

**Obstacles facing Implementation of Inclusion of
SEN students in Mainstream Secondary Schools
in Saudi Arabia**

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Introduction

Over the years, there have been many debates on what is the best schooling setting for students with special education needs (SEN). There were people who felt that SEN students should be educated in segregated settings, while others felt that they should not be educated. However, in modern times there are propositions that SEN students should be educated in mainstream schools with other students. Promotion of equality among all persons, regardless of their body incapability is one of the factors that have stimulated the inclusion of SEN students in mainstream schools. Also, inclusion will help SEN students feel accepted in the society, and get rid of the discrimination that they face in society. According to Alhammad (2017), the inclusion of SEN students in mainstream schools helps them develop as general students. The researcher reveals that inclusion is more beneficial to students with special education needs than being educated in special needs schools. Alhammad (2017) reports that educating SEN students in special schools has been criticized on the grounds of human rights as some people that the concept encourages inequality and discrimination. Saudi Arabia is one of the countries that has implemented the inclusion of SEN students in mainstream schools. Research reveals that SEN students in mainstream schools in Saudi Arabia study in special classrooms, which are customized to meet their educational needs. However, not all mainstream schools in Saudi Arabia have implemented the inclusion of SEN students. Inclusion has been high implemented at the primary school level, and educationalists are now looking to implement the practice mainstream secondary schools. However, through the study of the ongoing enactment of insertion of SEN scholars in mainstream schools, several impediments hindering the implementation have been identified. This project will examine the difficulties facing the execution of annexation of children with exceptional educational needs (SEN) in mainstream secondary schools in Saudi Arabia from the perception of special teachers.

Abstract

In the past children with SEN have been treated as non-equals to regular children. However, with the continued push for equality in many countries, educationalists have realized that there is a need to integrate students with SEN in mainstream schools. Research shows that educating students with SEN in mainstream schools has lots of positive implications in their social and academic development. As such it is important to evaluate the best strategies to employ to ensure that the inclusion of SEN

students in mainstream schools becomes a success. However, numerous factors hinder the inclusion of SEN students in mainstream schools. This project will show how teachers' negative attitude towards the practice, teachers' incompetence, lack of adequate physical and human support deter the inclusion of SEN students in mainstream schools. It will also show how other factors such as parents' attitudes, poor classroom, and school organization, lack of an inclusive curriculum, and assessment strategies, make it difficult to integrate SEN students in mainstream schools.

Theoretical Framework

In Saudi Arabia, most SEN students are educated in mainstream or special primary schools. It takes a process to determine whether or not a student has special education needs. At a young age, children are taken through physical tests and an analysis of their medical history (Alhammad, 2017). The purpose of the physical tests is to assess hearing, speech, mental and vision abilities of a child. Health examinations are used to establish whether a child's body is performing as per its age. It is a requirement for every SEN student to have an accompanying letter from a health professional. At the primary school level, teachers are trained to attend to individual educational needs of students with SEN. According to Research, the term SEN was developed to ensure that children with disabilities have access to education curriculum that takes into consideration their needs. Many SEN students at the primary level in Saudi Arabia learn together with regular students, a factor that enables them to overcome social and educational difficulties linked with their disabilities (Alhammad, 2017). According to theory of inclusive education, integrating SEN students in mainstream schools enables them to grow with mixed experiences, a factor that enables that to have meaningful social interactions and succeed in life. It states that SEN students should not be separated with general students, but mainstream secondary schools in Saudi Arabia have failed to do so. The theory indicates that it is the right of SEN students to have access to general education as other able students. Failure to include SEN students in a mainstream secondary schools amounts to abuse of their civil, educational and social rights, which is what Saudi Arabia has continued to do. As such, the inclusion of SEN students in mainstream schools in Saudi Arabia is necessary to advance the development process of SEN students after primary education.

Background of the Problem

Saudi Arabia has introduced educational policies that are meant to push for inclusion of students with SEN in mainstream schools. The main goal of these policies is to ensure that all children have equal educational rights. The policy for inclusion is presented in the Saudi Arabia education policy document, and it states that "education of people with special educational needs is an integral part of the general education system (Al-Mousa, 2003)." Human rights groups in Saudi Arabia have called for a change of voluntary SEN services to fundamental rights of the disabled to equality, dignity, and self-respect. There is a gap in research on issues that surround the implementation of inclusion of SEN students in mainstream schools, a factor that makes it necessary to conduct this research. This paper will identify some of the actors that make it hard to implement the inclusion of SEN students in mainstream schools in Saudi Arabia.

Some researchers have in the past identified obstacles that hinder implementation of inclusion of SEN students in mainstream schools. Pivik et al., (2002) conducted a study that aimed to investigate barriers facing the inclusion of SEN students in mainstream schools in Canada. Some of the barriers he identified include negative attitudes, physical environment, lack of knowledge and awareness. Dyson (2010) in his investigation found out that teachers are opposed to inclusion because it compels them to change their teaching approaches. Similar findings were presented by Alnaser (2007), who investigated factors that hinder inclusion of SEN students in mainstream school in Saudi Arabia. Some of the factor identified by the researcher include negative attitude among parents toward inclusion, the negative attitude of people toward children with SEN, and lack of adequate preparations.

Aims of the Project

- To theoretically analyze social barriers that affect implementation of inclusion of SEN students in mainstream secondary schools in Saudi Arabia.
- To theoretically analyze physical barriers that hinder implementation of inclusion of SEN students in mainstream secondary schools in Saudi Arabia.
- To theoretically analyze academy barriers that hinder implementation of inclusion of SEN students in mainstream secondary schools in Saudi Arabia.

The Significance of the Research

Information gathered in this research is of great significance to the process of implanting inclusion of SEN students in mainstream secondary schools in Saudi Arabia. The findings presented here will enable the educational body tasked with implementing the practice to make arrangements to address the identified hindrances. It will contribute to ensuring that the process becomes a success.

Research Questions

1. What are the social barriers affecting successful implementation of inclusion of children with SEN in mainstream secondary schools in Saudi Arabia from the perspective of special teachers?
2. What are the physical barriers affecting successful implementation of inclusion of children with SEN in mainstream secondary schools in Saudi Arabia from the perspective of special teachers?
3. What are the academy barriers affecting successful implementation of inclusion of students with SEN in mainstream secondary schools Saudi Arabia from the perspective of special teachers?

Literature Review

The information presented in this section is divided into three chapters that include social barriers, physical barriers and academy barriers. Information presented in the first chapter will answer the first research question. The second chapter will answer the second research question, and the third chapter will answer the third research question.

Social Barriers

Teachers' Negative attitude towards inclusion

Teachers make up some of the major stakeholders involved in the process of inserting kids who have distinctive education needs (SEN) in mainstream secondary schools. The attitude that teachers have towards inclusion will determine whether or not its implementation will be successful. Many researchers have in the past focused on investigating the importance of including children with SEN in mainstream schools. According to Alhammad (2017), the process of including children with SEN is highly dependent on the attitude of teachers towards it. He argues that teachers are the providers of learning services, and are entitled with the responsibility of eliminating all obstacles that hinder students learning.

Research shows that there are differences in the teachers' approaches towards the insertion of students with SEN. Findings indicate that some have a positive attitude while others have negative attitudes towards the practice. Alhammad (2017) reveals that the type of educational needs among students with SEN influences the attitude of teachers towards inclusion. According to the author, the negative or positive attitude of a teacher towards inclusion depends on the type of educational needs of a student with SEN. The author further reveals that teachers tend to have a affirmative attitude toward the insertion of learners with simple SEN, particularly those with physical disabilities. Also, he reveals that teachers tend to have a negative approach towards the attachment of students with austere SEN, especially those with learning disabilities. However, not all teachers are opposed to the idea if including students with learning disabilities in mainstream schools, as different teachers have varying perceptions of education needs in students with SEN. Research indicates that the experience that a teacher has when teaching students with mild or severe SEN, influences his/her attitude towards the inclusion of students with a particular type of SEN.

Research studies conducted in Saudi Arabia, present findings that are similar to those presented by other researchers. They reveal that teachers have dissimilar attitudes in relation to attachment of students with SEN in mainstream secondary learning institutions. Alanzi (2012) conducted a study that aimed to investigate the attitude of general and special teachers towards the attachment of scholars with severe SEN, precisely those with learning disabilities. The researcher used structured interviews to gather the views of the teachers and found out that many of them had an optimistic approach to the inclusion of learners with severe SEN. Also, Alhudaithi (2015) conducted a study that examined the approach of female tutors with regard to the attachment of female students with severe SEN, and autism in mainstream institutions. The study incorporated 497 female teachers, and according to the researcher, a majority of them reported to have an optimistic approach towards the attachment of learners with unadorned SEN in mainstream institutes.

On the other hand, Alothman (2014) conducted a study that sought to examine the approach of male tutors to the attachment of deaf students in mainstream institutions. Through interviews, the researcher gathered that a majority of the male tutors had a positive approach with regard to the attachment of deaf students in mainstream learning institutions. Also, Alqatani (2003), investigated the approaches of 141 male teachers towards the attachment of blind scholars, and many of them reported to have a

constructive approach to the practice. Contrastingly, Alquraini (2011) conducted a study that involved 303 special and general education teachers from both genders, investigating their attitude towards the attachment of students with learning incapacities in mainstream schools. He found that majority of the teachers had a negative outlook towards the practice. Also, Alnahdi (2014) reveals that from his experience as a special needs teacher, general teachers are opposed to the idea of including students with learning disabilities in mainstream schools. Also, Assery (2016) investigated the approach of 196 special education and general teachers from both genders, towards the inclusion of students with hearing disorders. He found out that many of them had a negative attitude towards the practice.

The reason as to why some special education teachers and a majority of general teachers have a negative attitude towards the insertion of students with severe SEN in mainstream institutes is their perception of the work needed to meet the educational needs of such students Alhammad (2017). Many teachers feel that students with severe SEN are more demanding than other students and that this puts pressure on them when teaching. Others teachers fail to understand the role that they are supposed to play in the inclusion process, a factor that contributes to their negative attitude Alhammad (2017). Many general teachers lack in-service training, which equips teachers with knowledge and skills that are essential in handling students with severe SEN. In Saudi Arabia, the main factor that contributes to the negative approach of tutors towards the attachment of students with severe SEN in mainstream institutions is social stigma. Many teachers feel that students with severe SEN should be trained in special needs classrooms, which have features that enable such students to develop behaviorally and socially (Alhammad, 2017). Also, general teachers are opposed to the notion of including students with severe SEN in mainstream institutions because they do not receive the financial incentive that exceptional needs education tutors receive.

Lack of Parental involvement

Researchers indicate that parents are vital to the process of integrating scholars with SEN in mainstream institutions. Researchers indicate that parents, particularly of scholars with SEN can help learning institutions to develop strategies that enhance the execution process. Also, the relationship between teachers and parents of students with SEN influences the implementation of inclusion of scholars with SEN. According to Mitchell (2014), parents can help teachers learn and develop more effective strategies of attending to the academic needs of students

with SEN as they have a better understanding of the behavior of their children. Alanazi (2012) reveals that the relationship between institutions and parents in Saudi Arabia is weak a factor that will affect the implementation of the attachment of students with SEN in mainstream institutions. According to the researcher, the poor relationship affects the learning outcome of students with SEN. Teachers and parents fail to exchange information on the needs and behavioral characteristics of students with SEN, and this affects the effectiveness of teaching practices. The attitude of parents may also influence the process of integrating students with SEN in mainstream institutions. Most research studies show that many parents have a positive approach toward the inclusion of learners with SEN in mainstream institutions. However, not all parents have a positive approach towards the practice. Alldaydan (2006) investigated the attitude of parents of students with hearing impairments towards the inclusion of their children in mainstream schools. The researcher found that all the parents had a negative attitude towards the practice as many of them felt that their children should be educated in special schools.

Poor Relationships among the Students

Researchers provide that relationships between mainstream students and students with SEN should be investigated before inclusion is effected. According to Alhammad (2017), the positive or negative relationships among students impacts the learning outcome of students with SEN. The author reveals that regular students in mainstream schools normally reject students with SEN. Researchers reveal that a big proportion of students in mainstream schools are opposed to the idea of interacting or playing with students with SEN. Nowicki (2003) conducted a study that sought to investigate the relationship between students with SEN and regular students in mainstream schools. He found out that regular students preferred to associate with students with simple SEN, as opposed to those with severe SEN, especially those with learning disabilities. Researchers reveal that these negative relationships result from lack of social skills among students. Research shows that students with SEN face difficulties when studying in mainstream schools in Saudi Arabia. According to Rajeh (2013), students with learning disabilities experience frustrations when studying in mainstream schools, mainly because they are rejected by others, and cannot participate in school activities. Also, researchers reveal that mainstream school lacks special facilities that can be used to promote interaction between regular students and those with learning disabilities. Bullying is also a major obstacle in the implementation of inclusion of students with SEN in mainstream schools.

Physical barriers

Poor Organization of Classrooms and Schools

Organization of inclusive mainstream schools and classrooms influence the learning outcome of both regular and students with SEN. According to Alquraini (2011), many inclusive mainstream schools in Saudi Arabia lack appropriate environments to facilitate effective learning of Students with SEN. The author argues that the restructuring of classrooms and mainstream school surroundings before implementation of inclusion of students with SEN is effected. Researchers indicate that the restructuring of mainstream school compounds and classrooms is important as it takes into consideration the different physical needs of students with SEN. Restructuring efforts should entail installation of stairs or lifts to help Students with SEN access classrooms and make it easier for them to move around the school. Also, chairs and desks should be reorganized to facilitate the swift movement of students with SEN. Also, Huang and Diamond (2009) suggest that other changes should be made in classrooms to ensure that students with SEN, adapt to regular classroom settings. Alddaydan (2006) reports that many mainstream schools in Saudi Arabia are organized in a manner that does not support the integration of students with SEN. The researcher reveals that these inappropriate school and classroom arrangements make it difficult to include students with SEN in mainstream schools. Alhammad (2017) argues that general schools in Saudi Arabia should consider the needs of students with SEN during the process of designing the school environment, and classrooms. Rajeh (2013) reports that many mainstream schools in Saudi Arabia have inadequate safety features to facilitate smooth learning of students with SEN.

Inadequate Classroom size

Researchers indicate that the number of students in a mainstream school should be evaluated to determine whether or not the school can accommodate other students before implementing the inclusion of students with SEN. Alkhaldi (2014) reveals that small class sizes hinder the implementation of inclusion of learners with SEN in mainstream institutions. According to Hassanein (2015), the number of scholars in mainstream institutions should be reduced before including learners with SEN. Alqahtani (2009) reports that an increased number of learners in mainstream institutions after the inclusion of students with SEN will affect the capacity of the teacher to employ his/her teaching practices effectively. Researchers reveal that in situations where the size of the class is not

adjusted after the inclusion of students with SEN, teachers are unable to manage the needs of both regular and students with SEN.

Lack of Adequate Teachers' Assistants

Research reveals that teachers' assistants play a important part in facilitating the execution of the attachment of learners with SEN in mainstream institutions. Therefore, it becomes hard for teachers to manage the academic needs of students with SEN in inclusive mainstream institutions without the help of their assistants. According to Alhammad (2017), the main role of teachers' assistants is to follow the instructions of the main teacher and offer support to students with SEN during classes. Some of their responsibilities including helping teachers plan lessons, help teachers in promoting students' engagement and learning, and helping teachers assess the students. Also, teachers' assistant plays a significant role in helping teachers manage inclusive classes by monitoring the behavior of all the students. Alqahtani (2009) investigated the impact of the lack of teachers' assistants on SEN teachers in Saudi Arabia and found that the lack of teachers' assistants negatively impacts SEN teachers. The researcher reports that the lack of teachers' assistants makes it hard for SEN teachers to employ different teaching methods when handling students with learning disabilities, a factor that impacts the learning outcome of the students. According to Alshahrani (2014), the including learners with SEN in mainstream institutions increases the workload of regular teachers and therefore teachers' assistants help reduce this workload. Alquraini (2011) indicates that for the implementation of inclusion of students with SEN in mainstream secondary schools to be successful, the schools must be willing to employ teachers' assistants.

Academy Barriers

Inappropriate Curriculum

Researchers reveal that the curriculum used in mainstream schools in Saudi Arabia is inappropriate for students with SEN. Alddidan (2013) conducted a study that sought to investigate the type of curriculums used in mainstream schools in Saudi Arabia, by interviewing 177 female teachers and six supervisors. His main concern was to understand the type of curriculums used by schools that handle students with learning disabilities. The researcher gathered that student with learning disabilities are subjected to the same curriculum as regular students. According to the research, this curriculum does not take into consideration the different needs that students with learning disabilities have over regular students. Alotaibi (2011) also investigated the effectiveness of the curriculum followed students with

hearing disorders, and found out that the current curriculum does not take into consideration the different needs of the students. Alshahrani (2014) reveals that the difference between the curriculum of deaf students, and that of students with hearing disorders, hinders the implementation of inclusion of students with SEN in mainstream schools. Alhammad (2017) reveals that it is impossible to integrate students with SEN in mainstream schools without first create an all-inclusive curriculum. He proposes that a curriculum that takes into consideration the different needs of all students should be developed and implemented. Also, both students and teachers must be given time to adjust to the new program. According to the author, if both tutors and learners are not given time to adjust to the program, the execution of attachment of students with SEN in mainstream institutions will fail.

Teachers' Competence

The competency of teachers in mainstream secondary institutions is one of the challenges facing the enactment of the attachment of students with SEN. According to study, many teachers are willing to teach students with SEN, but the fear of failure drives them to develop a negative attitude towards the practice. Many teachers experience frustrations whenever they are unable to solve the needs of learners with learning debilities, a factor that contributes to their negative approach toward the attachment of students with severe SEN in mainstream institutions. According to Alhammad (2017), the leading obstacle for implementation of inclusion of students with severe SEN is teachers' incompetence. Brady and Woolfson (2008) reveal that competent teachers are comfortable handling students with severe SEN in mainstream schools. According to the authors, the knowledge capacity of a teacher on the education needs of students with SEN has a direct influence on his/her attitude towards inclusion. According to Alhammad (2017), special needs education teachers are more competent than regular teachers because they possess more knowledge about the learning styles that are effective in teaching students with SEN. Also, special education needs teachers are more patient than regular teachers when teaching students with SEN, and dealing with their academic and behavioral problems. Research, reveals that SEN teachers can change their techniques of giving instructions to students to solve the needs of learners with SEN, and help them to overcome academic difficulties. Alhammad (2017) reveals that teachers who have experience teaching students with SEN are aware of the characteristics and needs of such students, a factor that influences how they teach and work with the students.

In general, the knowledge capacity of teachers on how to handle and teach students with SEN impacts their attitude towards inclusion. According to Huang and Diamond (2009), competent teachers are welcoming to the idea of including learners with SEN in mainstream institutes, and are supportive and effective in implementing the practice. Research shows that there is a high correlation between the limited knowledge on SEN among teachers and their negative attitude towards the inclusion of students with SEN in mainstream schools. Researchers indicate that the negative attitude of tutors results from feeling that they will not be able to solve to meet the problems of learners with SEN if they are integrated with regular students. Many general teachers are incompetent in teaching students with SEN as they have no training that would help them identify and support the academic needs of such students. The knowledge that a teacher has on SEN influences his/her ability to apply different teaching interventions to manage the needs of students with SEN, and therefore a teacher with no such knowledge is incapable of handling students with SEN. Biawzir (2010) reveals that many general teachers in Saudi Arabia lack adequate knowledge on how to teach and manage the needs of students with SEN. However, many of them are willing to receive additional training to help them identify and address the academic needs of students with SEN.

Lack of enough physical and human support

Physical Support

Many research studies reveal that one of the problems facing enactment of inclusion of learners in mainstream secondary institutions is lack of aiding materials to help teachers meet the needs of both regular and students with SEN in inclusive classrooms. Researchers indicate that implementation of inclusion of students with SEN can only succeed in a setting where the institution has the necessary extra resources. According to Alhammad (2017), teaching materials and resources are vital to the process of inclusion. The author argues that the availability of teaching resources in an inclusive mainstream school has a direct influence on the learning outcome of both regular and students with SEN. Teachers who have access to the needed material resources find it easier to instruct both regular and students with SEN in inclusive classrooms. Researchers reveal that these material resources enable teachers to meet the needs of the curriculum. Also, the availability of material resources in inclusive mainstream schools influences the attitude of teachers. According to Avramidis and Norwich (2002), a majority of the teachers with access to additional resources in

inclusive mainstream schools have a positive attitude towards the inclusion of students with SEN in their regular classrooms. Researchers reveal that the availability of extra material resources determines the effectiveness of the teaching practices that teachers use to meet the academic needs of both regular and learners with SEN.

Research shows that the limited provision of extra resources needed in inclusive mainstream schools has negative effects on the attitude of teachers towards inclusion. Alhammad (2017) reveals that lack of enough teaching material resources negatively impacts the attitude of teachers towards inclusion. Researchers indicate that it is impossible for a teacher to meet the academic needs of students with SEN, without sufficient resources. Research shows that many mainstream secondary schools lack technological equipment to support teaching and learning of students with SEN. Subban and Sharma (2006) investigated the views of tutors towards implementation of attachment of learners with SEN in mainstream institutions and found that the main obstacle hindering inclusion is the lack of adequate resources. Many of the teachers interviewed by the researchers revealed that lack of special materials in inclusive mainstream schools had a negative impact on the entire process of inclusion. Many of the teachers reported that inclusion of students with SEN in mainstream schools would only be effective if such schools have sufficient resources.

According to Alhammad (2017), the main challenge facing the integration of students with SEN in mainstream institutions is the lack of adequate resources. The researcher reveals that lack of enough resources affects the process of teaching in inclusive mainstream schools. According to Alqahtani (2009), teachers are unable to employ different teaching practices in inclusive mainstream schools because they lack the resources to do so. The researcher reveals using different teaching practices in an inclusive classroom setting enhances student achievement. For instance, Almurshid (2014) investigated the effect of using electronic blackboard in inclusive classroom settings and found out that it improved the performance of students with learning disabilities in science subjects. Therefore, without adequate high-quality special resources, it is impossible to integrate students with SEN in mainstream secondary schools successfully.

Human Support

Lack of human support in inclusive mainstream schools also affects the integration of students with SEN. Research shows that many teachers cite the need for specialists to help them manage the academic, social and behavioral needs of students with SEN. Human support in inclusive mainstream schools entails establishing a support team, and ensuring that there is cooperation among all teaching staff. Research shows that a functional support team couple with cooperation among teaching staff contributes to an effective employment of attachment of scholars with SEN in mainstream institutions. Also, a support team helps an inclusive mainstream school overcome other obstacles that hinder the integration of students with SEN in regular classrooms. One of the benefits of having a functional support team is that teachers who encounter difficulties when handling students with SEN can seek advice from other teaching staff. Also, the support team could organize group interactions where teachers can discuss some of the problems that they encounter when teaching students with SEN. Researchers emphasize that there is a need for cooperation between universal and distinctive needs education tutors to facilitate successful implementation of inclusion of students with SEN. According to Haider (2008), cooperation between SEN and general teachers will attract respect among both parties, and create confidence in general teachers that they can effectively manage the academic needs of students with SEN. Alquraini (2015) investigated the importance of cooperation between SEN and general teachers in Saudi Arabia and found out that their cooperation enabled students with learning disabilities to access the curriculum used by regular students.

Also, inclusive mainstream schools should have additional staff such as social workers. Research shows that additional staff contributes to the fruitful execution of including of scholars with SEN in mainstream secondary institutions. Zoniou-Sideri and Vlachou (2006) carried out a research that examined the contribution of additional staff to the integration of students with SEN in mainstream schools and found out that social workers are needed to assist students with SEN in different activities within the school. Research reveals that there is a need for additional staff such as psychologists, social workers, and psychiatrists in inclusive mainstream schools. Gaad and Khan (2007) conducted a study to investigate the views of teachers on the need for additional staff in inclusive mainstream schools, where most of the teachers reported that inclusion would fail in a setting where there is no additional staff. Alhammad (2017), points out that administrative support is also vital to the attachment of scholars with SEN

in mainstream institutions. Principals and head tutors in general mainstream institutions must listen to the pleas of the teaching staff, and provide adequate materials to enhance their teaching practices.

Lack of proper Assessment Mechanisms

Assessment may also hinder the enactment of attachment of students with SEN in mainstream secondary institutions. Assessments are used to gauge the performance of students in different subjects. According to researchers, it is inappropriate to use an assessment technique that does not take into consideration the needs of both regular and SEN students. According to Alhammad (2017), there are two types of assessment approaches, formative and summative assessment techniques. Formative assessment can be completed in two ways, written assessment or through teacher's observation. Through formative assessment, the teacher can evaluate the knowledge of a student, and identify the teaching practices that are effective in teaching individuals or a particular group of students. Summative assessment, on the other hand, entails the tests that student is given on a weekly or monthly basis or at the end of a semester. Alhammad (2017), reveals that formative assessment is used by general and SEN schools in Saudi Arabia as it takes into consideration the needs of both regular SEN students. Alshahrani (2014) gathered that formative assessment is effective in determining the learning outcome of students with hearing problems. Researchers argue that unless mainstream schools are ready to come up with an inclusive assessment approach, inclusion of learners with SEN in mainstream institutions will fail.

Research Method

The required data and information will be gathered through a review of past research studies that focus on barriers that hinder inclusion of students in mainstream schools in Saudi Arabia. Data will be obtained from peer-reviewed research studies to ensure that it is valid and reliable. The findings of different researchers will be used to inform the findings of this research.

Organization of the Study

The research will have five sections. The first section is the introduction that comprises the theoretical framework, the background of the problem, the aims of the project and the significance of the study and the research questions. The second section is the literature review, where past research on inclusion in the mainstream in secondary schools in Saudi Arabia is provided. The third section is the research methods, which will

comprise of research design, procedure, analysis, research questions, and results. The fourth section will provide an analysis of the information presented in the literature review section. The fifth section will include the conclusion and recommendations of the study.

Research Limitations

The biggest limitation of this research is that most of the information, data, and findings provided by researchers is not founded on empirical findings. There are few cases of inclusion of SEN students in mainstream secondary schools in Saudi Arabia. As such most of the researchers based their studies on data available in other countries, and the challenges that were experienced during the implementation of inclusion of SEN students in mainstream schools in primary schools in Saudi Arabia. It is therefore hard to determine the actual problems facing implementation of inclusion SEN students in secondary schools in Saudi Arabia without current empirical data.

Results and Analysis

According to the literature review above, there are several factors hindering implementation of inclusion of SEN students in mainstream secondary schools in Saudi Arabia. These factors are summarized in the table below.

Barriers to implementation	No. of Barriers
Social barriers	3
Physical barriers	3
Academy barriers	4

Table 1: Presenting the number of barriers hindering inclusion of SEN students in mainstream schools in Saudi Arabia.

According to the statistics, there are a total of 10 barriers facing implementation of inclusion of SEN students in mainstream secondary schools in Saudi Arabia.

Conclusion

In this era, no one should be subjected to any form of discrimination for any reasons whatsoever. Physical and learning disabilities are conditions that occur naturally and can affect any person. As such it is

important to promote equality and ensure that people with disabilities have access to the same rights as ordinary people.

Recommendations

One of the ways to do is address the obstacles identified in this research paper. The government, parents, and children have a role to play in the implementation of inclusion of SEN students in mainstream schools in Saudi Arabia a reality.

Teachers' incompetence and negative attitude toward inclusion should be solved through in-service training. It is the responsibility of schools and educational bodies to ensure that general teachers acquire adequate knowledge and training on how to handle SEN students (Alhammad, 2017). Principals should ensure that school and classroom arrangements are changed to meet the needs of students with SEN. To address social barriers facing implementation of inclusion of SEN students, the public should be educated on the benefits of inclusion to children with SEN (Alhammad, 2017). Through public education, regular students will learn to respect and accommodate students with SEN. Also, it will help parents understand why their children with SEN should be educated in regular schools. Mainstream schools must ensure that all academic needs of students with SEN are addressed.

This research has focused on identifying factors that hinder the implementation of inclusion of SEN students in mainstream secondary schools in Saudi Arabia. Now that the obstacles have been identified, there is a need for evidence-based interventions to eliminate these factors. Future research should, therefore, focus on identifying interventions that should be used to eliminate social, physical, and academy barriers facing implementation of inclusion of SEN students in mainstream schools.

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