

ISSN 1989-9572

DOI:10.47750/jett.2024.15.05.001

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Journal for Educators, Teachers and Trainers, Vol.15(5)

<https://jett.labosfor.com/>

Received: 12/02/2024

Accepted: 05/09/2024

Published: 04/11/2024

Ladjilat Youcef, Benmoussa Abdelouahab, Mokhtar Boufera,.(2024). Merging the children of autism spectrum in private classes from the point of view of primary education professors. *Journal for Educators, Teachers and Trainers*, Vol.15(5).1-8.



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Merging the children of autism spectrum in private classes from the point of view of primary education professors

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Abstract:

The study aimed to reveal the integration of autistic children from the destination of primary education professors, as well as identifying the differences in integrating autistic children from the point of view of primary education professors according to the gender variable. For data on the statistical package of social sciences, and the results revealed that the integration of autistic children from the point of view of primary education professors is positive, and also reached the lack of differences towards integrating autistic children from the point of view of primary education professors according to the gender variable.

Keywords: Inclusion, autism spectrum, children, trends, primary education.

Introduction:

The integration of people with special needs is a priority of many global educational policies and one of the modern policies adopted by many countries by the enactment of a legal arsenal that fulfills the purpose. 1975 Law under No. 94-142, and the French Ministry of Education also took into account the status of deaf children and began opening sections for hearing impaired children in regular schools, especially after the issuance of the 1975 law that obligated the school integration system for the disabled children who have conditions (Ibrahimi, 2003: 64), While in Britain a report was published in 1978 known as the Warrnuk report, which includes rights and legislation for children with special needs and included the dimensions and classification of special education categories, the concept of school education, integration, private schools, continuing education, measurement, diagnosis, and training of teachers (Al - Qahtani, 2007: 82) ,

And the invitation was explicit at the UNESCO Conference in 1990 on the need to provide opportunities to teach students with disabilities along with their unable teammates in public schools (C Salem, 17: 2007), and the United Nations General Assembly in 1981 was also approved in the Human Rights Charter for Disabilities They guarantee them the right to participate and equal treatment, including the integration of this group of students in the regular classes with their ordinary students.

The third article of it is the right of the disabled to integrate into the public life of society, and the right to education and higher education, each according to its capabilities (Al -Qahtani, 2007: 94) until the birth of the Arab

Organization for the Disabled in November 1998 after the conclusion of the constituent conference of the Arab Disabled Associations under the slogan towards An Arab contract for the disabled, which spanned from 2003 to 2012, which was officially launched in Tunisia in 2004, including the necessity of a request from member states to enhance the integration of persons with disabilities in education and the labor market by qualifying them in light of scientific and technological developments and the needs of the labor market in a way that guarantees equal job opportunities for them, but on The local level, Algeria was among the first countries that approved several reforms and pursued within their policy to protect people with special needs through the approval of some international covenants, and also made sure to establish some national bodies to ensure the escort of this category, as in October 1992, Executive Decree No. 92-318 was issued It includes the establishment of the National Consultative Council for Social Protection for the Disabled Persons and their integration, and after that the interests continued to integrate this group, as the idea of opening sections for children are weak and the senses and those who are blind and blind in educational institutions of the national education sector, which was stated in the joint ministerial decision dated 1998 (Issat, 2014: 174), but in reality we see that the integration of this group of students into normal departments and schools is still far - reaching as a result of the intervention of several factors that stood as a barrier in front of the investigation of the families of this category, especially with a rise in the levels of some disturbances in the last years, such as the autism disorder that has become overburdened Families and even societies as a whole, and views have varied on integrating this group among teachers as the primary party in their direct dealing with the category, which is difficult to deal with within the normal departments as a result of several obstacles and problems.

Study problem:

The incorporation of children with autism with their ordinary peers in the normal departments is an urgent necessity, but its success depends on providing strong basal structures and the participation of all parties to the educational system, and despite the legal arsenal and all the efforts made by the state to approve and succeed in integrating this category that we see that the issue has become a widespread controversy between Acceptance and rejection within the Algerian school, and this contrast in the directions towards integration came by the actors in the educational system, especially teachers who are the important party in embodying these programs on the ground, and from this standpoint the need to reveal the trends of primary education professors towards integrating autistic children with their peers The ordinary in the normal departments, and therefore the researchers try to answer the following questions:

Is the inclusion of autistic children from the point of view of primary education professors positive?

Are there differences in integrating autistic children from the point of view of primary education professors according to the gender variable?

Study hypotheses:

-Incorporating autistic children from the point of view of primary education professors negative.

There are differences in integrating autistic children from the destination of primary education professors according to the gender variable.

The importance of research:

This study derives its importance from the nature of the topic that you dealt with in addition to the questions raised in it, and this is summarized in the following:

Make some suggestions to overcome some of the shortcomings of the school integration in autistic children.

-Trying to come up with scientific results through applied study and putting recommendations as a contribution to enriching practical solutions.

-Helping to spread the culture of the merger of professors to alleviate the family's burden in the process of teaching this special category.

Study objectives:

-Learn the view of primary education professors towards integrating autistic children.

-Knowing the impact of the gender variable on the degree of the trend of primary education professors towards integrating autistic children.

Determination of study terms:

Trends:

It is the degree that the professor gets as a result of his appreciation for his direction through the scale designated to measure the trend towards integrating autistic children, provided that the highest degree obtained by the professor is 110 degrees and condemns it 22 degrees.

Theoretical framework:

The concept of integration:

Bander& al (1995) believes that it included the student with disabilities to his fellow classes, or attached to one of the regular classes while providing them with private services if necessary, as it means the need to amend the study programs as much as possible so that they meet the needs of this student (Ahmed, 2018 : 34)

Mother of Mukallad (2001) was defined as one of the modern trends in special education, which includes the status of children with special needs in regular schools while taking measures that guarantee their benefit from the educational programs provided in these schools (Al -Sebaei, 2014)

Thomson (2002) also defined the integration as a process that aims to participate students with disabilities for ordinary students, in the field of activities, or the field of play, or in the ocean and the educational environment in which ordinary students are present (Abdel Fattah, 2018: 12)

While Sil Salem (2006) is that it is that general education schools and classes include all students regardless : 2015)

From the point of view of Bodie& Savage (2015) merging is a type of programs that put an extraordinary child with his ordinary peers for some time or all the time. May the extraordinary child benefit from his presence with the normal child in the social, psychological, cognitive and skill aspects (Al -Sawy, 2017:319)

Integration in the eyes of abundance and loans (2022: 48) merging is the acceptance of children with special needs in regular schools in order to obtain the opportunity to learn with their ordinary students.

Through our presentation of previous definitions, we can know the integration of giving the opportunity for children with special needs to join regular departments with their peers to develop their individual and social capabilities and skills and adapt to the social environment.

Mercy goals:

The education and education of the disabled aims to achieve the powers of all kinds:

Personal authority: where you care about the person himself and develop his personal skills to the extent that it reaches personal independence.

Social authority: It aims to develop the social skills of the disabled individual in order to adapt and interact with others, and thus his relationship is successful.

Professional authority: Through the development of professional skills and professionally qualifying him in light of his capabilities and capabilities so that he is able to work and professional and living independence.

Inclusion seeks to achieve all kinds of validity, but until it is achieved, academic integration and personal independence must be achieved, so it becomes easy to achieve social integration, so the goal of academic integration is to achieve social integration (Al -Qamish, 2013: 323)

Benefits of merger:

Among the benefits mentioned by Harsha (2020: 450) for integration is:

- Encouragement towards education, a sense of equality similar to normal, and motivation to achieve a good achievement.
- A better educational achievement, especially when spending the longest in the normal seasons in a young age.
- Avoid the negative results of the insulation system such as losing self -confidence, loss of encouragement and positive expectations for achievement, modifying the attitudes of members of society and their expectations towards a student with disabilities from negativity for positivity, rid them of the stigma, modifying the family's attitudes and expectations towards the disabled student from negativity to positive, the effect of social effects Psychological disability through friction and interaction with ordinary.
- Equality and enter into the moral aspect to reduce the social and psychological differences between the students themselves, and help them form friends with ordinary students, the integration gives a better opportunity and a suitable climate for growth academically, socially and psychologically, and to achieve itself, and increase motivation towards learning and towards the formation of sound social relationships.
- Reducing material costs because the merger of this group in public schools is less expensive than if they are placed in their own schools, because these schools need special specifications, specialized technical devices, special tools, devices and workers in addition to other services.
- Expanding the service base to include the largest possible number of these categories in need of school integration.
- Amending behavior by imitating the behavior of ordinary children in social situations, and there is no fear that ordinary children will imitate, so that they are as a means of controlling the behavior of their colleagues.

Trends towards merge:

The philosophy of integrating people with special needs through reality has known three directions towards the process of merging this group with their ordinary peers:

A- The first direction:

The owners of this trend strongly oppose the idea of integration, and they consider teaching children with special needs in more effective and comfortable schools for them, to achieve the largest benefit related to training programs (Rousan, 2013: 196)

B- The second trend:

The owners of this trend strongly support the idea of integration, because of this effect in adjusting the trends of society and getting rid of the isolation of children, which usually causes the impotence of deficit, palaces, disability and other negative qualities that may have an impact on the child himself, his ambition, his motivation, or the family or school Or society in general (Batainah and Al -Shuwaily, 2015: 150)

C- The third direction:

While the father of this trend sees that it is appropriate to moderate and neutral, and calls for the necessity of not preferring a program over another, but rather that there are groups that are not easy to integrate but prefer to provide their services, through private institutions, and this trend supports the integration of students with simple disabilities , Or middle school, in regular schools with ordinary students (Abdel -Fattah, 2018: 22)

Pros and negatives of integration:

The integration has many positives, as it is not hidden from us the presence of negatives, which is a dialectical issue that has those who support them and those who oppose them, and we will try to present the most important positives and negatives:

A- Pros:

- Give the child many opportunities to grow social, academically and psychological growth.
- The child's self -realization and encourage him to form sound social relationships with others.
- Amending the trends of the family and teachers towards the disabled from negativity to positive.
- Reducing the economic cost of teaching people with special needs.
- Eliminate the stigma for the child and his family.
- Reducing the social and psychological differences between children.
- Expanding the base of services, especially educational integration.
- Establishing a more comprehensive society where everyone belongs (Nawasrah, 2018: 236)

B- The negatives:

Despite the positives that achieve the positives, some researchers saw that the integration has many negatives dating back to:

- The problem of providing a special education specialist in regular schools, which means that it is difficult to provide a special education teacher, the resource room and educational means for each of the special education categories.
- The problem of the administration of the ordinary school and its employees accepting the idea of integration, especially the school students, as the application of the principle of integration can work to increase the gap between ordinary and unusual students in terms of difficulty accepting them, cooperating with them, mocking their actions and imitating them, which increases the neglect of these unusual students in regular grades or in Their classes attached to the regular school (Al -Rousan, 2013: 35)

Teaching students with special needs in regular schools deprives them of interest, individual learning and individual educational means that can be available in the Special Education School (Gash, 2016: 61).

Obstacles to the integration process:

There are many obstacles that limit the success of the integration process and ways to implement it, so it is necessary to know these obstacles and understand their causes to find solutions for them. These obstacles are:

- Many disabled children are unable to reach school because the inclusive school is far from their place of residence.
- The lack of transportation, or because of the type of disability they suffer from that may not allow them to reach school. The school administration refuses to accept some students under the pretext of not being able to deal with them, because they need health care and additional services that the school cannot provide, especially children who suffer from other diseases in addition to disability.
- Parents do not know the schools in which they can integrate their children with regular students due to the lack of necessary guidance and advice for them, in addition to the lack of readiness of the regular education system to receive the disabled in terms of the school's urban design and the provision of the necessary tools for the disabled.
- The inadequacy of teachers to deal with those with special needs who provide educational services to them, and the trends, in addition to the negative view that disabled students are exposed to by their normal peers in school, such as hitting them or mocking them, which makes the family's acceptance of the idea of integration difficult (Amaira: 2015:26)

Study procedures:

Study method:

The current study aims to know the trends of primary school teachers towards the integration of people with special needs, the descriptive analytical method is appropriate for the nature of this study.

Study sample:

The current study included some schools in the state of Mascara for the academic year 2023/2024. They were selected randomly, and the study tool was applied to a sample of 58. The following table shows the distribution of sample members:

Table No. (01) shows the distribution of the sample according to demographic variables

Variable	Property	Frequency	Percentage
Gender	Females	21	63.68%
	Males	37	36.32 %

Description of the study tools:

After reviewing the most important scales used to identify teachers' attitudes towards integrating autism in previous studies, the researchers saw that it is more appropriate to use the Ismail scale (2018) in his study of teachers' attitudes towards integrating people with special needs with normal students, as it was adapted according to the subject of our

current study, consisting of thirty (30) paragraphs, and the answer scores are on a five-choice scale (strongly agree, somewhat agree, agree, disagree, strongly disagree) and the weights are as follows (5, 4, 3, 2, 1), while the paragraphs that indicate disagreement take the opposite direction.

Psychometric properties of the scale:

The study tool was applied to a sample of 58 male and female teachers from the primary education stage, and validity was calculated through internal consistency and reliability using the split-half method.

A- Validity of the scale: The validity of the scale was calculated statistically by comparing each item and the total scale by arranging the scores from highest to lowest, then 27% of the high scores were taken from this arrangement, as well as 27% of the low scores, and then the "t" test was used to indicate the differences.

Table No. (02) shows the correlation coefficients between each dimension and the total score.

upperextremitydegree		lower end degree		T value	Degree of freedom	Significance level
M1	A1	M2	A2	10,384	28	statisticallysignificant
84,07	8,779	109,40	3,582			

It is clear from Table No. (02) that the value of "T" of 10.348 is statistically significant at the 0.05 level, which indicates that the scale has a discriminatory ability.

B- Scale stability:

The Cronbach's alpha method was relied upon, as it reached 0.708, and from the above it is clear that the scale of attitudes towards the integration of autistic children is characterized by high psychometric properties of validity and stability, which justifies its use in the current study.

Statistical methods used:

To process the data obtained in the study, the Statistical Package for Social Sciences (SPSS20) program was relied upon, and the following statistical methods were used: percentage, Cronbach's alpha coefficient, Pearson's correlation coefficient, and "t" test for the significance of differences.

Presentation and analysis of results:

The first hypothesis:

It stated that the integration of autistic children from the point of view of primary school teachers is negative, and to verify its validity, a single-sample "t" test was used, and the table shows this:

Table No. (03) shows the integration of autistic children from the point of view of primary school teachers

Number of samplemembers	Arithmeticmean	Standard deviation	Hypotheticalmean	T value	Degree of freedom	Significancelevel
58	97,60	10,693	90	5,415	57	statisticallysignificant

It is clear from Table No. (03) that the value of the arithmetic mean was 97.60, while the value of the standard deviation was 10.693. When comparing the arithmetic mean with the hypothetical mean of the questionnaire, which was 90, we see that the arithmetic mean is greater than the hypothetical mean of the scale. By applying the "t" test for one sample, it was found to be statistically significant, which indicates that the integration of autistic children into primary school teachers is positive. The positive result of the attitudes of primary school teachers towards integrating autistic children can be explained by several factors, including the state policy adopted towards integrating children and the efforts it has made in recent years, as well as the training programs received by the pre-service teachers, which made their pedagogical training more specialized, as the standards included knowledge about the psychological and developmental aspects that enable them to view the leading educational theories in the field, as well as modern teaching methods in dealing with this special category. The teacher is also considered an individual from this society, which made him sacrifice in order to accept the idea of teaching this category like other normal students.

In addition to the periodic in-service training that teachers receive on how to deal with this category, and modern technology is considered an important factor in increasing the culture of integrating autistic children by presenting various strategies for dealing with this category in regular classes for teachers. The results of our study were consistent with the results of Awali's study (2019), which found that there was a positive attitude of 66.16% among teachers regarding the integration of autistic children. The study of Kahol and Gharbi (2020) and the study of Laloush (2022)

also found positive attitudes towards the integration of autistic children into regular classes, while the study of Gomez et al. (2022) revealed inconclusive levels in teachers' attitudes, as some teachers showed positive attitudes, some neutral, and others negative. Badr and Suwaisi's study (2023) also differed from the results of our study, as it found that there were moderate (neutral) attitudes towards the integration of autistic children into public schools. Al-Mubarak's study (2007) also differed, as it found negative attitudes among teachers towards integration into inclusive classes with normal children.

The second hypothesis:

It states that there are differences in the integration of autistic children from the teachers' point of view according to the gender variable. To verify its validity, a "t" test was calculated for two independent samples, and the results are shown in the following table:

Table No. (04) shows the differences between the sexes in teachers' attitudes towards integration

variable	Number of sample members	Arithmetic mean	Standard deviation	T value	Degree of freedom	Significance level
Females	21	95,10	13,099	1,356	56	statistically significant
Males	37	99,03	8,943			

It is clear from the table that the calculated "t" value was 1.356, which is not statistically significant, which means that there are no statistically significant differences in the integration of autistic children from the point of view of primary school teachers according to the gender variable. This can be explained by the fact that the orientation of primary school teachers towards integrating autistic children into regular classes is not attributed to the gender factor, but rather to the clarity of the pedagogical, educational and social vision in how to deal with this vulnerable group that needs care, assistance and specialized training for teachers, regardless of their gender. We find that most of these teachers are self-educated, that is, through research and access to the world of technological means such as the Internet and other means available to them to develop their educational capabilities and discover new methods in teaching and in dealing with autistic students.

The human aspect also plays an important role for teachers of both genders in accepting the idea of integrating this group and being able to deal with it. The results of our study were consistent with the results of Awali's study (2019) and Mubarak's study (2007), which concluded that there were no teachers' opinions about integrating autistic children according to the gender variable, while Darawsheh's study (2014) differed in the teachers' attitudes towards integrating children with autism spectrum disorder into regular classes according to the gender variable.

Suggestions:

In light of the results of the current study, the researcher proposes the following:

- The need to pay attention to training teachers in the field of dealing with people with autism disorder in particular and people with special needs in general.
- The need to activate and intensify the work of detection and follow-up units, especially with regard to the psychological aspect.
- Holding seminars and study days in the school environment on integrating people with autism disorder and through the involvement of all active partners in the education sector.
- The need to educate parents and teachers on how to deal with autism disorder when integrating them with normal students.

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