How do College Students in Special Education Departments Perceive the Principals' Role in the Integration of Pupils with Disabilities in the Mainstream Schools in the Arab Sector in Israel?

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Abstract

Achieving sustainable goals is the main purpose of the education system of Israel. The inclusion of disabled students is extremely important, especially given the increasing globalization in the educational sector and the pledge to ensure equal inclusion of all children regardless of disability. Such students are often left out of educational and mainstream development, which requires teachers to integrate effectively with these students. Considering this perspective, this research attempts to analyse the role of principles in integrating students with disabilities in mainstream schools. Thus, to explore the phenomenon in this study, the case research of the Arab sector in Israel was chosen. For this, a mixed-method research framework was adopted, which helped infer qualitative and quantitative analysis on the subject. The results of this research have found key barriers to inclusion, such as physical barriers to inclusive education and policy implementation barriers to inclusive education. The findings showed that a mental issue is a substantial barrier to learning for students with disabilities. Some children with disabilities suffer cognitively and socially, which affects their performance in comparison to other students who do not have these problems. The study's findings also revealed that the role of the principal has a positive and significant influence on the integrated learning environment.

Keywords: pupils with disabilities, integration, principal role, Arab sector in Israel, mainstream schools

1. Introduction:

The education system of Israel aims to achieve sustainable education goals through diverse, multicultural, multilingual, and ethnic perspectives. The current system poses a significant emphasis on the presence of disabled students in the collective stream of school-based education, thus providing equal rights to educational and economic resources for every individual in society (Yitzhaki et al., 2022). The education system of Israel in terms of mainstream schools in the Arab sector of Israel is being explored for the potential role of principles in integrating disabled students within the inclusive education system. This chapter also highlights the study's aims in connection to the potential research questions addressed in the methodological and analytical approaches. Moreover, the important aspects of the role of leadership, ethnicity, educational criteria, teaching pedagogical, and curriculum programs are also discussed.

Students with disabilities are often left out and trapped in the spiteful cycle of elimination from society, education, and mainstream growth of the pedagogical and curriculum plan necessary to support the provision of equal resources, ensuring the equal participation of the individuals of society (Ahmed, 2015). According to The World Bank reports, 15% of the global population faces certain challenges of disabilities having poor socio-economic outcomes compared to non-disabled people (The World Bank, 2021). The global sustainable development goals (SDGs) framework addresses the uplifting of vulnerable groups of society, comprising people with disabilities. It explains that disability cannot be marked as a criterion of lacking certain social and economic opportunities depriving the human right that everyone possesses.

1.1 The nationalist, ethnic ideology of Israel

Israel is a differentiated state with certain gaps in population social sector resources distribution because of intra-ethnic differences on economics, culture, and legislative grounds. Similar aspects of contradiction have been prevalent in the history of the educational structure of Israel, conflicted based on language, ethnicity, and nationality crisis. In the last three decades, the education system has been rising with multiple aspects of transition toward an inclusive education system. According to the philosophy of inclusive education, providing support and adaptations to children having disabilities within the regular educational system and school classroom environment is a basic and efficient strategy to include students in the regular school system. It enables the holistic development of society and educational goals (Avissar, 2012). The social groups of Israel are divided into geographical localities of the common Jewish population and native Arab minority, with multiple religious sects in the Arab societies, making it a traditional male-dominant society (Husny Arar and Massry-Herzllah, 2016). Therefore, the challenges of social injustice are segregated diversely in the geographical space based on the division of population groups, resources and economic resources.

Israel's modernisation policies and the latest democratic regime are struggling toward the westernised system of organisations, including educational goals. Numerous socio-economic factors impact the inclusive education system in Israel, mainly ethnic diversity, political conflicts, unjust resource division, and the multilingual and

multicultural nature of the social structure (Holler and Werner, 2018). Israel is also characterized as 'Jewish and democratic' with interlinked conflicts of minority, nationality, and power regime (Donitsa-Schmidt and Ramot, 2020). The ethnic conflicting history of Israel is diverse, comprising Palestinian Arab minorities, 21% excluding the West Gaza and Bank minorities, and Jews. The relationship between the Arab-Jew nationalities is determined to be of the minority and majority relation in international relations in terms of population groups, power distribution, and division of resources (Yitzhaki et al., 2022). According to Al-Haj (2012), there are three main circles of Israel's education system; firstly, the internal circle, which is a system of schools' administration, resources, etc.; secondly, the communal circle, comprising the Arab population of Israel and thirdly, the societal circle containing the interaction of formal government and Arab population groups. These empowering control systems for the educational system of Israel are posing certain challenges and gaps in intervention strategies that can be addressed to formulate efficient policy implementation of inclusive education.

Education for all is an important aspect of international civil rights policies. Israel is also incorporating this right into the national educational system with the goals of westernizing and internationalising the educational sector (Gavish, 2017). Moreover, the forum of the United Nations established universal recognition of children's rights with disabilities, acknowledging that every child is distinctive in his capabilities and possesses important rights to education, life, and food, in addition to proclaimed schools system designed to account for the diverse capability of learners, thus incorporating an inclusive learning strategy worldwide with UNESCO (United Nations, 2020).

1.2 Role of leadership in disabilities pupil education:

The roles of educational stakeholders, i.e., teachers, principals, and administrators, are crucial in many aspects of the provision of resources, conducting learning activities, management of the learning outcomes, and classroom processes (Pazey and Cole, 2013). Disabled students require additional learning support as compared to students without any disability. The administrative leadership should provide access to the resources of visual, auditory, and other technological aids meeting the requirements of disabled learners (Smith et al., 2010). The stakeholders are also responsible for ease of availability to the general

learning curriculum and improved contribution in the comprehensive educational setting. The assessment of the demand for special education learners is diverse and desires struggling learners and effective teaching abilities of the teachers to generate knowledge, effective teaching practices, and translate evidence-based practices in disability students (DeMatthews et al., 2020).

The establishment of inclusive schools for disabled students is the responsibility of principles by the world and requires regional, national, and local support for educational and manpower resources (DeMatthews et al., 2020). The leadership framework and modern theoretical approaches can provide efficient curriculum distribution, classroom strategies, provision of resources, and an evaluation system for disabled learners. The leadership provides a high-quality experience for disabled students. DeMatthews et al. (2020) identified several important extents of the leadership domain, including supportive, safe and organised schools and the ability to provide a personalised environment to students from different backgrounds to enhance their learning experience with the most efficient strategies. Principles are also responsible for promoting learning activities by monitoring curriculum development, implementation, instructional content, and assessment criteria of disabled students (Schmidt and Venet, 2012). It addresses the need for principal leadership in accomplishing optimised learning outcomes for disabled students.

The principal takes full responsibility for the students with disabilities, facilitating collective responsibility of the community, teachers, and parents, as well as monitoring the progress of instructional decision-making and supporting instructions for student learning (DeMatthews et al., 2020). The high leadership also addresses the challenges and barriers of teachers in instructional strategies and coordination in the classroom (Billingsley et al., 2019). Moreover, educators must plan the educational activities and pedagogical styles per the student's needs or disability.

The variables of the principal's educational vision implemented in the comprehensive school system characterise the principal's role as an agent of change. According to the transformational leadership theory, a leader brings organisational change by providing visionary leadership and introducing a culture of coordination, evaluation,

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and evidence-based approach to the organisation (Ghasabeh et al., 2015). Various researchers attribute transformational leadership in higher education as innovative, idealistic, and influential in intellectual stimulation and inspirational motivation of the concerned stakeholders (Antonakis and House, 2014). Similar aspects of transformational leadership are crucial in the education sector as well. The leadership style of the heads of departments exhibiting transformational leadership results in inspirational motivation, lease-fair, effective management by exception, and intellectual stimulation in 82% of the variance in leadership effectiveness (Shatzer et al., 2014).

The Israeli special learning law of 1998, alongside the Ministry of Education, provided the required mainstream leadership instruments. The principles of the Israel special education system entail higher perceptions of performance criteria and the highly perceived social success of mainstream students as associated with disabled students. The severity of the disability affects the educational placement of the student according to other variables of age, gender, level of educational background, and type of disability (Pazey and Cole, 2013). However, the criteria for efficient and high-quality learning for disabled students are still ambiguous.

Another important aspect of effective educational policies is technology integration in primary and secondary schools. School administrations are crucial in effectively integrating technology-based learning resources shaped by personal behaviours, perceptions, and attitudes toward the technology used in the classroom (Cakir, 2012). Disabled students face certain limitations in the physical resources for pedagogical technology. The efficient provision of hearing, eyesight support, muscular-skeletal apparatus, and reading aids improves the learning outcomes of students with cerebral palsy, somatic diseases, diabetes, eye diseases, hearing loss, and eyesight loss (Adyrkhaev, 2016). Assistive technology can provide a better experience in classroom activities (Ahmed, 2015). It implies that student orientation in sports activities and classroom learning aid stipulates positive solutions for health, educational tasks, and learning outcomes.

These categorical learning outcomes are achieved with the special education teachers successfully assimilating the skill into the teaching, learning and evaluation

practices. However, four factors determining the adoption of technology by teachers in classroom activities are opportunities, dispositions, pedagogical attitudes or beliefs and short-term teaching goals (Courduff et al., 2016). Professional educators, teachers and principals can be incorporated into the special education provision to improve coursework and pedagogical style.

1.3 Education conditions for pupils with disabilities in Israel

The Special Education Law (SEL) has occurred in the Israel administration system for the last three periods aiming to strengthen and expand the vision of a value-based approach to educational resources provision (Gavish, 2017). These education value-based approaches to education include the effective distribution of resources, supporting the professional growth of teachers, contributing to the role of leadership, and encouraging collaboration among the teaching faculty (Hutzler and Daniel-Shama, 2017). This law provides mandatory standardised educational policy and pedagogical and leadership roles in Israel's education system and incorporates a professional approach. However, for children with the Ministry of Education and special needs has provided some guidelines concerning the transition to inclusive education. The budget allocations and services have changed the characterised ambiguity of the previous system. The scholars with disabilities being common in the population groups are combined into the overall inclusive learning programs planned by the Ministry of Education for 1.85 h per week per learner, increased by 5.4% of the total number of enrolled students in the organisations of education (Hutzler and Daniel-Shama, 2017).

The education sector of Israel is facing many challenges regarding equitable, accessible, and evidence-based knowledge provided to the children of schools and universities. The idea of equal educational opportunities for all is set as a goal of inclusive education requiring equal involvement of the social masses in human capital development (Forlin et al., 2013). However, lack of appreciation for the teaching staff and lack of abilities and potential of the children with debilities creates a cycle that causes under-achievement of the students. The low organisational priority in the allocation of educational resources for disabled students, lack of manpower, knowledge skill, qualification, and experience of the teaching staff, in addition to lack of financial commitment of the

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organisational and governmental bodies, pose barriers to effective educational policies for disabled students (Vrasmas, 2014). The barriers are also faced at the ends of the curriculum set up in scientific and technical education, including mathematics, science, physics, and chemistry subjects. Disabled students have limited access to the curriculum, with an unfavourable teaching methodology, evaluation process, and deemed research material (Aron and Loprest, 2012). These barriers require immediate addressing of the barriers and resources division for providing sustainable and long-term educational stability in Israel.

The language of the education system is also an important conflict in the education scheme of Israel. The complex integration of the Arabic language within the Jewish education system mainly reveals the complex status of Arabic and Arabic-speaking people in Israel's society. The education system is also split into the 'Jewish' and 'Arab' systems, using Hebrew and Arabic as teaching mediums, respectively (Vizer-Karni, and Reiter, 2014). Thus Israel schools include the mother language as an important discourse but differently with compulsory matriculation exams for higher education (Shohamy, 2014).

Moreover, the characteristics of learning disabilities in Arab and Jewish communities raise educational policies of parental awareness, teacher education, and community involvement in mitigating the situation (Jabareen-Taha and Taha, 2016). Inclusive classrooms are organised under the inclusive education policy that has somehow increased social anxiety among learning-disabled students in schools and higher education, particularly inclusive classrooms (Peleg, 2011).

Moreover, the teacher's motivation and influence on the classroom and education system also affect the learning outcomes. The Arab teacher's motivation is influenced by the Arab culture, school climate and government policies (Husny Arar and Massry-Herzllah, 2016). Therefore, Arab teachers struggle to meet the governmental requirements and minority Arab expectations for shaping academic achievements, national identity and culture among the social groups. The deficiency of the provision of resources to teachers and Arab principals' disconnected management style can create difficulty in impacting teacher motivation for learning outcomes (Yemini, 2014). Many other factors based on student satisfaction, teacher satisfaction and teacher motivation determine the Arab

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learning system in Israel. The pedagogical processes and administrative achievements are also decided based on teacher inspiration (Husny Arar and Massry-Herzllah, 2016).

1.4 Problem Statement

The education system of Israel bears the impact of social conflicts of language, ethnicity, nationalistic agendas, and the struggle for identity. However, the Ministry of Education and Special Education department are working to give quality education to all, despite disability status. Israel's population and leadership face a considerable load of diverse learners in the classroom, including students with disabilities. The role of principals, the executive, and administrative leadership is crucial for providing resources, teaching leadership, training teachers, and along with resources for educational aid for the students (Smith et al., 2010). The principal is the organisational head who works with the team members of teachers to implement change policies. To achieve the goals of sustainable education and long-term social equality, there is a need to incorporate disabled students into the circle of human capital. It can be achieved by providing equal access and the provision of resources of knowledge in society. The research has addressed the importance of the principal role in Israel's disability schools' integration with the mainstream educational system of schools.

1.5 Significance of the Research

This research provided a rational approach to addressing the important factors affecting Israel's inclusive educational policies. It also identified the barriers and challenges principals and other leadership faced in integrating the national inclusive education goals in the disabled pupil and enhancing their participation in the Arab-based Israel schools. The mixed methodology adapted in the research design provided the dual aspects, qualitative and quantitative, of the research problem. The gathered data reflected the perceptions of the diverse ethnic groups, including Muslims, Christians and Druze. Moreover, the intervention measures proposed for effectively integrating disabled pupils in inclusive school systems based on Arab ethnicity have also been identified. The practical implications of the research were able to establish strong evidence-based recommendations for effective school policies of inclusive education. It can also extensively highlight potential development opportunities, including technological

integration, after addressing challenges and barriers faced by educators and disabled students. Moreover, it supported formulating an inclusive education program for disabled students.

2. Materials and Methods

The mixed methodology was adapted to conduct this study, both quantitative and qualitative were used.

Quantitative research requires numerical data which is collected from a research population. The responses of people are converted into numbers (Watson, 2015). Quantitative research is not concerned with detailed reviews of people but rather taking their reviews through questionnaires and statistical methods. The analysis of such data is done with the help of a statistic tool like SPSS or Microsoft Excel data analysis pack.

Qualitative research refers to respondents ' detailed answers and reviews through open-ended questions in interviews or questionnaires. The qualitative design gives more accurate data to the researcher to devise meaningful findings and results for the current research. Therefore, the researcher selected a qualitative research design to achieve the desired aims and objectives of the research. Research evaluating the role of Arab sector school teachers is based on interviews mainly conducted to get to know people's experiences, insights and expressions on a particular phenomenon (Xie, 2016).

3. Results
The Quantitative Results

Correlation Analysis

Table 1: Correlation Analysis

	Transformational Leadership	Attitude and Behaviour	Inclusive Learning	Role of Principal	The mainstream education system	Integrated Learning Environment
Transformational Leadership	1					
Attitude and Behaviour	0.615	1				
Inclusive Learning	0.546	0.663	1			
Role of Principal	0.634	0.726	0.701	1		
The mainstream education system	0.419	0.452	0.467	0.576	1	
Integrated	0.516	0.517	0.600	0.703	0.743	1

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As can be seen in the table, there is a favourable and moderate connection between integrated learning environments and transformational leadership (C=0.516). Similarly, the findings show that an integrated learning environment has a favourable with a moderate association with attitude and behaviour (C=0.517). The results also showed that an integrated learning environment has a positive and moderate relationship towards inclusive learning (C=0.600). In the meantime, the analysis showed that an integrated learning environment seems to have a more positive and major correlation with the role of the principal (C=0.703). Similarly, the results revealed a positive and stronger association between the integrated learning environments and the mainstream educational system (C=0.743).

The Qualitative Results:

Theme 1: Barriers and challenges to inclusive learning in the Arab school system

The first theme addresses the challenges and hurdles to inclusive education in the learning system of the Arab world. In contrast to the Jewish sector, the Arab sector is blended into beliefs, traditions, and societal norms. Students with disabilities are accepted to traditional schools, but the exercises and syllabus are not created with their requirements in mind.

One of the respondents, 4, replied in response to this question.

I think students who experience cognitive challenges or physical disabilities are neglected in society and the educational system. The Arab community in Israel is thought to be a traditionalist civilization with conventional customs and values. Societies assumed that even though the course material might be technical or more complicated, children with physical and mental disabilities might still learn it.

Theme 2: Teacher's attitude and behaviours towards inclusive education

Teachers' behaviours regarding inclusion practice in the teaching of students with disabilities are crucial since instructors are the ones who would be directly working with the children. The classroom teacher's actions could enhance or distract from a disabled student's image.

One of the respondents provided this response to the question:

I believe that there is a negative feedback mechanism among teachers' attitudes and the assistance provided for kids with disabilities. Many teachers who teach other subject areas and are not certified in inclusive learning methods struggle to handle the task of incorporating pupils with special disabilities.

Theme 3: Role of Principals in inclusive education integration for Pupils with a disability

Principals play an important part in influencing other people's behaviour since they serve as role models for many other educators and staff, particularly in terms of their moral ideals regarding inclusive learning.

One of the respondents 6 replied that:

In my viewpoint, principals are in charge of preserving a productive learning environment, carrying out departmental policy in schools, and managing the internal affairs of the school. In addition, I thought that principals in Arab sector schools had recently been granted more power and responsibility over how to operate their institutions, making them the ones who decide how to adopt inclusive learning practices in classrooms.

4. Discussion

The results of the present investigation showed that the principal's involvement has a positive impact on the integrated learning environment. The current research findings further support the concept that principals perform a critical role in assuring that pupils with disabilities may learn in environments with an integrated learning environment. Moreover, research by Smith and Squires (2016) agrees with the idea that principals have a significant influence on pupil accomplishments as well as the integrated learning environment in a variety of ways including through creating a perspective that inspires the entire group, creating a classroom culture that encourages student performance, making sure that resources are had been using efficiently, and interacting with the group.

The outcomes also showed that the integrated learning environment appeared to be significantly impacted by mainstream education. In addition, the findings of Gindi and Erlich-Ron (2019) also support that mainstreaming educates non-disabled kids about the actual world by educating them regarding diversity and developing sympathy. Students who are continuously working have the chance to interact deeply with pupils who have special needs due to mainstreaming. Additionally, the inclusive learning coefficient's

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value demonstrates that this factor appeared to have a favourable and significant influence on the integrated learning environment. Majadley (2019) also verifies in their investigation that inclusive learning encourages parents to get included in their child's schooling and the routines of their schools. It endorses a feeling of respect and unity. 5.

The results from the research also revealed that effective teaching has the ability to offer exceptional support to students with unique needs. Moreover, a customised programme is created for instructors to include teaching students with disabilities at their academic level. The research by Dias and Cadime (2016) found that instructors require training, skill development, and crisis management skills to address the issue of inclusive learning for children. A customised programme was also developed for instructors to include learning-impaired students at their academic level. The teachers' negative perceptions regarding students with disabilities are the main barrier to effective inclusive learning in schools. Therefore, it has been determined that Arab sector schools must use behavioural management strategies as an intervention plan to get rid of unfavourable classroom behaviours. In an overcrowded classroom setting, students with disabilities feel more uneasy and have lower self-esteem.

Furthermore, the Arab sector school principals have introduced a variety of inclusive learning approaches in classrooms as part of national policies. Such programmes aim to prepare educators, influence their behaviour, and educate pupils on how to accept their classmates with disabilities as members of their societal groups. Principals of Arab-sector schools are required to incorporate a transformative leadership style since it encourages innovations and ongoing development of inclusive learning approaches. Furthermore, Raut and Patil's (2016) results revealed that principals play a crucial role in ensuring that students with disabilities are capable of researching in an inclusive environment. Principals may engage students of all abilities in cooperative learning activities to foster a sense of connection and promote inclusive teaching.

5. Conclusion

These crucial conclusions were used to generate several recommendations for practice and policy, and it is suggested that this knowledge might assist stakeholders in practically and theoretically implementing inclusion for disabled students in the Israeli

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setting by incorporating the suggestions from this study into their practice. The overall results from the survey questionnaire as well as interview findings are noted as positive, and no specific challenges with respect to interaction among the students and acceptance of one another are also found. However, the results of this research revealed that challenges like cultural differences and language differences among parents might hinder overall student outcomes. For that, the Arab-based school system provides digital resources, seminars etc., in order to overcome these issues.

One of the major contributions of this study is to fill a gap in the literature in the way it has highlighted the importance of taking into account the attachment of disabled students in Israel's schools by all relevant government departments and stakeholders, especially with regard to the removal of barriers to inclusive practice. These research results and recommendations have defined the implication of inclusion in the unique national setting of Israel, many of which have highlighted the precise nature of the challenges that special education teachers in the field frequently encounter. The current research has also been valuable in that it has illuminated the complexity of the inclusion issue in the context of Israel. This is its second main area of contribution. As a result, a lot of the actions needed in the nation to advance the application of inclusive learning can be built on the findings of this research.

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