive classrooms, and educators' knowledge of (ASD) in Benin City, Edo state, Nigeria. The researchers assessed some variables: gender, age, and years of teaching experience in mainstream education. The sample of this study consisted of 150 teachers from 10 different primary schools who were selected randomly, using simple random sampling to select participants. For the purposes of this study, a descriptive

survey design was used. The findings showed that the educators demonstrated high levels of knowledge of autism spectrum disorders, and positive attitudes toward the inclusion of (ASD) in mainstream classrooms. In addition, some results indicated that male educators had more positive attitudes than female educators toward the inclusion of students with (ASD). There was no effect regarding the age, or years of teaching experience.

Leonard & Smyth (2022) examined the attitude of educators toward the inclusion of children with (ASD) in inclusive education in Ireland. In addition to knowing the importance of special education training, age, gender, educating experience, and special education training were assessed. Seventy-eight primary schools participated and completed an online survey containing demographic questions and a standardized scale of attitudes towards inclusion. The study results indicated that educators who finished the survey showed prevalently negative or neutral attitudes toward students with autism spectrum disorders inclusion. Other educators demonstrated significantly more positive attitudes as they believed that they have sufficient resources to facilitate the inclusion process.

A study conducted by Pervin (2016) to investigate educators' attitudes toward students with autism spectrum inclusion in primary schools in Bangladesh. Using random sampling, this study was conducted in 30 mainstream schools, 10 teachers were selected from one school. The researcher developed a demographic questionnaire and used TATIS (Teachers Attitudes Toward Scale) developed by Cullen et.al (2010). In addition, inferential and descriptive statistics were utilized to analyze the data. Major findings of this study showed that roughly all educators agreed to share the needed responsibilities for educating students with autism spectrum disorders between special education and regular educators. The results indicated that 21% of the contrast attitudes regarding variables such as gender, age, sufficient training, and formal training on (ASD), knowledge

of a person with (ASD), and educational qualification. In addition to statistically significant correlation related to the previous variables.

A study was also conducted in Jordan, Amman City by Abu-Hamour & Muhaidat (2013), to examine special education educators' attitudes toward inclusive education for students with autism spectrum disorders and educators' beliefs about essential skills for successful inclusion. This study used descriptive statistics, chi-squared tests, and a survey. The sample contained 92 special education educators who were selected to complete the survey. Some demographic variables such as gender, age, educating experience, education level, special training on (ASD), and center type were examined. The analysis results revealed that the variables such as age, educating experience, education level, and center type were associated with educators' attitudes. The educators believed that some preconditioned skills are needed for implementing inclusion successfully. The skills are in the following order: independent skills, imitation skills, behavioral skills, playing skills, social skills, routine skills, attention skills, language skills, and pre-academic and academic skills.

Khalil, Salman, Helabi, and Khalid (2020) conducted a study to examine the perspectives and knowledge of educators' toward including learners with autism spectrum disorders in primary schools in Jeddah, Saudi Arabia. The researchers used cross-sectional descriptive correlational survey research. The sample included 79 educators from two schools in the city of Jeddah. Furthermore, two reliable and valid tools were used: the autism knowledge scale, the opinion scale, and behavioral strategies used by educators to interact with students with (ASD). Some results were explored, 86.1% of the participants had a bachelor's degree, 41.8% had training and experience in dealing with (ASD), 2.5% of the participants had good knowledge of (ASD), 40.5% had a positive opinion about the inclusion of students with (ASD). The results did not show a statistically significant

relation between the demographic background of the participants and their opinions and knowledge, except for the variable of educational experience at $P \geq 0.05$. In addition, a result indicates cognitive deficiency and negative opinion towards inclusion due to lack of training and attendance at workshops to improve qualifications.

The analyses of educators' attitudes towards the inclusion of ASD students:

In this section of this study, educators' attitudes toward the inclusion of students with (ASD) will be generally discussed and a comparison among the literature previously discussed will be addressed. There are some of the studies discussed earlier showed that the educators had positive attitudes toward the inclusion of students with autism spectrum disorders (ASD) (Al Jaffal, 2019; Memisevic et al., 2021; Aihie & Uwaoluetan, 2022; Pervin, 2016; Abu-Hamour & Muhaidat, 2013). In contrast, some studies mentioned previously indicated the opposite attitude as negative attitudes were shown by educators towards the inclusion of ASD learners (Leonard & Smyth, 2022; Khalil et al., 2020). Although Leonard & Smyth's (2022) study showed negative attitudes towards ASD learners' inclusion, there were also some educators who showed neutral attitudes towards ASD learners' inclusion in the same study.

The association between educators' attitudes and their demographic characteristics Teaching experience.

There is one of the studies discussed earlier showed that educators who had less educating experience have more positive attitudes toward ASD learners' inclusion than educators with more educating experience (Al Jaffal, 2019). In addition, Khalil et al. (2020) found that teaching experience has a considerable effect on educators' attitudes toward ASD learners' inclusion,

and the researchers just mentioned that in general without any further discussion regarding the period of teaching experience. In contrast, Abu-Hamour & Muhaidat (2013) found that educators with more educating experience had more positive attitudes toward ASD learners' inclusion than educators who had less educating experience. Interestingly, Pervin (2016), found that educators who had educating experience less than 11 years and above 15 years have positive attitudes toward ASD learners' inclusion. On the other hand, there were some studies that did not find any association between educating experience and educators' attitudes toward ASD learners' inclusion (Aihie & Uwaoluetan, 2022; Leonard & Smyth, 2022).

Gender. There are some of the studies discussed previously showed that male educators had more positive attitudes toward ASD learners' inclusion than female educators (Aihie & Uwaoluetan, 2022; Pervin, 2016; Al Jaffal, 2019). Other studies mentioned earlier did not find a considerable association between gender and educators' attitudes toward ASD learners' inclusion (Leonard & Smyth, 2022; Abu-Hamour & Muhaidat, 2013; Khalil et al., 2020; Memisevic et al., 2021).

Inclusive education training experience prior teaching. There is one study illustrated earlier did not find a significant association between Inclusive education training experience prior to teaching and educators' attitudes toward ASD learners' inclusion (Leonard & Smyth, 2022). However, Memisevic et al. (2021) found that educators with Inclusive education training experience prior to teaching showed more positive attitudes toward ASD learners' inclusion than educators who did not receive any prior training.

Teaching position. There are some studies discussed previously found that general educators showed positive attitudes toward ASD learners' inclusion (Al Jaffal, 2019; Memisevic et al., 2021; Aihie & Uwaoluetan, 2022; Pervin, 2016). Similarly, Abu-Hamour & Muhaidat (2013) found that special education educators showed positive attitudes toward ASD learners' inclusion.

Conclusion

This study addressed a literature review on educators' attitudes towards inclusive education in Saudi Arabia. In this study, there were two types of disabilities were discussed, and these were Hearing Impairment and Autism Spectrum Disorder. Both disabilities were discussed separately illustrating international and Saudi studies that were conducted to investigate educators' attitudes towards inclusive education. In addition, educators' attitudes toward inclusive education were analyzed in the literature based on their demographic characteristics. The findings of this study indicate that there is not a clear answer to the research questions. The reasons for that can be illustrated in the following points:

- Each study discussed under each type of disability indicated different results regarding educators' attitudes toward inclusive education.
- The Saudi studies conducted in this field are very few.

Therefore, there is an essential need for more studies to be conducted in Saudi Arabia as it will assist researchers, stakeholders, and other people who are interested in this field to have a clear vision of educators' attitudes toward inclusive education and what the needs are to improve the implementation of inclusive education.

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