

## **Quality of Educational Programs for Elementary School-Age Students with Intellectual Disabilities for Inclusive Classrooms in Al-Madinah Al-Munawara**

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**Abstract:** This study aimed to examine the quality of educational programs for elementary school-age students with intellectual disabilities for inclusive classrooms in Al-Madinah Al-Munawara. This study employed a descriptive analytical approach to investigate the quality of educational programs for elementary school-age students with intellectual disabilities in inclusive classrooms in Al-Madinah Al-Munawara, Saudi Arabia. A researcher-developed questionnaire was administered to 231 teachers and parents of these students to assess their perspectives on program quality, challenges, and potential improvements. Results indicated that teachers perceived program quality as "high," while parents rated it as "very high." Discrepancies were noted in the perceived importance of academic versus life skills, reflecting the differing roles and expectations of teachers and parents. Both groups identified significant challenges, including lack of training and inadequate resources. They also suggested improvements, emphasizing teacher support and resource allocation. Statistical analysis revealed no significant effect of respondent type (teacher or parent), gender, or educational level on perceptions of program quality. However, a significant interaction effect was found between gender and educational level, as well as a three-way interaction effect between respondent type, gender, and educational level. These findings highlight the need for enhanced collaboration between teachers and parents to develop comprehensive educational programs that address both academic and life skills, ensuring the holistic development of students with intellectual disabilities in inclusive settings.

**Keywords:** Quality of Educational Programs, Elementary School-Age, Students with Intellectual Disabilities, Inclusive Classrooms.

## **Introduction**

Saudi Arabia prioritizes education and has implemented substantial reforms to ensure accessibility for all members of society (Maspul, 2024). Free education, provided by the Ministry of Education, extends to students with disabilities, marking a significant shift from the past when these students often lacked access to specialized support (Alsolami, 2024). The Saudi Ministry of Education has established policies aimed at integrating students with intellectual disabilities into general classrooms, while also providing them with equitable educational opportunities. This initiative aligns with the broader national strategy that seeks to enhance access to education and promote inclusivity for all students (Alnahdi, Alwadei, & Alharbi, 2024). This commitment to Inclusive Classrooms reflects international trends emphasizing the right of all children to quality education, as articulated in the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (United Nations, 2006). The Kingdom's Vision 2030 underscores the integration of students with intellectual disabilities into mainstream education, reinforcing the commitment to equal opportunities for all learners. Aligning with this vision, Inclusive Classrooms initiatives aim to benefit students with disabilities while fostering a more accepting and diverse learning environment for all (Page et al., 2023). However, it is critical to recognize that the successful inclusion of students with intellectual disabilities requires more than just the presence of these programs. Various factors can influence the quality and effectiveness of these programs, including curriculum adaptations, teacher training, available resources, and the overall school environment (Gibbs & Bozaid, 2021). To align with Saudi Arabia's commitment to Inclusive Classrooms, understand the current state of program quality, and contribute to the improvement of educational practices for students with intellectual disabilities, this study specifically examines the quality of educational programs for elementary school-age students with intellectual disabilities in inclusive classrooms in Al-Madinah Al-Munawara.

## **Literature Review**

Inclusive education has increasingly become a focus in educational systems globally, including in Saudi Arabia. The quality of educational programs for students with intellectual disabilities is crucial for their academic and personal development. This literature review aims to examine the current state of educational programs for elementary school-age students with intellectual disabilities in inclusive classrooms within Al-Madinah Al-Munawwarah. It emphasizes the current state of knowledge, identifies gaps in the existing literature, and suggests avenues for future research aimed at improving the understanding and application of effective educational practices for this student population.

## **Structural Developments in Saudi Arabian Inclusive Classrooms**

Saudi Arabia has implemented various policies to support Inclusive Classrooms. For instance, the Ministry of Education's efforts to integrate students with disabilities into mainstream schools are guided by national policies aimed at ensuring equal access to education. According to a report by the Ministry of Education, Saudi Arabia (2020), the focus on Inclusive Classrooms in the country has since grown extensively. These policies include the provision of Inclusive Classrooms programs and the adaptation of curricula to meet the diverse needs of students with intellectual disabilities. The Ministry of Education implemented

Inclusive Classrooms protocols in public schools, mandating the integration of students with disabilities with the mainstream student population (Alrawkan, 2022). Alongside this, special education classes were established within mainstream schools as a means of assisting students with disability-specific learning needs (Alsolami, 2024). As such, in the current setting, two types of educational placements for students with intellectual disabilities are available in the country. While students with intellectual disabilities generally enter the mainstream educational system, those with severe disabilities have the option of entering specialized institutions that cater specifically to students with intellectual disabilities. These inputs show that considerable development has been made in the structure of special education in Saudi Arabia. Different services and facilities exist in order to cater to the educational needs of students across different levels of intellectual disability (AlShamri, 2019).

### **Inclusive Classrooms In Saudi Arabian**

Despite the developed structure of Inclusive Classrooms services in the country, various authors have raised questions of the current quality of Inclusive Classrooms in Saudi Arabia. A study by Aldabas (2020) found that while there is a growing trend towards Inclusive Classrooms, there are still significant gaps in teacher training and resource allocation, which affect the quality of education for students with intellectual disabilities. Mirghani (2020) emphasized the importance of adapting curricula to meet individual needs, suggesting that a one-size-fits-all approach is insufficient. Alnahdi et al. (2024) identified that family members and teachers often express dissatisfaction with the current educational programs, citing a lack of personalized educational plans and inadequate support for students with intellectual disabilities. Alquraini & Rao (2020) finding need for more personalized educational plans and adaptable curriculum content to meet the diverse learning needs of these students.

### **Quality of Educational Programs**

The recent studies from 2020 to 2024 suggest that the educational landscape for students with intellectual disabilities in Saudi Arabia has continued to evolve and improve. A study by Aldabas (2020) found that the majority of Inclusive Classrooms programs in the country are now focused on supporting students with intellectual disabilities, indicating a sustained commitment to this population. Additionally, the effects of inclusion on academic achievement, socio-emotional development, and well-being of children with special educational needs have been extensively studied. According to Dalgaard et al. (2022), Inclusive Classrooms positively impacts the academic performance and socio-emotional growth of students with ID, suggesting that when these students are taught alongside their peers, they benefit from enhanced motivation and engagement in the learning process. This finding underscores the importance of developing comprehensive curricula to meet diverse learning needs, and support the academic and social development of students with intellectual disabilities in the Kingdom of Saudi Arabia. Maggio et al. (2021) emphasize the role of personal and contextual factors in shaping elementary school students' attitudes towards their peers with disabilities. Their research indicates that positive attitudes are correlated with supportive classroom environments and teacher attitudes, which are crucial for fostering an inclusive atmosphere. This highlights that there is still a necessity for teacher training programs

that focus on inclusivity and sensitivity towards students with ID, which could further improve the quality of educational experiences in inclusive classrooms In Saudi Arabia.

### **Problem Statement**

Inclusive education, recognized as a fundamental right for all learners (UNESCO, 2020), aims to provide quality education for students with disabilities alongside their typically developing peers within Inclusive Classrooms. Despite global advancements in inclusive practices, ensuring the effectiveness and quality of educational programs for students with intellectual disabilities (ID) in inclusive classrooms remains a persistent challenge (Walton, 2023). Specifically, there is a growing concern regarding the quality of educational programs offered to elementary school-age students with ID in inclusive classrooms in Al-Madinah Al-Munawara. Research indicates that the successful implementation of Inclusive Classrooms hinges upon the availability of appropriate curricula, effective teaching strategies, adequate teacher training, and supportive resources (Alsolami, 2024). However, studies conducted in similar contexts have highlighted potential gaps in these critical areas. For example, Aldehami (2022) indicated that students with intellectual disabilities require individualized educational programs (IEPs) and differentiated instruction tailored to their unique learning needs and abilities. Nevertheless, teachers in inclusive classrooms may face challenges effectively implementing these practices due to factors such as large class sizes, limited training, and a lack of specialized support (Alghamdi, 2023). Furthermore, teachers require specialized training and ongoing professional development to effectively address the diverse learning needs of students with intellectual disabilities in inclusive classrooms (Brownell et al., 2020). This necessitates an assessment of the current level of teacher preparedness in Al-Madinah Al-Munawara to identify areas where professional development can enhance their skills and knowledge. Effective Inclusive Classrooms also relies on strong collaboration and communication among teachers, parents, special education professionals, and administrators (Wray et al., 2022). However, barriers to collaboration, such as limited time for communication and differing perspectives on inclusion, may hinder the successful implementation of inclusive programs. Finally, access to assistive technology and other supportive resources, which can play a crucial role in enhancing the learning and participation of students with Intellectual Disabilities in inclusive classrooms (Evmenova, 2020), may be limited in some educational settings. This study addresses these identified gaps by examining the quality of educational programs for primary school students with intellectual disabilities in inclusive classrooms in Al-Madinah Al-Munawara. The problem of this study, therefore, is to investigate the quality of these educational programs, focusing specifically on areas such as curriculum adaptation, teacher training, resource allocation, and the overall learning environment. Researcher believe the outcomes and subsequent recommendations will offer valuable opportunities for policymakers and educators in Al-Madinah Al-Munawara to develop measures supporting the enhancement of educational program quality for students with intellectual disabilities in inclusive settings. This will contribute to a deeper understanding of the current state of Inclusive Classrooms in the region and provide valuable insights for improving the quality of educational experiences for these students.

### **Purpose of the Study**

This study aims to investigate the quality of educational programs for primary school students with intellectual disabilities in inclusive classrooms in Al-Madinah Al-Munawara. It seeks to explore the perspectives of teachers and parents regarding the quality of these programs, the challenges faced in their implementation, and potential strategies for improvement. Answering the following research questions will provide insights into the current state of these programs and inform efforts to enhance their effectiveness:

### **Research Questions**

1. What are the quality of educational programs for elementary school-age students with intellectual disabilities in Al Madinah from the perspective of teachers and parents?
2. What are the main challenges and obstacles faced in the implementation of quality educational programs in Inclusive Classrooms for students with intellectual disabilities in Al Madinah from the perspective of teachers and parents?
3. What are the suggestions and ways to develop the quality of educational programs for elementary school-age students with intellectual disabilities for Inclusive Classrooms from the perspective of teachers and parents?
4. Are there a statistically significant effect of the variables (respondent type, gender, and educational level) on the reality and challenges of the quality of educational programs provided in Inclusive Classrooms for elementary school students with intellectual disabilities in AlMadinah, from the perspective of teachers and parents?

### **Significance of the Study**

This study is among the first to comprehensively investigate the quality of educational programs for primary school students with intellectual disabilities in inclusive classrooms in Al-Madinah Al-Munawara. The findings of this study can have several important practical implications:

- **Informing Policy and Practice:** The study can offer valuable insights to the Saudi Ministry of Education, specifically regarding the provision of effective Inclusive Classrooms for students with intellectual disabilities in Al-Madinah Al-Munawara. This information can contribute to the development and refinement of policies and practices related to curriculum design, teacher training, resource allocation, and support systems for inclusive classrooms.
- **Enhancing Teacher Development:** Recommendations based on the study findings can guide the design and implementation of professional development programs for teachers working with students with intellectual disabilities in inclusive settings. This can lead to increased teacher knowledge, skills, and confidence in effectively adapting instruction and supporting the diverse learning needs of these students.

- **Improving Educational Experiences:** By identifying the strengths and weaknesses of current programs and highlighting areas for improvement, the study can contribute to creating more inclusive and effective learning environments for students with intellectual disabilities in Al-Madinah Al-Munawara. This can lead to enhanced academic, social, and emotional outcomes for these students.
- **Expanding the Research Base:** The findings of this study will contribute to the existing body of knowledge on Inclusive Classrooms for students with intellectual disabilities, particularly within the context of Saudi Arabia. This can inform future research efforts and contribute to a deeper understanding of effective practices in this area.

Furthermore, this study holds broader significance by shedding light on the experiences and perspectives of teachers and parents involved in Inclusive Classrooms. By amplifying their voices, the study can contribute to a more nuanced and informed discussion about the challenges and opportunities associated with Inclusive Classrooms for students with intellectual disabilities. Ultimately, this research aims to promote more equitable and effective educational practices that support the full inclusion and participation of all students in Al-Madinah Al-Munawara's primary schools.

### Methodology

This study employed a descriptive analytical approach to achieve the objectives of the research. The methodology involved designing and distributing a comprehensive questionnaire to teachers and parents of students with intellectual disabilities in Al Madinah. The questionnaire aimed to gather detailed information on their perspectives regarding the quality of educational programs, the challenges they face, and their suggestions for improvement.

### Study Population

The study population consisted of teachers and parents of elementary school-age students with intellectual disabilities in Al Madinah. Sample of teachers and parents with children who have intellectual disabilities at different public schools in Al Madinah. According to the Ministry of Education (2023) there are approximately 405 intellectual disabilities teachers in Al Madinah elementary schools; special education programs for students with intellectual disabilities and there are 303 parents with children who have intellectual disabilities. These individuals were chosen because they have direct experience with educational programs and can provide valuable insights into their effectiveness and areas for improvement.

### Study Sample

A total of 231 participants, including teachers and parents of students with intellectual disabilities in Al Madinah, were included in the study. The sample was selected using simple random sampling, and the sample size was determined based on statistical equations, which indicated a required sample size of 231 participants. As shown in Table 1, the sample consisted of 106 teachers (45.9%) and 125 parents (54.1%). In terms of gender, the majority of participants were female (68.8%), with males representing (31.2%). Regarding educational level, most participants had a university degree (60.2%), followed by those with a Master's degree (21.2%), below university (15.2%), and PhD holders (3.5%). The random sampling

method ensured a balanced representation.

**Table 1: Participants Demographics.**

Variables	Groups	Frequency	Percent
Respondent	Teacher	106	45.90%
	Parent	125	54.10%
	<b>Total</b>	<b>231</b>	<b>100.00%</b>
Gender	Male	72	31.20%
	Female	159	68.80%
	<b>Total</b>	<b>231</b>	<b>100.00%</b>
Educational Level	Below university	35	15.20%
	University	139	60.20%
	Master's	49	21.20%
	PhD	8	3.50%
	<b>Total</b>	<b>231</b>	<b>100.00%</b>

### Study Tool

The study used a questionnaire (developed by the researcher) aimed at assessing the quality of educational programs in Saudi Inclusive Classrooms for primary school students with intellectual disabilities from the perspectives of teachers and parents. Additionally, the study sought to identify the obstacles that hinder the achievement of quality in these programs and propose ways to improve them. The questionnaire was designed based on the theoretical framework and previous studies related to the topic, such as the study by Alnahdi (2024); Abed& Shackelford (2023); Aldosari (2023); Almalki et al. (2021); Aldabas (2020); Alshamri (2019).

The questionnaire consisted of (43) items distributed across three main sections. The first section focused on the quality of educational programs and included (21) items. The second section addressed the obstacles to achieving quality in educational programs and comprised (15) items. The third section contained (14) items related to suggestions and methods for improving educational programs. Additionally, the questionnaire included preliminary information about the respondent's type, gender, educational level, and years of experience. After designing the questionnaire, it was sent to a group of experts specialized in special education and Inclusive Classrooms. Based on their feedback, some items were revised to ensure the accuracy and relevance of the content, resulting in the final version of the questionnaire consisting of (43) items.

### Validity and Reliability

To ensure the validity of the study tool, content validity was established by sending the tool to ten experts in special education. Additionally, the questionnaire was administered to (N = 30) teachers and parents of students with intellectual disabilities. The internal consistency of the tool was assessed using Pearson correlation coefficients, as detailed in Table (2). For reliability, split-half reliability and Cronbach's alpha were calculated, as shown in Table (3).

### Internal Consistency

To measure internal consistency, which refers to the relationship between each item's score and the total score of the dimension it follows, the researcher used Pearson correlation

coefficients. Table (2) presents the Pearson correlation coefficients between the items of the study tool and the total score of the dimension, based on a sample of thirty participants (N = 30) consisting of teachers and parents of students with intellectual disabilities.

**Table 2: Pearson Correlation Coefficients Between the Study Tool Items and the Total Score of the Dimension**

Quality of Educational Programs		Obstacles to Achieving Quality		Suggestions for Developing Educational Programs	
Item	r	Item	r	Item	r
1	0.787**	1	0.507**	1	0.900**
2	0.831**	2	0.748**	2	0.854**
3	0.840**	3	0.772**	3	0.755**
4	0.887**	4	0.690**	4	0.791**
5	0.921**	5	0.566**	5	0.683**
6	0.909**	6	0.815**	6	0.862**
7	0.888**	7	0.799**	7	0.907**
8	0.876**	8	0.877**	8	0.907**
9	0.867**	9	0.848**	9	0.910**
10	0.872**	10	0.869**	10	0.897**
11	0.936**	11	0.818**	11	0.897**
12	0.876**	12	0.792**	12	0.881**
13	0.899**	13	0.768**	13	0.849**
14	0.912**	14	0.784**	14	0.867**
15	0.943**	15	0.847**		
16	0.915**				
17	0.936**				
18	0.946**				
19	0.917**				
20	0.839**				
21	0.906**				

**\*\* Correlation is significant at the 0.01 level (2-tailed).**

**\* Correlation is significant at the 0.05 level (2-tailed).**

Table (2) shows that the correlation coefficients are high and significant at the (0.01) level, indicating the validity of the items in the questionnaire related to the quality of educational programs, obstacles to achieving quality, and suggestions for developing educational programs for students with intellectual disabilities. This indicates a high internal consistency, reflecting high validity of the tool used in the study.

### Reliability of the Questionnaire

The reliability of the questionnaire was assessed using Cronbach's alpha and the split-half method for the questionnaire on the quality of educational programs, obstacles to achieving quality, and suggestions for developing educational programs for students with intellectual disabilities. The values are shown in Table (3) below:



**Table 3: Reliability Coefficients Using Cronbach's Alpha and Split-Half Method (N = 30)**

Dimension	Cronbach's Alpha	Split-Half
Quality of Educational Programs	0.987	0.967
Obstacles to Achieving Quality	0.95	0.928
Suggestions for Developing Educational Programs	0.968	0.889

Table (3) demonstrates that the reliability coefficients for the questionnaire are exceptionally high, indicating strong consistency and reliability. The Cronbach's alpha values exceed 0.95 for all dimensions, with the "Quality of Educational Programs" achieving the highest value of 0.987, reflecting excellent internal consistency. Similarly, the split-half reliability coefficients are also high, with values ranging from 0.889 to 0.967, underscoring the stability and reliability of the questionnaire in measuring the quality of educational programs, identifying obstacles, and suggesting improvements for students with intellectual disabilities. These results confirm that the questionnaire is a reliable tool for evaluating and developing educational programs.

### Correction of the Questionnaire

To evaluate the quality of educational programs in inclusive Saudi education provided to primary school students with intellectual disabilities from the perspectives of teachers and parents, arithmetic means were calculated. The category range was determined using the formula: Range of the category = (highest value - lowest value) divided by the number of options, resulting in a category range of 0.8 (i.e.,  $4 \div 5 = 0.8$ ). The judgment criteria for interpreting the survey results are as follows: a score less than 1.8 is considered "Very Low," from 1.8 to 2.60 is "Low," from 2.60 to 3.4 is "Medium," from 3.4 to 4.2 is "High," and a score from 4.2 to 5 is "Very High." These criteria provide a comprehensive framework for assessing the levels of quality in educational programs offered in Inclusive Classrooms from the perspectives of teachers and parents.

### Statistical methods

The researcher used the Statistical Package for the Social Sciences (SPSS v. 26) to analyze the study data. Descriptive statistics, multivariate analysis of variance (MANOVA), and Scheffe's test were used.

## Results and Discussion

### Display the results of the first inquiry

To answer the first research question, which asks, "What are the quality of educational programs for elementary school-age students with intellectual disabilities in Al Madinah from the perspective of teachers and parents?" the researcher calculated the arithmetic means, standard deviations, and percentage ratios for the responses on the questionnaire items regarding the quality of these educational programs. The results are displayed in Table (4), which provides a comprehensive overview of the mean scores, standard deviations, and relative weights for each item on the questionnaire evaluating the quality of educational programs for students with intellectual disabilities in Al Madinah, as perceived by teachers and parents.

**Table 4: Results of the Mean, Standard Deviation, and Relative Weight for the Items of the Questionnaire Evaluating the Quality of Educational Programs for Students with Intellectual Disabilities in Al Madinah**

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No.	Phrases	Groups	Mean	SD	Weight (%)	Level	
1	Developed his reading skills	Teacher	3.594	0.913	71.9%	High	
		Parent	4.312	1.066	86.2%	Very High	
2	Improved his mathematics skills	Teacher	3.519	0.842	70.4%	High	
		Parent	4.248	1.068	85.0%	Very High	
3	Enhanced his knowledge in science	Teacher	3.528	0.897	70.6%	High	
		Parent	4.200	1.085	84.0%	High	
4	Improved his academic performance	Teacher	3.538	0.948	70.8%	High	
		Parent	4.224	0.958	84.5%	Very High	
5	Developed his ability to solve simple mathematical problems	Teacher	3.500	0.949	70.0%	High	
		Parent	4.144	1.060	82.9%	High	
6	Helped him read some simple words	Teacher	3.632	0.898	72.6%	High	
		Parent	4.176	0.968	83.5%	High	
7	Helped him write some simple words on his own	Teacher	3.660	0.838	73.2%	High	
		Parent	4.176	0.951	83.5%	High	
8	Improved his ability to follow instructions at school	Teacher	3.934	0.854	78.7%	High	
		Parent	4.264	0.824	85.3%	Very High	
9	Developed his ability to communicate with peers at school	Teacher	3.943	0.826	78.9%	High	
		Parent	4.200	0.950	84.0%	Very High	
10	Improved his adherence to instructions at home	Teacher	3.915	0.806	78.3%	High	
		Parent	4.160	0.865	83.2%	High	
11	Developed his skills in preparing simple foods for himself	Teacher	3.642	0.907	72.8%	High	
		Parent	3.968	1.039	79.4%	High	
12	Enhanced his skills in making friends with other children outside of school	Teacher	3.802	0.950	76.0%	High	
		Parent	4.048	1.031	81.0%	High	
13	Improved his skills in handling clothing and appearance	Teacher	3.858	0.822	77.2%	High	
		Parent	4.168	0.913	83.4%	High	
14	Increased his self-confidence	Teacher	3.783	0.840	75.7%	High	
		Parent	4.112	1.002	82.2%	High	
15	Developed his ability to use money properly	Teacher	3.660	0.872	73.2%	High	
		Parent	3.936	1.127	78.7%	High	
16	Improved his skills to be independent	Teacher	3.679	0.834	73.6%	High	
		Parent	4.080	0.989	81.6%	High	
17	Improved his safety awareness and risk avoidance	Teacher	3.736	0.820	74.7%	High	
		Parent	4.080	0.912	81.6%	High	
18	Developed his ability to take care of his general health	Teacher	3.660	0.815	73.2%	High	
		Parent	4.016	0.967	80.3%	High	
19	Improved his adherence to a schedule for play and study times at home	Teacher	3.651	0.862	73.0%	High	
		Parent	3.912	0.967	78.2%	High	
20	Developed his skills in using the phone	Teacher	3.613	0.911	72.3%	High	
		Parent	3.920	0.980	78.4%	High	
21	Enhanced his skills during social events	Teacher	3.755	0.871	75.1%	High	
		Parent	3.944	1.002	78.9%	High	
	Overall Mean	Teacher	3.695	0.712	73.9%	High	
		Parent	4.109	0.844	82.2%	High	

Table (4) shows that the quality of educational programs provided to students with intellectual disabilities in elementary schools in Al-Madinah Al-Munawara, from the teachers' perspective, was rated as "high." The overall mean score was (3.70) with a standard deviation of (0.71) and a relative weight of (73.90%).

It can be concluded that teachers believe the educational programs effectively help students improve their academic and social skills, though there is a need for further

development in some areas, such as money management skills and general health care. Among the highest-rated items by teachers was item (9), related to enhancing students' ability to communicate with their peers at school, with a mean of (3.94) and a relative weight of (78.90%), followed by item (8), which addressed improving students' ability to follow instructions at school, with a mean of (3.93) and a relative weight of (78.70%). On the other hand, the lowest-rated items were item (2), related to improving math skills, with a mean of (3.52) and a relative weight of (70.40%), followed by item (5), which focused on developing students' ability to solve simple math problems, with a mean of (3.50) and a relative weight of (70.00%).

From the parents' perspective, the table shows that their evaluation of the quality of educational programs was rated as "very high," with an overall mean of (4.11) and a standard deviation of (0.84) and a relative weight of (82.20%). This indicates that parents believe the educational programs significantly contribute to their children's skill development, particularly in areas such as improving reading, mathematics, and social communication. The highest-rated item by parents was item (1), related to improving reading skills, with a mean of (4.31) and a relative weight of (86.20%), followed by item (2), related to improving math skills, with a mean of (4.25) and a relative weight of (85.00%). The lowest-rated items were item (19), related to improving adherence to a schedule for play and study at home, with a mean of (3.91) and a relative weight of (78.20%), followed by item (15), which focused on developing students' ability to use money correctly, with a mean of (3.94) and a relative weight of (78.70%).

It is evident that teachers tend to focus on academic aspects such as math and problem-solving, while parents place greater emphasis on daily life skills like adherence to routines and money management.

The researcher interprets this result as a difference in perspective between teachers and parents, based on the roles each plays in the students' lives. Teachers tend to focus on academic aspects within the classroom, where improving math skills and problem-solving are academic priorities that they directly monitor. On the other hand, parents focus on daily and social aspects they observe at home, such as adherence to routines and correct money management, as these skills are essential for daily life and social interaction.

This also reflects the difference in expectations between teachers and parents; while teachers aim to improve academic performance in line with the curriculum, parents view educational programs as a means to enhance their children's independence and life skills. Based on these results, the researcher recommends enhancing cooperation between teachers and parents to develop comprehensive educational programs that focus on both academic and life skills to ensure the overall development of students with intellectual disabilities. According to the research findings, both Alnahdi (2024) and Paseka & Schwab (2020) highlighted the importance of enhancing cooperation between teachers and parents. This is vital to develop comprehensive educational programs for students with intellectual disabilities.

### **Display the results of the second inquiry**

To answer the second research question, which asks, "What are the main challenges and obstacles faced in the implementation of quality educational programs in Inclusive Classrooms for students with intellectual disabilities in Al Madinah from the perspectives of teachers and parents?" the researcher calculated the arithmetic means, standard deviations, and percentage ratios for the responses on the questionnaire items related to the challenges and obstacles in implementing of quality educational programs in Inclusive Classrooms. The results are displayed in Table (3), which provides a detailed overview of the mean scores, standard deviations, and relative weights for each item on the questionnaire evaluating the challenges faced in the implementation of Inclusive Classrooms for students with intellectual disabilities

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in Al Madinah, as perceived by teachers and parents.

Table 5: Results of the Mean, Standard Deviation, and Relative Weight for the Items of the Questionnaire Evaluating the Challenges in the Implementation of quality educational programs in Inclusive Classrooms for Students with Intellectual Disabilities in Al Madinah

No.	Phrases	Groups	Mean	SD	Weight (%)	Level		
1	Lack of training for teaching children with special needs.	Teacher	3.877	0.881	77.5%	High		
		Parent	4.248	0.877	85.0%	Very High		
2	Teachers feel unprepared to teach children with special needs.	Teacher	3.377	1.150	67.5%	Moderate		
		Parent	4.240	0.987	84.8%	Very High		
3	Teachers have low to moderate knowledge about the concepts, causes, and characteristics of children with intellectual disabilities.	Teacher	3.396	1.135	67.9%	Moderate		
		Parent	4.176	0.984	83.5%	High		
4	Children with disabilities face physical and perceived barriers that hinder their participation.	Teacher	3.462	0.864	69.2%	High		
		Parent	4.168	1.022	83.4%	High		
5	Children with disabilities encounter barriers if buildings are not designed with their mobility needs in mind.	Teacher	3.689	0.970	73.8%	High		
		Parent	4.192	0.931	83.8%	High		
6	Many parents are reluctant to allow children with disabilities to enter the classroom with their children.	Teacher	3.575	1.004	71.5%	High		
		Parent	4.104	1.023	82.1%	High		
7	Teachers and administrators fear that students with special needs will monopolize their time, preventing them from providing adequate education to other students.	Teacher	3.575	1.032	71.5%	High		
		Parent	4.200	1.008	84.0%	High		
8	Teachers' attention is more focused on healthy students than on those with special needs.	Teacher	3.594	1.021	71.9%	High		
		Parent	4.112	1.033	82.2%	High		
9	Typical children are afraid to interact with children who are different from them.	Teacher	3.491	1.026	69.8%	High		
		Parent	4.160	0.954	83.2%	High		
10	Teachers may have negative attitudes towards students with special needs or hold low expectations of them.	Teacher	3.575	1.042	71.5%	High		
		Parent	4.064	1.022	81.3%	High		
11	Negative experiences that parents of children with disabilities have had with teachers and administrators.	Teacher	3.632	0.919	72.6%	High		
		Parent	4.056	0.970	81.1%	High		
12	There may be some skepticism or hesitation in accepting a person with a disability as part of the community.	Teacher	3.575	0.956	71.5%	High		
		Parent	4.040	0.979	80.8%	High		
13	The curriculum may not be suitable for children with intellectual disabilities.	Teacher	3.698	0.997	74.0%	High		
		Parent	4.064	0.990	81.3%	High		
14	School activities may not be appropriate for children with disabilities.	Teacher	3.660	0.985	73.2%	High		
		Parent	4.120	0.972	82.4%	High		
15	Lack of communication between administrators, teachers, specialists, staff, and parents.	Teacher	3.613	1.020	72.3%	High		
		Parent	4.008	1.004	80.2%	High		
	Overall Mean	Teacher	3.586	0.735	71.7%	High		
		Parent	4.130	0.806	82.6%	High		

Table 5 shows that the obstacles to achieving quality educational programs in Inclusive Classrooms for primary school students with intellectual disabilities in Saudi Arabia, from the perspective of teachers, include several notable challenges. The results show an overall mean score of (3.59) with a standard deviation of (0.74) and a relative weight of (71.7%). This indicates that teachers face significant challenges related to lack of training, potential

participation barriers, and issues related to curricula and school activities. Among the highest-rated challenges by teachers were item (1), concerning lack of training for teaching children with special needs, with a mean of (3.88) and a relative weight of (77.5%), and item (5), addressing barriers in building design for mobility needs, with a mean of (3.69) and a relative weight of (73.8%). The lowest-rated challenges included item (2), related to teachers feeling unprepared to teach children with special needs, with a mean of (3.38) and a relative weight of (67.5%), and item (3), focusing on low to moderate knowledge about the concepts of intellectual disabilities, with a mean of (3.40) and a relative weight of (67.9%).

Additionally, Table 5 indicates that the obstacles to achieving quality educational programs in Inclusive Classrooms for primary school students with intellectual disabilities in Saudi Arabia, from the perspective of parents, include similar challenges but with a higher degree of impact. The results show an overall mean score of (4.13) with a standard deviation of (0.81) and a relative weight of (82.6%). Parents identified significant challenges such as lack of training and barriers in physical and social environments. Among the highest-rated challenges by parents were item (1), concerning lack of training, with a mean of (4.25) and a relative weight of (85.0%), and item (2), relating to teachers' preparedness, with a mean of (4.24) and a relative weight of (84.8%). The lowest-rated challenges included item (15), related to lack of communication among stakeholders, with a mean of (4.01) and a relative weight of (80.2%), and item (12), addressing skepticism in accepting people with disabilities, with a mean of (4.04) and a relative weight of (80.8%).

These results suggest that while both teachers and parents recognize significant challenges in Inclusive Classrooms, the intensity of these perceptions is higher among parents. This discrepancy highlights the differing perspectives and priorities of teachers and parents, where teachers may focus more on practical and logistical challenges in the educational environment, while parents are more concerned with broader social and communicative barriers. The researcher recommends improving collaboration between teachers and parents to address these challenges comprehensively, focusing on both educational strategies and social integration to enhance the effectiveness of Inclusive Classrooms for students with intellectual disabilities. As indicated Garcia-Melgar et al. (2022); Tryfon et al. (2021) Enhanced collaboration between teachers and parents is crucial to comprehensively address these challenges. By focusing on both educational strategies and social integration, inclusive education for students with intellectual disabilities can be significantly improved.

### Display the results of the third inquiry

To address the third research question, "What are the suggestions and ways to develop the quality of educational programs for elementary school-age students with intellectual disabilities for Inclusive Classrooms from the perspective of teachers and parents?" the researcher collected data on proposed improvements and strategies through a structured questionnaire. The analysis involved calculating the mean scores, standard deviations, and relative weights for each suggestion and development strategy provided by both teachers and parents.

**Table 6: Results of the Mean, Standard Deviation, and Relative Weight for the Items of the Questionnaire Evaluating Suggestions and Strategies for Developing the quality of Educational Programs for Students with Intellectual Disabilities in Al Madinah**

No.	Phrases	Groups	Mean	SD	Weight (%)	Level	
1		Teacher	4.415	0.729	88.3%	Very High	

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	Teachers should receive the support they need to teach all children in their classrooms.	Parent	4.496	0.758	89.9%	Very High	
2	Teachers should have additional time for planning.	Teacher	4.113	0.929	82.3%	High	
		Parent	4.504	0.691	90.1%	Very High	
3	Teachers should have teaching assistants to help them.	Teacher	4.377	0.798	87.5%	Very High	
		Parent	4.480	0.768	89.6%	Very High	
4	Teachers should receive specialized training in teaching methods, learning techniques, or even environmental aids.	Teacher	4.255	0.916	85.1%	Very High	
		Parent	4.416	0.825	88.3%	Very High	
5	Remove barriers and bring all children together in school regardless of their physical and mental abilities or socioeconomic status.	Teacher	3.953	1.072	79.1%	High	
		Parent	4.280	0.938	85.6%	Very High	
6	Ensure that all activity areas are accessible and do not present barriers to inclusion.	Teacher	4.283	0.790	85.7%	Very High	
		Parent	4.360	0.827	87.2%	Very High	
7	Environmental support such as wheelchair ramps, accessible restrooms, and various classroom arrangements can benefit students with special needs.	Teacher	4.377	0.749	87.5%	Very High	
		Parent	4.456	0.713	89.1%	Very High	
8	Changing attitudes towards disabilities should be an integral part of any comprehensive educational program or plan.	Teacher	4.274	0.775	85.5%	Very High	
		Parent	4.344	0.824	86.9%	Very High	
9	Attitudes towards disabilities can be changed by providing new information such as including success stories of children with disabilities.	Teacher	4.302	0.771	86.0%	Very High	
		Parent	4.384	0.801	87.7%	Very High	
10	Concerns can be alleviated by educating parents and students and supporting classroom teachers with special education staff.	Teacher	4.302	0.745	86.0%	Very High	
		Parent	4.408	0.794	88.2%	Very High	
11	Inclusion should involve a radical overhaul in terms of curriculum assessment.	Teacher	4.302	0.818	86.0%	Very High	
		Parent	4.376	0.737	87.5%	Very High	
12	Open communication and coordinated planning between general education teachers and special education staff are essential for effective inclusion.	Teacher	4.311	0.760	86.2%	Very High	
		Parent	4.336	0.772	86.7%	Very High	
13	Time should be allocated for teachers and specialists to meet and create well-designed plans for determining and implementing modifications, accommodations, and specific goals for students.	Teacher	4.302	0.795	86.0%	Very High	
		Parent	4.304	0.805	86.1%	Very High	
14	There should be ongoing communication between teachers and the family members of the child with a disability.	Teacher	4.330	0.752	86.6%	Very High	
		Parent	4.432	0.733	88.6%	Very High	
	Overall Mean	Teacher	4.278	0.664	85.6%	Very High	
		Parent	4.398	0.650	88.0%	Very High	

Table 6 demonstrates the suggestions and strategies proposed to improve educational programs for elementary school students with intellectual disabilities in Inclusive Classrooms, as perceived by both teachers and parents. The results indicate that the overall mean score from the teachers' perspective is (4.278) with a standard deviation of (0.664) and a relative weight of (85.6%). This suggests that teachers strongly agree on the need for support and improvements in various aspects, particularly those that focus on enhancing the inclusion process. Among the highest-rated items were item (1), which emphasizes the importance of providing teachers with adequate support, with a mean of (4.415) and a relative weight of (88.3%), and item (3), advocating for teaching assistants to assist teachers, with a mean of

(4.377) and a relative weight of (87.5%). These results highlight teachers' recognition of the need for additional resources, time, and specialized training to effectively include students with intellectual disabilities.

The lowest-rated suggestion from the teachers' perspective was item (5), which focuses on removing barriers and integrating all children regardless of their physical or mental abilities, with a mean of (3.953) and a relative weight of (79.1%), although it still remains within a "high" agreement range. This indicates that while teachers support Inclusive Classrooms, there are challenges in fully removing all barriers for students with intellectual disabilities.

On the other hand, parents showed an even higher level of agreement, with an overall mean score of (4.398), a standard deviation of (0.650), and a relative weight of (88.0%). Parents placed the greatest emphasis on item (2), advocating for additional planning time for teachers, with a mean of (4.504) and a relative weight of (90.1%), and item (1), concerning the need for teacher support, with a mean of (4.496) and a relative weight of (89.9%). This reflects parents' strong belief in the importance of providing teachers with the necessary time and resources to support Inclusive Classrooms effectively.

The lowest-rated suggestion from parents was also item (5), with a mean of (4.280) and a relative weight of (85.6%), which still indicates a very high level of agreement. This suggests that parents, while recognizing the importance of removing barriers, may see it as less of a priority compared to other direct support strategies for teachers and students.

Overall, the results show that both teachers and parents agree on the critical need for structural and resource-based changes to support the inclusion of students with intellectual disabilities. However, parents tended to rate most suggestions slightly higher than teachers, indicating perhaps a greater sense of urgency or concern from their perspective. These findings highlight the importance of continued collaboration between educators and parents in developing comprehensive strategies to enhance Inclusive Classrooms programs for students with intellectual disabilities.

Similar to the findings of Alnahdi et al. (2024), who investigated inclusive education in Saudi Arabia, this study found that both teachers and parents identified resource limitations and inadequate support as significant barriers to effective inclusion. Furthermore, as highlighted by Abed and Shackelford (2023) and Aldosari (2022), this study also revealed a potential difference in the perceived urgency for change, with parents tending to rate the need for improvements slightly higher than teachers. This heightened sense of urgency among parents may stem from their direct involvement in their child's daily challenges and their desire to ensure their child's full access to educational opportunities.

### **Results of the Fourth Question**

Are there a statistically significant effect of the variables (respondent type, gender, and educational level) on the reality and challenges of the quality of educational programs provided in Inclusive Classrooms for elementary school students with intellectual disabilities in Almadinah, from the perspective of teachers and parents?

To answer this question, the researcher used Multivariate Analysis of Variance (MANOVA). **Table (7)** shows the statistical significance tests, along with the differences within groups based on the independent variables: respondent type (teacher or parent), gender (male or female), and educational level (below university, university, master's, doctorate).

**Table 7: Statistical significance tests for multivariate analysis of variance between groups.**

Variable	Statistical Test	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	
Intercept	Pillai's Trace	0.915	1163.06	2	216.000	0.000	0.915	
	Wilks' Lambda	0.085	1163.06	2	216.000	0.000	0.915	
	Hotelling's Trace	10.77	1163.06	2	216.000	0.000	0.915	
	Roy's Largest Root	10.77	1163.06	2	216.000	0.000	0.915	
Respondent	Pillai's Trace	0.022	2.43	2	216.000	0.091	0.022	
	Wilks' Lambda	0.978	2.43	2	216.000	0.091	0.022	
	Hotelling's Trace	0.022	2.43	2	216.000	0.091	0.022	
	Roy's Largest Root	0.022	2.43	2	216.000	0.091	0.022	
Gender	Pillai's Trace	0.008	0.85	2	216.000	0.428	0.008	
	Wilks' Lambda	0.992	0.85	2	216.000	0.428	0.008	
	Hotelling's Trace	0.008	0.85	2	216.000	0.428	0.008	
	Roy's Largest Root	0.008	0.85	2	216.000	0.428	0.008	
Educational Level	Pillai's Trace	0.014	0.52	6	434.000	0.797	0.007	
	Wilks' Lambda	0.986	0.51	6	432.000	0.798	0.007	
	Hotelling's Trace	0.014	0.51	6	430.000	0.799	0.007	
	Roy's Largest Root	0.014	0.98	3	217.000	0.402	0.013	
Respondent * Gender	Pillai's Trace	0.01	1.09	2	216.000	0.339	0.010	
	Wilks' Lambda	0.99	1.09	2	216.000	0.339	0.010	
	Hotelling's Trace	0.01	1.09	2	216.000	0.339	0.010	
	Roy's Largest Root	0.01	1.09	2	216.000	0.339	0.010	
Respondent * Educational Level	Pillai's Trace	0.023	1.26	4	434.000	0.286	0.011	
	Wilks' Lambda	0.977	1.26	4	432.000	0.287	0.011	
	Hotelling's Trace	0.023	1.25	4	430.000	0.288	0.012	
	Roy's Largest Root	0.019	2.11	2	217.000	0.124	0.019	
Gender * Educational Level	Pillai's Trace	0.06	2.26	6	434.000	0.037	0.030	
	Wilks' Lambda	0.94	2.27	6	432.000	0.036	0.031	
	Hotelling's Trace	0.064	2.28	6	430.000	0.035	0.031	
	Roy's Largest Root	0.058	4.20	3	217.000	0.007	0.055	
Respondent * Gender * Educational Level	Pillai's Trace	0.044	2.46	4	434.000	0.045	0.022	
	Wilks' Lambda	0.956	2.47	4	432.000	0.044	0.022	
	Hotelling's Trace	0.046	2.49	4	430.000	0.043	0.023	
	Roy's Largest Root	0.045	4.84	2	217.000	0.009	0.043	

It is evident from Table (7) that there is no significant effect of the variable "respondent type" (teacher or parent) on the reality and challenges of the quality of educational programs for students with intellectual disabilities, as the Pillai's Trace value is (0.022), which is not statistically significant ( $P=0.091$ ). This indicates that the respondent type does not have a joint



effect on the perceptions of educational program quality.

Regarding the variable "gender," the results show that there is no significant effect, as the Pillai's Trace value is (0.008), which is not statistically significant ( $P=0.428$ ). This suggests that gender does not influence perceptions of the quality or challenges of Inclusive Classrooms all programs.

As for the variable "educational level," the analysis reveals no significant effect, as the Pillai's Trace value is (0.014), which is not statistically significant ( $P=0.797$ ). Therefore, the educational level of respondents (below university, university, master's, doctorate) does not significantly affect their perceptions of the quality and challenges of educational programs.

Regarding the interaction between "respondent type" and "gender," the results show no significant effect, as the Pillai's Trace value is (0.010) with a significance level of ( $P=0.339$ ). Similarly, the interaction between "respondent type" and "educational level" does not show a significant effect, with a Pillai's Trace value of (0.023) and ( $P=0.286$ ).

However, there is a significant effect of the interaction between "gender" and "educational level" on the perception of educational program quality, as the Pillai's Trace value is (0.060), which is statistically significant ( $P=0.037$ ). This suggests that the combined effect of gender and educational level does influence perceptions of the quality of educational programs.

Finally, the interaction between "respondent type," "gender," and "educational level" also shows a significant effect, as the Pillai's Trace value is (0.044) with a significance level of ( $P=0.045$ ). This indicates that the combination of these three variables affects how respondents perceive the challenges and quality of Inclusive Classrooms programs for students with intellectual disabilities.

**Table 8: Results of Multivariate Analysis of Variance**

Source of Variance	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Quality of Educational Programs	20.91	13	1.61	2.68	0.00	0.14
	Obstacles to Achieving Quality	24.90	13	1.92	3.21	0.00	0.16
Intercept	Quality of Educational Programs	942.67	1	942.67	1568.69	0.00	0.88
	Obstacles to Achieving Quality	912.11	1	912.11	1528.36	0.00	0.88
Respondent	Quality of Educational Programs	1.55	1	1.55	2.59	0.11	0.01
	Obstacles to Achieving Quality	2.28	1	2.28	3.82	0.05	0.02

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Gender	Quality of Educational Programs	0.56	1	0.56	0.93	0.34	0.00	
	Obstacles to Achieving Quality	0.17	1	0.17	0.28	0.60	0.00	
Educational Level	Quality of Educational Programs	1.17	3	0.39	0.65	0.58	0.01	
	Obstacles to Achieving Quality	0.25	3	0.08	0.14	0.94	0.00	
Respondent * Gender	Quality of Educational Programs	1.16	1	1.16	1.93	0.17	0.01	
	Obstacles to Achieving Quality	0.00	1	0.00	0.00	0.99	0.00	
Respondent * Educational Level	Quality of Educational Programs	0.56	2	0.28	0.47	0.63	0.00	
	Obstacles to Achieving Quality	2.06	2	1.03	1.72	0.18	0.02	
Gender * Educational Level	Quality of Educational Programs	5.36	3	1.79	2.97	0.03	0.04	
	Obstacles to Achieving Quality	1.23	3	0.41	0.69	0.56	0.01	
Respondent * Gender * Educational Level	Quality of Educational Programs	3.82	2	1.91	3.18	0.04	0.03	
	Obstacles to Achieving Quality	0.73	2	0.36	0.61	0.55	0.01	
Error	Quality of Educational Programs	130.40	217	0.60				
	Obstacles to Achieving Quality	129.50	217	0.60				
Total	Quality of Educational Programs	3699.49	231					
	Obstacles to Achieving Quality	3632.90	231					
Corrected Total	Quality of Educational Programs	151.31	230					
	Obstacles to Achieving Quality	154.40	230					

It is evident from Table (8) that there is no statistically significant effect of the variable "respondent type" (teacher or parent) on the quality of educational programs, as the F-value is (2.59) and the significance level is ( $p = 0.11$ ). Similarly, the variable "gender" does not show any statistically significant effect on the quality of educational programs ( $F = 0.93$ ,  $p = 0.34$ ) or on the obstacles to achieving quality ( $F = 0.28$ ,  $p = 0.60$ ), indicating that gender does not have a significant impact on these perceptions. Additionally, no statistically significant effect

was found for the "educational level" on the quality of educational programs ( $F = 0.65$ ,  $p = 0.58$ ) or the obstacles ( $F = 0.14$ ,  $p = 0.94$ ), suggesting that the educational level of the respondents does not significantly influence their views on these topics. The researcher interprets this result as indicating that respondents' perceptions of the quality of educational programs are not influenced by their respondent type, gender, or educational level. This may be due to the existence of unified standards or shared orientations among teachers and parents regarding the evaluation of educational quality, regardless of their different backgrounds.

It is also evident that there is a statistically significant interaction between gender and educational level on the quality of educational programs ( $F = 2.97$ ,  $p = 0.03$ ), with a partial eta squared value of 0.04, indicating that the combined effect of gender and educational level influences how respondents perceive the quality of educational programs. Additionally, the three-way interaction between respondent type, gender, and educational level shows a statistically significant effect on the quality of educational programs ( $F = 3.18$ ,  $p = 0.04$ ), suggesting that the interaction between these factors affects perceptions of educational program quality. However, no statistically significant effect was found for this interaction on the obstacles to achieving quality ( $F = 0.61$ ,  $p = 0.55$ ). These results may be interpreted as reflecting subtle differences in how respondents evaluate the quality of programs based on their academic and social backgrounds, as indicated by the interaction between gender and educational level. Furthermore, the significant effect of the three-way interaction between respondent type, gender, and educational level suggests that these combined factors have a more complex influence on perceptions of educational quality, whereas the obstacles to achieving quality may be more influenced by external factors.

## Conclusion

When investigating the quality of educational programs for primary school students with intellectual disabilities in inclusive classrooms in Al-Madinah Al-Munawara, several key themes emerge. The study illuminated the importance of providing appropriate resources, individualized support, and ongoing professional development for teachers to ensure effective inclusion. Aligning curriculum and assessment practices with the diverse learning needs of these students is crucial for their academic and social success. As emphasized by the Saudi Vision 2030, creating equitable and high-quality educational opportunities for all students, including those with intellectual disabilities, is a national priority. The study's findings reveal that while progress has been made in implementing Inclusive Classrooms in Al-Madinah Al-Munawara, there are still areas that require attention. Notably, the availability of specialized resources, the level of teacher training in inclusive practices, and the adaptation of curriculum to meet individual needs were identified as areas for improvement. Despite these challenges, the study also highlighted positive examples of inclusive practices within Al-Madinah Al-Munawara's primary schools. Schools with strong leadership support, collaborative teams of educators and specialists, and a commitment to ongoing professional development demonstrated more effective inclusion and positive outcomes for students with intellectual disabilities. The findings of this study provide valuable insights for policymakers and educators in Al-Madinah Al-Munawara. By addressing the identified challenges and building upon existing strengths, Al-Madinah Al-Munawara can further enhance the quality of educational programs for students with intellectual disabilities in inclusive classrooms. This will contribute to creating a more equitable and supportive learning environment that empowers all students to reach their full potential and contribute meaningfully to society, aligning with the goals of Saudi Vision 2030.

## **Limitations of the study**

Although this study provided valuable insights into the quality of educational programs for students with intellectual disabilities, it had certain limitations. First, the study's sample was limited to teachers and parents in Al-Madinah Al-Munawara, which restricts the generalizability of findings to other regions within Saudi Arabia. Future research should consider a broader geographical scope to explore potential variations in program quality and implementation across different contexts. Second, the study relied on self-reported data from teachers and parents, which may be subject to recall bias or social desirability effects. Participants might have unintentionally provided responses that they perceived as more favorable or aligned with societal expectations. Third, the study did not include direct observations of classroom practices or student outcomes, which would have provided a more comprehensive understanding of program effectiveness. Future research could incorporate observational data to gain deeper insights into the implementation and impact of these programs. Fourth, the study primarily focused on the perspectives of teachers and parents, without including the voices of students with intellectual disabilities themselves. Future research should explore the experiences and perspectives of these students to gain a more holistic understanding of program quality and its impact on their learning and well-being. Fifth, the study was conducted within a specific time frame and may not reflect potential changes or developments in educational programs and policies over time. Longitudinal studies could provide insights into the long-term impact of these programs and the effectiveness of ongoing efforts to enhance their quality. Nonetheless, this study serves as a valuable foundation for future research on Inclusive Classrooms for students with intellectual disabilities in Saudi Arabia. The findings offer insights into the strengths and challenges of current programs, which can inform efforts to improve their quality and ensure that all students have access to effective and equitable educational opportunities.

## **Recommendations and Future Directions**

Based on the results of this study, it is recommended that schools in Al-Madinah Al-Munawara prioritize the development and implementation of specialized teacher training programs focused on inclusive practices for students with intellectual disabilities, including differentiated instruction, adaptive teaching methods, and assistive technologies. Furthermore, schools should adopt a flexible and individualized approach to curriculum adaptation, ensuring alignment with the diverse learning needs and abilities of these students. Increased access to specialized resources and support services, including assistive technologies and specialists, is crucial for effective inclusion. Strengthening collaboration and communication among teachers, parents, administrators, and specialists is also essential to ensure coordinated and comprehensive support for students with intellectual disabilities. Building upon these recommendations, future research should expand the geographical scope to explore variations in program quality and implementation across different regions of Saudi Arabia, employ a mixed-methods approach to gain a more comprehensive understanding of program effectiveness, and investigate the long-term impact of Inclusive Classrooms through longitudinal studies. Furthermore, future research should prioritize exploring the perspectives of students with intellectual disabilities and examining the role of school leadership in promoting inclusive practices. These combined recommendations and future research

directions aim to inform ongoing efforts to enhance the quality of educational programs for elementary school-age students with intellectual disabilities in inclusive classrooms throughout Saudi Arabia.

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**المخلص:** هدفت هذه الدراسة إلى التحقق من جودة البرامج التعليمية المقدمة لطلاب المدارس الابتدائية من ذوي الإعاقة الفكرية في الفصول الدراسية الشاملة في المدينة المنورة. استخدمت هذه الدراسة المنهج التحليلي الوصفي للتحقيق في جودة البرامج التعليمية المقدمة لطلاب المدارس الابتدائية ذوي الإعاقة الفكرية في الفصول الدراسية الشاملة في المدينة المنورة، المملكة العربية السعودية. وطبقت استبانة من اعداد الباحث على ٢٣١ معلمًا وولي أمر هؤلاء الطلاب لتقييم وجهات نظرهم حول جودة البرامج التعليمية والتحديات والتحسينات المحتملة. أشارت النتائج إلى أن المعلمين يرون أن جودة البرامج "عالية"، في حين صنفها الآباء على أنها "عالية جدًا". لوحظت تناقضات في الأهمية المتصورة للمهارات الأكاديمية مقابل المهارات الحياتية، مما يعكس الأدوار والتوقعات المختلفة للمعلمين وأولياء الأمور. حددت كلتا المجموعتين تحديات كبيرة، بما في ذلك الافتقار إلى التدريب والموارد غير الكافية. كما اقترحا تحسينات، مع التركيز على دعم المعلمين وتخصيص الموارد. كشف التحليل الإحصائي عن عدم وجود تأثير كبير لنوع المستجيب (معلم أو ولي أمر) أو الجنس أو المستوى التعليمي على تصورات جودة البرامج التعليمية. ومع ذلك، فقد وجد تأثير تفاعلي كبير بين الجنس والمستوى التعليمي، فضلاً عن تأثير تفاعلي ثلاثي بين نوع المستجيب والجنس والمستوى التعليمي. وتسلط هذه النتائج الضوء على الحاجة إلى تعزيز التعاون بين المعلمين وأولياء الأمور لتطوير برامج تعليمية شاملة تعالج كل من المهارات الأكاديمية والحياتية، مما يضمن التنمية الشاملة للطلاب ذوي الإعاقة الفكرية في البيئات الشاملة.

**الكلمات المفتاحية:** جودة البرامج التعليمية، سن المدرسة الابتدائية، الطلاب ذوي الإعاقات الذهنية، الفصول الدراسية الشاملة.