

Obstacles of Implementing the Ten-Year Strategy for Comprehensive Education in Inclusive schools in Jordan from the Special Education Teachers' Point of View

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Abstract:

This study aims to investigate the impact of using the Total Physical Response (TPR) method on developing third-grade students' English writing skills. A purposive sample was selected, numbering (62) students from third grade. A quasi experimental design was used. results of the study showed that TPR has benefits in improving students writing skills, as the study applied see the differences between pre-application and post-application of the TPR on English writing skills for the students. The study recommended to integrate the TPR method in teaching English to improve the students' writing skills.

Keywords: Implementation challenges, ten-year strategy, inclusive education, Inclusive schools, Special education teachers.

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معوقات تطبيق الاستراتيجية العشرية للتعليم الدامج في المدارس الحكومية في الأردن من وجهة نظر معلمي التربية الخاصة

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ملخص:

هدفت الدراسة إلى استكشاف المعوقات التي تواجه تطبيق الإستراتيجية العشرية للتعليم الدامج في المدارس الحكومية في الأردن من وجهة نظر المعلمين. وبحثت ما إذا كانت المعوقات تختلف بناءً على نوع إعاقة الطالب، والمرحلة التعليمية. وتم استخدام المنهج الوصفي التحليلي مع عينة مكونة من 230 معلماً من معلمي التربية الخاصة من المدارس الدامجة، تم اختيارهم بطريقة متبصرة. وتم تطوير أداة لقياس المعوقات التي يواجهها المعلمون في تطبيق الإستراتيجية العشرية للتعليم الدامج في المدارس الحكومية الأردنية. وأظهرت النتائج أن التحدي الرئيس هو "البيئة المادية"، في حين أن "المجال الاجتماعي" هو الأقل أهمية. وأن هناك فروقاً ذات دلالة إحصائية في المعوقات بناءً على نوع الإعاقة لصالح الإعاقات الحركية، ولا توجد فروق تبعاً للمرحلة التعليمية. وخُصت الدراسة إلى تسليط الضوء على الحاجة إلى تحسين البنية التحتية للمدارس، وتوفير التدريب للمعلمين، وضمان التوزيع المناسب لمجموعات الإعاقة على الصفوف الدراسية. الكلمات المفتاحية: معوقات التطبيق، الإستراتيجية العشرية، التعليم الدامج، المدارس الدامجة، معلمي التربية الخاصة.

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Introduction

The 1980s witnessed significant advancements in the inclusive education of students facing academic challenges within general educational settings. This approach played a crucial role in mitigating the adverse effects of isolating students with disabilities in specialized centers. Isolation often hindered their ability to develop essential social skills needed for interaction, which in turn negatively impacted their self-motivation, self-esteem, and educational opportunities. Research indicates that integrating individuals with disabilities into mainstream education enhances their academic performance, boosts self-esteem, and fosters positive behavioral patterns such as self-control, calmness, focus, and effective social interaction. (Odeh and Al-Hayari, 2023)

Laws and conventions firmly uphold the right of persons with disabilities to education. For instance, Article No. 20 of 2017 is grounded in a set of values and principles that emphasize the importance of enabling students with disabilities to reach their maximum potential and academic capabilities. It also ensures they enjoy full citizenship and undiminished rights in the field of education. (Ten-Year Strategy for Inclusive Education, 2019)

The integration of students with disabilities into schools is a multifaceted process that necessitates comprehensive changes across various levels of the educational system. This includes the involvement of teachers, parents, medical and therapeutic specialists, and educational consultants. To ensure successful integration, it has become essential to recruit qualified professionals to work directly with students, collaborate with counselors and school staff to develop individualized programs and plans, and identify suitable special education environments. (Erhard and Umansky, 2005)

The readiness of public schools to integrate students with disabilities is achieved through a comprehensive understanding of all aspects of this process and by striving to prepare them as effectively as possible. (Bani Khalid and Al-Azamat, 2024). Al-Qahtani (2021) outlined the essential requirements for inclusive education, the most significant of which include: continuous training and professional development for educational staff, providing necessary resources and information, fostering teamwork, and raising awareness about the characteristics and needs of students.

The primary challenge lies in adequately preparing teachers, school administrators, and students with disabilities, as well as revising teaching

methods, assessment systems, and curricula. The success of the integration process demands coordinated efforts at all levels, from policymakers and school leadership to teachers. Collaboration among various sectors, such as the Ministry of Education, the Ministry of Social Development, and the Supreme Council for the Rights of Persons with Disabilities, is crucial to establishing an effective and sustainable inclusive education system.

Consequently, the ten-year strategic plan was designed to be implemented in public schools and gradually expanded over a decade to encompass all schools, creating a model of inclusive education that ensures no student is excluded. (Al-Zayyout, 2024)

It is emphasized that successful integration hinges significantly on the role of the teacher. Teachers require specialized competencies to create an inclusive classroom environment that accommodates students with disabilities. They must also be equipped to design effective educational plans, employ diverse teaching strategies, and ensure seamless educational integration. Additionally, teachers need training in inclusive education practices, opportunities to develop their understanding of disability-related challenges, and the ability to anticipate and mitigate potential obstacles as much as possible. (Al-Qawaba, 2023)

Al-Ba'irat highlighted the importance of the role students play in supporting their peers with disabilities. The Ministry of Education has taken proactive measures to meet the requirements of inclusive education by implementing and monitoring educational practices. As a part of its efforts to reform the educational system, the Ministry has integrated inclusive practices in alignment with modern educational trends, the International Convention on the Rights of Persons with Disabilities (ratified by Jordan), and the National Strategy for Persons with Disabilities launched in 2007. The Ten-Year Strategy for Inclusive Education was subsequently introduced, grounded in the Law on the Rights of Persons with Disabilities No. 20 of 2017. (Jarwan and Abdullah, 2023; Al-Ba'irat, 2018)

The Ten-Year Strategy, developed by the Ministry of Education in collaboration with the Supreme Council for the Rights of Persons with Disabilities, emphasizes the provision of inclusive education for all students, particularly those with disabilities, within public schools. This strategy is rooted in the principles of justice, equality, and the acceptance of diversity. (Ministry of Education, 2018)

The overarching goal of the Ten-Year Strategy is to enroll students

with disabilities in educational programs, targeting 10% of the total population of students with disabilities of school age by 2031. (Supreme Council for the Rights of Persons with Disabilities, 2019)

Previous studies:

This section reviews previous studies related to the subject of the current research, which the researchers were able to access. Below is a summary of the findings and insights from these studies, presented in chronological order, starting with the most recent:

The study by Al-Zayyout (2024) aimed to examine the obstacles to implementing integration programs during the first phase of the Ten-Year Strategy, as perceived by task force members in integrated schools under the Ministry of Education in Jordan. The findings revealed that the level of challenges in implementing these programs was "moderate." The researcher emphasized the need to enhance the quality and effectiveness of inclusive education to ensure the educational rights of individuals with disabilities are met, address their specific needs, and provide support to their families within this framework.

The study by Odeh and Al-Hayari (2023) aimed to evaluate the level of awareness among teachers regarding the Ten-Year Integration Strategy for individuals with disabilities in inclusive schools within Zarqa Governorate. The study sample consisted of 153 teachers, including both special and general education specialists. The results indicated that the level of knowledge among teachers was "moderate." Additionally, the study revealed significant differences in the level of knowledge based on the variable of job title and prior training in the field of inclusive education.

The study by Masri and Agwa (2020) investigated the challenges associated with integrating students with disabilities into mainstream schools from the point of view of 110 teachers in Hebron, Palestine. The results revealed that the level of integration difficulties was high. Additionally, the study found no statistically significant differences based on gender, academic degree, or teaching experience. However, statistically significant differences were observed in relation to the educational stage.

In a study conducted by Ababneh and Al-Khamra (2020), the researchers aimed to identify the actual practices and services available in inclusive schools in Jordan for students with disabilities, as perceived by teachers and school administrators. The study sample included 22 principals and 97 teachers. Using the descriptive survey methodology, the

results indicated that the effectiveness of the practices and services provided was rated as "moderate" by teachers. Additionally, significant differences were found based on grade level, while no significant differences were observed in relation to experience, gender, or job title.

The study by Deluc (2014) aimed to explore the obstacles to the successful integration of children with disabilities in the early school stages and to identify the reasons behind their dropout from inclusive schools. The study involved 183 teachers and 186 parents in the Lake District of Kenya. Key findings highlighted a lack of teacher training, insufficient support staff, and inadequate financial resources, which hindered the provision of necessary assistive devices and transportation. Additionally, the study found no gender-based differences in teachers' point of view on these challenges.

Fuchs (2011) conducted a study in the U.S. state of Illinois to examine the perceptions and attitudes of public school teachers toward the challenges associated with implementing integration programs for students with special needs. The study employed a qualitative approach, gathering data from a sample of five general education teachers. The results revealed that the most significant challenges included the high expectations set by educational departments and parents regarding the learning goals of students with disabilities. Additionally, general education teachers lacked the necessary experience, skills, qualifications, and training to effectively support students with disabilities. Other challenges included insufficient material and moral support from school administrations, overcrowded classrooms, and inadequate time for teachers to address the needs of students with special needs. Overall, these obstacles were perceived as moderate by the study participants.

Comment on studies:

Previous studies reveal notable differences in the obstacles faced during the educational integration of students with disabilities. For instance, Deluc (2014) emphasized the critical role of teachers in the integration process and identified variables that influence their attitudes toward inclusion. Similarly, the study by Masri and Agwa (2020) highlighted specific obstacles that hinder educational integration. On the other hand, studies such as Al-Zayyout (2024) and Ababneh and Al-Khamra (2020) underscored the necessity of providing professional support to teachers to ensure successful integration. Meanwhile, other

studies, like Fuchs (2011), focused on challenges from the point of view of general education teachers.

In summary, it is evident that the success of inclusive education relies on a supportive environment that begins with policy-level commitments and translates into practical training and resources for teachers, alongside fostering positive interactions with students with disabilities. These studies emphasized the need to invest resources in specialized training, material support, and accessible environments to ensure effective inclusion. They also recommended developing comprehensive programs that enhance teachers' understanding and implementation of inclusive education practices. Such measures are essential to achieving equitable and high-quality education for students with disabilities, ultimately promoting their academic, social, and personal development.

This study is grounded in several key points, the most significant of which are the practical challenges associated with implementing inclusive education programs, which have not been comprehensively addressed. Examining these challenges within the context of the Ten-Year Strategy may contribute to a deeper understanding of the specific obstacles hindering integration in Jordan and highlight the need to enhance teachers' competencies in this field. Consequently, the study focuses on the difficulties faced by special education teachers and the adequacy of the support and training they receive to effectively implement the Ten-Year Strategy. By understanding these challenges, the study aims to provide actionable recommendations to strengthen integration strategies and positively influence teachers' attitudes toward including individuals with disabilities. Furthermore, identifying these difficulties will equip decision-makers with accurate insights, enabling them to refine or improve the strategy to better align with on-the-ground realities.

Therefore, this study can offer practical insights into current challenges and propose actionable recommendations to enhance the implementation of the Ten-Year Strategy in Jordanian public schools. By doing so, it aims to ensure the successful achievement of inclusive and equitable education for all students.

Study Problem and its questions:

The Ten-Year Strategy is built on a fundamental goal of enhancing the capacity of public schools to achieve successful inclusive integration. However, previous studies, such as Al-Zayyout (2024) and Ababneh and Al-Khamra (2020), have identified several obstacles that hinder the

achievement of this goal in its intended form. These include limited resources and insufficient support for teachers. In this context, questions remain regarding the readiness of Jordanian public schools to effectively implement the strategy, particularly from the point of view of teachers, who play a central role in its success.

The study seeks to identify the challenges faced by special education teachers in implementing the Ten-Year Strategy for Inclusive Education in Jordanian public schools, while analyzing the factors that influence its application. Additionally, it aims to provide practical recommendations to improve the strategy's implementation and enhance its overall effectiveness.

Study questions:

1. What challenges do special education teachers face in implementing the Ten-Year Strategy for Inclusive Education in Jordanian public schools, from their point of view ?
2. Are there any statistically significant differences at the significance level ($\alpha = 0.05$) in the obstacles encountered by teachers when applying the Ten-Year Strategy for Inclusive Education in Jordanian public schools, based on the variables: (type of student disability and educational stage)?

Terminological and operational definitions

The study provided a set of terminological and operational definitions for the key concepts it addressed, as follows:

Application Obstacles: Terminological Definition: Difficulty is defined as the complexity or intensification of a matter, making it challenging to address. Application, on the other hand, refers to the ability to utilize acquired knowledge, skills, and experience to address new situations or problems (Al-Qahtani, 2021, p. 135). **Operational Definition:** In this study, application obstacles refer to the challenges faced by special education teachers in applying the skills and knowledge they have acquired within emerging educational contexts. These obstacles are measured based on the degree of difficulty reported by special education teachers using the questionnaire developed for the current study.

The ten - year strategy: An initiative launched by the Ministry of Education in Jordan in collaboration with the Supreme Council for the Rights of Persons with Disabilities. Its primary goal is to increase the

enrollment rate of children with disabilities in mainstream schools to 10% by 2031 (Ten-Year Strategy for Inclusive Education, 2019).

Inclusive schools: Terminological Definition: Schools that provide an educational environment ensuring the right of all children, including those with disabilities, to enroll, participate, and succeed in local mainstream schools (Ten-Year Strategy for Inclusive Education, 2019).

Operational Definition: In this study, inclusive schools refer to public schools in Jordan that implement the Ten-Year Strategy by integrating students with disabilities into general education classrooms alongside their peers.

Study limits:

- Human limitation: The study was conducted with a sample of 230 special education teachers working in inclusive schools that implement the Ten-Year Strategy.
- Spatial limitation: The study focused on approximately 201 integrated public schools in Jordan that are applying the Ten-Year Strategy.
- Time limitation: The study was carried out during the second semester and summer semester of the academic year 2024/2025.

Method and procedure

Study methodology:

The study adopted a quantitative descriptive-analytical methodology to achieve its objectives, as this methodology is best suited to address the research questions and systematically analyze the collected data.

Study Population:

The study population consisted of special education teachers holding the title of "support teacher," selected through convenience sampling from integrated schools implementing the Ten-Year Strategy. According to the Ministry of Education's statistics for the academic year 2023/2024, the total number of these teachers across all governorates of the Kingdom was 350. To achieve the study's objectives, the research tool was distributed electronically to all members of the population. A total of 230 completed questionnaires were collected and analyzed during the second and summer semesters of the academic year 2023/2024. Table (1) illustrates the distribution of the study participants.

Table 1: Distribution of Special Education Teachers According to Study Variables

Study variables	Category	Redundancy	Percentage ratio
Type of student disability	Sensory (auditory / visual)	18	7.8
	Kinetics	10	4.3
	Mentality	48	20.9
	Learning Obstacles	104	45.2
	Autism	28	12.2
	Other	22	9.6
Student's academic stage	First to third	170	73.9
	fourth to the ninth	60	26.1
Total		230	100.0%

Study Instrument

To achieve the study's objectives, a measurement instrument (questionnaire) was developed to identify the challenges faced by teachers in implementing the Ten-Year Strategy for Inclusive Education in Jordanian public schools. The tool's development was grounded in theoretical literature and relevant previous studies, such as Al-Qahtani and Salim (2022) and Al-Zayyout (2024). The questionnaire consisted of 25 items distributed across five main domains:

1. **Physical Environment** (5 items),
2. **Administrative Domain** (5 items),
3. **Social Domain** (5 items),
4. **Support Services** (5 items),
5. **Student-Related Domain** (5 items).

A five-point Likert scale was used to evaluate the items, with responses ranging as follows:

- (5) Considered a problem to a very large extent,
- (4) Considered a problem to a large extent,
- (3) Considered a problem to a moderate extent,
- (2) Considered a problem to a small extent,
- (1) Not considered a problem.

Validity of the study Instrument:

Content Validity:

To ensure the face validity of the instrument, its initial draft was presented to a panel of experts specializing in special education, psychological counseling, and measurement and evaluation, who are

faculty members at Jordanian universities. The experts were asked to evaluate the items based on the clarity of wording, their relevance to the study's objectives, and their alignment with the designated domains. Based on their feedback, the items were revised and amended, achieving an 80% consensus rate. These adjustments ensured the tool's quality, accuracy, and suitability for achieving the intended goals.

Construction Validity:

To verify the truthfulness of the internal construction of the tool, they were applied to a survey sample of 30 teachers from the target community, excluding the main study sample. Pearson correlation coefficients were calculated between the items and the field to which they belong, as well as the correlation of the items with the overall score of the instrument. The results have shown positive indicators that support the honesty of the internal construction of the gadget. Table (2) shows the results of correlation coefficients.

To verify the internal consistency of the instrument, it was administered to a pilot sample of 30 teachers from the target population, excluding the main study sample. Pearson correlation coefficients were calculated between each item and its respective domain, as well as between each item and the total score of the instrument. The results demonstrated positive indicators, confirming the internal consistency of the tool. Table (2) presents the correlation coefficient results.

Table 2: coefficients of correlation of items with the field and the total result

Fields	The correlation coefficient with	segment1	segment 2	segment 3	segment 4	segment 5
Physical environment	Scope	0.781	0.809	0.844	0.797	0.821
	The tool as a whole	0.652	0.631	0.711	0.721	0.699
Correlation of the domain with the tool as a whole =0.856						
Administrative	Scope	0.820	0.816	0.873	0.799	0.779
	The tool as a whole	0.646	0.618	0.626	0.600	0.670
Correlation of the domain with the tool as a whole =0.828						
The socialite	Scope	0.817	0.829	0.807	0.770	0.767
	The tool as a whole	0.694	0.666	0.681	0.658	0.672
Correlation of the domain with the tool as a whole =0.876						
Support	Scope	0.758	0.837	0.829	0.751	0.791

Fields	The correlation coefficient with	segment1	segment 2	segment 3	segment 4	segment 5
services	The tool as a whole	0.645	0.654	0.632	0.676	0.644
Correlation of the domain with the tool as a whole =0.863						
Students	Scope	0.770	0.706	0.794	0.780	0.723
	The tool as a whole	0.622	0.614	0.609	0.670	0.677
Correlation of the domain with the tool as a whole =0.846						

Table (2) shows that the coefficients of correlation of items with the domain ranged between (0.706 - 0.873), and with the total score of the instrument between (0.600 - 0.711), all of which are statistically a function of ($\alpha = 0.01$). The correlation coefficients between the total score of the domain and the instrument as a whole also showed high values between (0.828 - 0.876), which confirms the truthfulness of the internal construction of the instrument.

Tool Reliability:

The Reliability of the tool was verified by applying it to the survey sample and calculating the internal consistency coefficients using Cronbach alpha, as shown in Table (3).

Table 3: internal consistency Reliability coefficients (Cronbach Alpha) study instrument

fields	Cronbach's Alpha	number of items
physical environment	0.841	5
Administrative area	0.823	5
The social sphere	0.818	5
Area of support services	0.834	5
Student area	0.845	5
The tool as a whole	0.905	25

Table (3) shows the values of the internal consistency reliability coefficients using the Cronbach's Alpha coefficient for the items of the study instrument, as the reliability coefficients on the domains ranged between (0.818– 0.845), and the reliability coefficient value for the instrument as a whole reached (0.905), and these values are good in light of what previous studies indicated.

Study variables

1. The dependent variable, the Obstacles of applying the ten - year

- strategy of inclusive education in public schools in Jordan from the point of view of teachers.
2. Type of student disability: (sensory, motor, mental, learning Obstacles, autism, other).
 3. The student's academic stage: (from the first to the third, from the fourth to the ninth).

Statistical processing:

The data was processed using the SPSS program to answer the study questions as follows:

- To answer the first question, arithmetic averages and standard deviations were extracted.
- To answer the second question, use the triple multiple variance analysis (3 Way MANOVA) with the Scheffe test to statistically determine the locations of the function differences.
- Use the Pearson correlation coefficient to verify the truthfulness of the internal construction, and the Cronbach-Alpha equation to measure the reliability of the tool.
- To debug the instrument, adopt pentagonal staging:
 - (1.00-2.33): low score.
 - (2.34-3.66): medium grade.
 - (3.67-5.00): high score.

Since some items on the scale were formulated negatively, their coding was reversed during statistical analysis to maintain consistency in the overall direction of responses. Additionally, the internal consistency coefficient (Cronbach's alpha) was calculated to assess the homogeneity of the items and the reliability of the scale in measuring the challenges associated with implementing the strategy. This procedure ensures the accuracy of the results and the reliability of the research instrument.

- Means were used as a criterion for data analysis.

Results and discussion:

- **Study Question 1:** What challenges do special education teachers face in implementing the Ten-Year Strategy for Inclusive Education in Jordanian public schools, from their point of view ?

To address this question, arithmetic means and standard deviations were calculated, and the domains were ranked in descending order based on their mean scores. The results are presented in Table (4).

Table 4: arithmetic means, standard deviations and rank of individual responses to areas of obstacles faced by teachers in descending order

number	Fields	Arithmetic averages	Standard deviations	Rank	Degree
1	physical environment	3.89	1.01	1	High
2	Administrative area	3.60	1.12	3	Average
3	The social sphere	3.03	1.25	5	Average
4	Area of support services	3.69	1.18	2	High
5	Student area	3.42	1.07	4	Average
Total arithmetic mean			3.52	0.95	Average

Table (4) shows that the obstacles of implementing the Ten-Year Strategy for Inclusive Education in public schools were rated at a moderate level, with an arithmetic mean of 3.30 and a standard deviation of 0.74.

The domains were ranked as follows:

1. **Physical Environment:** High level,
2. **Support Services:** High level,
3. **Administrative Domain:** Moderate level,
4. **Student-Related Domain:** Moderate level,
5. **Social Domain:** Moderate level.

Additionally, the items within each domain were arranged in descending order based on their arithmetic means, as shown in Table (5)

Table 5: arithmetic means, standard deviations, ranks and grade for the items of each field in descending order according to the arithmetic circles

Sentence number	Sentence	Arithmetic averages	Standard deviations	Rank	Degree
5	Provide sports halls or recreational areas suitable for students with disabilities in various categories	4.18	1.26	1	High
4	Provide equipped means of transportation for students with disabilities	4.05	1.28	2	High
3	Increase the number of students in the class by more than 20 students, except students with disabilities	3.97	1.24	3	High

Sentence number	Sentence	Arithmetic averages	Standard deviations	Rank	Degree
2	The presence of tools and supplies needed by students with disabilities (such as a wheelchair)	3.63	1.41	4	Moderate
1	Designing the school building to suit students with disabilities in various categories	3.60	1.42	5	Average
The physical environment as a whole		3.89	1.01		High
4	Admission of all students with disabilities to the school without taking into account the preparation, school preparation for admission, and the student's need for support.	3.99	1.29	1	High
2	Special education teachers received periodic training related to teaching and evaluation strategies for dealing with students with disabilities.	3.68	1.49	2	High
3	Providing training and awareness campaigns for school students and general education teachers to deal with students with disabilities.	3.67	1.40	3	Moderate
1	Preparing the school administration for an effective development plan commensurate with the vision of the Ministry of education in inclusive education, and following up on its implementation.	3.38	1.46	4	Moderate
5	Promotion, encouragement and honoring the efforts of the administration or officials and supervisors of special education teachers	3.26	1.64	5	Moderate
The administrative sphere as a whole		3.60	1.12		Moderate

Sentence number	Sentence	Arithmetic averages	Standard deviations	Rank	Degree
3	Accept non-disabled colleagues and proper handling by them of students with disabilities.	3.21	1.48	1	Moderate
5	The abilities of students with disabilities to build and maintain friendly relations with colleagues.	3.11	1.36	2	Moderate
2	Family participation and periodic follow-up of students with disabilities among their teachers and parents.	3.10	1.45	3	Moderate
4	Involve students with disabilities in school and community events, initiatives and group celebrations.	3.02	1.51	4	Moderate
1	Cooperative relationships between special education and general education teachers, mentors and school staff.	2.75	1.52	5	Moderate
The social sphere as a whole		3.03	1.25		Moderate
5	Provides recreational activities for students with disabilities.	3.77	1.54	1	High
2	Provide the necessary adjustments to the curriculum according to the needs of students	3.76	1.35	2	High
4	Provides the support services that the student needs (physical and occupational therapy, speech, and others)	3.66	1.55	3	Moderate
3	The efficiency of the time frame for the special education teacher to complete all the tasks, duties and plans required of him.	3.63	1.43	4	Moderate
1	Provides educational tools	3.63	1.39	5	Moderate

Sentence number	Sentence	Arithmetic averages	Standard deviations	Rank	Degree
	and tools that serve the education of students with disabilities				
	The area of support services as a whole	3.69	1.18		High
2	Weak system of referral, evaluation and diagnosis for students with disabilities	3.75	1.30	1	High
3	Poor independence and daily life skills for students with disabilities	3.71	1.23	2	High
5	The great disparity between the categories of Combined Disabilities, and the presence of some students with multiple disabilities	3.61	1.37	3	Moderate
4	The age of students with disabilities and their colleagues without disabilities is close to the chronological age.	3.04	1.45	4	Moderate
1	The number of students with disabilities is higher than the acceptable limit compared to the number of students in the class	2.97	1.46	5	Moderate
	The student field as a whole	3.42	1.07		Moderate

Table (5) shows that the physical environment received a high score (with a mean of 3.89, a deviation of 1.01), with item (5) being the highest (4.18) and item (1) the lowest (3.60). While the administrative sphere had a moderate score (with an mean of 3.60, a and standard of 1.12) with the highest item (4) (3.99) and the lowest item (5) (3.26), and in the social sphere, the score was moderate (with an mean of 3.03, a deviation of 1.25) with the highest item (3) (3.21) and the lowest item (1) (2.75). As for the service sector, it came high (with a mean of 3.69, and standard of 1.18) with the highest item (5) (3.77) and the lowest item (1) (3.63). And finally, the field of female students with a mean score (with a mean of 3.42, a deviation of 1.07) with the highest item (2) (3.75) and the lowest item (1) (2.97).

The researchers argue that the physical environment is a significant barrier to implementing the inclusive education strategy in Jordanian public schools. The lack of prepared infrastructure negatively impacts the participation of students with disabilities. These challenges include insufficient accessible pathways and entrances, as well as a lack of essential equipment, which hinders successful integration and increases dropout rates (Kwon et al., 2017). Additionally, social interaction and psychological well-being are compromised due to the absence of adequate sports facilities. Studies have shown that well-equipped schools enhance student participation and independence compared to those lacking such resources.

Al-Qawaba (2023) corroborated these findings in his study, revealing that the quality of buildings and facilities was rated at a moderate level, with teachers expressing dissatisfaction due to the lack of compliance with international standards. The researchers attribute this result to insufficient supportive services, inadequate facilities, and substandard public transportation. Additionally, classroom overcrowding poses another significant challenge, as it diminishes the quality of educational interaction, as highlighted by Ababneh and Al-Khamra (2020). Furthermore, the lack of assistive devices, such as wheelchairs and hearing aids, which are essential for enhancing academic achievement, was emphasized in a study by Al-Ba'irat (2018).

Support services ranked second in importance, highlighting the critical need for teacher training, as confirmed by the study of Odeh and Al-Hayari (2023). Administrative, social, and student-related challenges also emerged as significant obstacles, rated at a moderate level in the implementation of the Ten-Year Strategy. This finding aligns with the studies of Al-Zayyout (2024) and Ababneh and Al-Khamra (2020), which similarly classified these obstacles at a moderate level. However, it contrasts with the findings of Al-Ba'irat (2018), which suggested that schools are inadequately prepared, particularly in terms of the role of special education teachers. In that study, the readiness of school principals was ranked highest, while the readiness of special education teachers was rated the lowest.

Results and Discussion of the Second Question: Are there any statistically significant differences at the significance level ($\alpha = 0.05$) in the challenges faced by teachers when implementing the ten-year strategy

for inclusive education in Jordanian public schools, attributed to the variables: (type of student disability and educational stage)?

To address the second question, the arithmetic means and standard deviations of the challenges faced by teachers in implementing the ten-year strategy were calculated based on the variables (type of disability and educational stage of students with disabilities). The results are presented in Table (6).

Table 6: arithmetic means and standard deviations of employees ' responses about obstacles faced by them according to the study variables

Variants	Categories	The statistician	Areas and total degree of the instrument						
			physical environment	Administrative area	The social sphere	Area of support services	Student area	Total grade	
Type of disability of a student with a disability	Sensory (auditory/ visual)	Arithmetic mean	3.50	3.30	2.78	3.35	3.28	3.24	
		Standard deviation	1.16	1.15	1.27	1.31	1.15	1.01	
	Kinetics	Arithmetic mean	3.87	3.32	2.64	3.23	3.00	3.21	
		Standard deviation	0.64	1.12	0.99	1.17	0.93	0.82	
	Mentality	Arithmetic mean	4.15	3.86	3.30	4.03	3.62	3.79	
		Standard deviation	0.89	1.04	1.25	0.98	1.01	0.85	
	Learning Obstacles	Arithmetic mean	3.87	3.50	3.04	3.56	3.36	3.47	
		Standard deviation	1.08	1.15	1.30	1.22	1.10	1.01	
	Autism	Arithmetic mean	3.94	3.87	3.03	4.05	3.57	3.69	
		Standard deviation	0.80	0.98	1.12	1.00	0.97	0.71	
	Other	Arithmetic mean	3.47	3.84	2.82	3.73	3.02	3.38	
		Standard deviation	0.86	0.67	1.13	0.92	1.04	0.74	
	The stage of study of a student with disabilities	first to the third	Arithmetic mean	3.92	3.04	1.96	3.08	2.48	2.90
			Standard deviation	0.41	1.08	0.78	1.41	0.71	0.70
fourth to the ninth		Arithmetic mean	3.83	3.69	2.98	3.65	3.43	3.51	
		Standard deviation	1.13	1.19	1.34	1.38	0.97	1.05	
Total	Arithmetic mean	3.89	3.60	3.03	3.69	3.42	3.52		
	Standard deviation	1.01	1.12	1.25	1.18	1.07	0.95		

Table (6) reveals apparent differences in the mean ratings provided by study participants across various domains, as well as in the overall degree of obstacles faced by teachers when implementing the ten-year strategy for inclusive education in Jordanian public schools, based on the study variables. To statistically determine the significance of these differences, the MANOVA (Multivariate Analysis of Variance) test was employed. The results are presented in Table (7).

Table 7: Results of the multivariate triple variance (MANOVA) analysis of teachers ' estimates of the obstacles they face according to the study variables

Source of variation / variable	Domains / affiliates	Total squares	df	Average The squares	F	Level Semantics
Type of disability of a student with a disability Wilks' Lambda = 0.771 F =2.346 Sig =0.000	physical environment	3.963	5	.793	.841	.522
	Administrative area	10.427	5	2.085	1.796	.115
	The social sphere	20.738	5	4.148	2.878	.015*
	Area of support services	13.581	5	2.716	2.209	.054
	Student area	20.518	5	4.104	3.951	*.002
	The overall grade of the instrument	8.610	5	1.722	2.142	.062
The stage of study of a student with disabilities Hotelling's = 0.092 F =4.011 Sig =0.002	physical environment	.050	1	.050	.053	.818
	Administrative area	1.215	1	1.215	1.047	.307
	The social sphere	1.531	1	1.531	1.062	.304
	Area of support services	3.259	1	3.259	2.651	.105
	Student area	.584	1	.584	.562	.454
	The overall grade of the instrument	.196	1	.196	.243	.622
The mistake	physical environment	208.281	221	.942		
	Administrative area	256.590	221	1.161		
	The social	318.507	221	1.441		

Source of variation / variable	Domains / affiliates	Total squares	df	Average The squares	F	Level Semantics
	sphere					
	Area of support services	271.715	221	1.229		
	Student area	229.559	221	1.039		
	The overall grade of the instrument	177.680	221	.804		
Adjusted gross margin	physical environment	233.301	229			
	Administrative area	287.357	229			
	The social sphere	358.602	229			
	Area of support services	319.466	229			
	Student area	262.330	229			
	The overall grade of the instrument	204.768	229			

Table (7) indicates statistically significant differences at the level of ($\alpha = 0.05$) between the mean scores of the sample in the social and student domains, attributed to the type of disability. The (F) test values were (2.878 and 3.951), with a significance level of less than (0.05), favoring motor disabilities. In contrast, no significant differences were observed in the other domains, as the (F) test values ranged from (0.841 to 2.209), with a significance level greater than (0.05). Additionally, no statistically significant differences were found in the overall score of the instrument, with an (F) test value of (2.142) and a significance level of (0.062).

Regarding the variable of the educational stage, the results did not reveal statistically significant differences at ($\alpha = 0.05$) between the mean scores of the sample across all domains. The (F) test values ranged from (0.053 to 2.651), with a significance level greater than (0.05). Similarly, no statistically significant differences were observed in the overall score of

the instrument, as the (F) test value was (0.243) with a significance level of (0.622). These findings confirm that none of these values are statistically significant at ($\alpha = 0.05$).

The researchers emphasized that inclusive education is founded on the principle of equal opportunities and providing the necessary support to integrate students with disabilities into mainstream educational environments. Achieving this goal requires adapting curricula, improving school infrastructure and facilities, offering specialized training for special education teachers, and ensuring adequate administrative support (UNESCO, 2023). However, special education teachers face numerous challenges, including limited resources, inadequate infrastructure, and insufficient specialized training. Al-Saadi (2021) highlighted the importance of effective training programs to enhance teachers' ability to address the diverse needs of students with disabilities skillfully.

Regarding the type of disability, it plays a critical role in the integration process, as each category requires specific needs, tools, services, and teaching methods. Notably, motor disabilities present the greatest challenges due to the need for an accessible physical environment, transportation, classroom adaptations, and specialized teacher training. The current study indicates that this category faces more obstacles compared to intellectual and sensory disabilities, primarily due to the high cost of necessary tools and equipment, which are often unavailable in public schools. This aligns with the findings of Al-Baz (2022), which revealed that the lack of essential equipment for students with motor disabilities is a significant issue in Jordanian schools, as they are not adequately equipped to accommodate these students, creating difficulties for both students and teachers.

These results are consistent with the findings of the first question, which identified the physical environment as one of the most significant challenges faced by special education teachers in implementing inclusive education under the Ten-Year Strategy. This is further supported by Al-Ba'irat (2018), whose findings align with those of Al-Khashrami (2004), emphasizing that while all types of disabilities benefit from integration programs, they require proper preparation and resources to be effective.

The study revealed that there were no statistically significant differences attributed to the student's academic stage variable. The researchers attributed this to the fact that the Ten-Year Strategy is based on inclusive principles that apply across all academic stages. Additionally, the

role of the teacher, along with their experience and knowledge in addressing the needs of students at different levels, mitigates the impact of this variable. Al-Ramhi (2023) highlighted the similarity of challenges faced by teachers across school stages, such as infrastructure limitations, resource shortages, and insufficient training. Al-Saadi (2021) further emphasized this, noting that other factors, such as the nature of disabilities and curriculum design, also play a role.

This finding aligns with the study by Angels and Aravi (2007), which found that teachers' point of view s on inclusion did not differ based on the school stage in Canada. Similarly, a study by McLeskey and Waldron (2002) in Arizona reported no differences in the views of special education teachers regarding the challenges of integrating students with disabilities into mainstream education, regardless of the type of school. However, these results contrast with those of the Masri and Ajwa study (2020), which identified statistically significant differences based on the academic stage of students with disabilities. On the other hand, the findings are consistent with Hosawi (2015), who found no statistically significant differences in the assessment of challenges related to integrating students with intellectual disabilities into public schools, based on the variables of academic stage or teaching experience.

Recommendations:

Based on the findings of the study, the researchers recommended the following:

1. **Enhance School Infrastructure:** Strengthen the infrastructure of public schools to meet the needs of students with disabilities by providing flexible classroom designs, accessible transportation, and assistive technologies to ensure an inclusive learning environment.
2. **Increase Educational Support Staff:** Provide access to qualified educational support staff to assist in the effective implementation of the Ten-Year Strategy for inclusive education.
3. **Conduct Follow-Up Research:** Undertake future research several years after the implementation of the strategy to evaluate its effectiveness, identify remaining challenges, and ensure continuous improvement.

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