

# PARENTS OF NORMAL PUPILS ATTITUDE'S TOWARD THE INTEGRATION OF CHILDREN WITH INTELLECTUAL DISABILITY WITH THEIR CHILDREN IN REGULAR SCHOOLS

(A Field Study on The Eastern Region Schools)

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## **Abstract**

The present study aimed to identify parents of normal pupils attitudes toward the integration of children with intellectual disability with their children in regular schools. The study independent variables (gender, age, educational level) were investigated. Descriptive analysis of randomly chosen sample consisted of (485) parents (330 were males- parents representing 68% and 155 were females- parents representing 32%) was surveyed. The result of the study showed that parents tendency were negative with regard to the psychological and educational dimension, where the psychological dimension ranked first, followed by the educational dimension, where the parents showed that the integration of students with intellectual disability with their children leads to feelings of insecurity and instability, and their children will acquire unwanted antics. While their tendency towards social dimension is positive, in the sense that the merger allows pupils with intellectual disabilities to form friendships and increase social interaction. As the results of the study showed that there were no statistically significant differences in the tendency of ordinary pupils parents towards the integration of students with intellectual disabilities with their children according to sex and age group for parents.

**Keywords:** Attitudes, Ordinary parents, Mainstreaming, Intellectual Disability, Ordinary schools.