

التنشئة الاجتماعية للطلاب ذوي الإعاقة في بيئة تعليمية شاملة  
SOCIALIZATION OF THE STUDENTS WITH DISABILITIES IN AN  
INCLUSIVE EDUCATIONAL ENVIRONMENT

**Writer: Ammar mresat**

FREE INTERNATIONAL UNIVERSITY OF MOLDOVA DEPARTMENT OF SOCIAL AND  
EDUCATIONAL SCIENCES

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## الملخص:

كان الهدف الرئيسي لهذا البحث هو عملية الدمج المجتمعي للطلبة ذوي الإعاقة؛ من خلال تطوير مجموعة من الإجراءات الفعالة لتطوير نماذج جامعية مختلفة تتوافق مع شروط الاندماج والاندماج الاجتماعي. اعتمد الباحث في هذه الدراسة على المنهج الوصفي التحليلي، وكان المجتمع المستهدف في هذه الدراسة طلاب المدارس ذوي الإعاقة في مولدوفا. الفئة العمرية من ١٢ إلى ١٨ سنة (من الصف السابع حتى الصف الثاني عشر). تعتمد الدراسة على أسلوب العينة العشوائية البسيطة حيث بلغ حجم العينة ٦٠ طالباً من مدارس مختلفة في مولدوفا. وكشفت الدراسة أن مستوى الشعور العام لدى الطلبة ذوي الإعاقة هو مستوى متوسط. وتعني هذه النتيجة أن هناك تنوعاً لدى الطلبة ذوي الإعاقة بين المشاعر السلبية والإيجابية. قد تكون هذه الاختلافات بسبب طبيعة وخصوصية إعاقة كل طالب. وبناءً على نتائج هذا البحث، أوصت الدراسة بالتحقيق حول الإعاقات: كلما زاد عدد الأشخاص الذين يعرفون الإعاقات، قل احتمال ظهور الصور النمطية السلبية لديهم. يمكننا تحقيق الأشخاص حول الإعاقات من خلال التحدث معهم، وكتابة المقالات، وإنتاج الأفلام والبرامج التلفزيونية التي تبرز شخصيات من ذوي الإعاقة.

## Abstract

The main objective of this research was the process of community integration of students with disabilities; by developing a complex of effective actions for the development of different university models corresponding to the conditions of integration and social inclusion. In this study, the researcher depends on the analytical descriptive approach, the target population of this study were the school students with disabilities in Moldova. The age group from 12 to 18 years (From seventh grade to twelve grade). The study depends on the simple random sampling approach with sample size of 60 students from different schools in the Moldova. The study reveals that the level of general feeling of students with disabilities is moderate level. This result means that there is diversity among students with disabilities between negative and positive feelings. These differences may be due to the nature and specificity of each student's disability. Based on the results of this research, the study recommended Educate about disabilities: The more people know about disabilities, the less likely they are to have negative stereotypes. We can educate people about disabilities by talking to them, writing articles, and making movies and TV shows that feature characters with disabilities.

## INTRODUCTION

The prevalence of young people with disabilities continues to grow, but the current education system is unable to provide the information and tools needed for their parents and to provide the best educational assistance.

The system fails to adequately assist the whole range of disabilities as a whole, which reduces the possibility of their inclusion in higher education institutions, largely due to the enormous costs of adapting the educational environment to different types of disabilities (ways of access for wheelchairs, adaptation of spaces for different physical disabilities, etc.).

In most cases, people with physical disabilities have psychic functions, especially intellectuals normally developed. This particularity basically equates the chances and possibilities of social integration of people with physical disabilities with those of normal persons. But in order to be able to respond to the normalization effort of these people, society has to solve many technical problems (access to transport, institutions, etc.), as well as attitudinal and mentality. Only in this way will the plenary achievement of the objective of unlimited participation in the social, economic, cultural life of people with physical and neuromata disabilities be ensured.

The prevalence of young people with disabilities is unique for the Republic of Moldova and we will concentrate on this on what it follows. This is a global problem. As an example in the UK, about 800,000 children and students are disabled, accounting for 6% of all young people (Labor and Pensions Department, 2017 UK). According to the US Census of 2017, 2.8 million (5.2%) university-age students (aged 5 to 17) reported having a certain type of disability (Brault, 2017).

Integration into the community of young people with disabilities is one of the priority tasks of modern society in promoting social security. The integration process involves running consecutive steps, and it can be accomplished if the following requirements are taken into account:

- the development particularities of students with disabilities will be known; in different social development situations;
- the development particularities of students with disabilities will be known; in different social development situations;
- the specificities of the models existing in the world and national experience of integrated education will be determined;
- the basic and priority structures of a strategy for the integration of students with disabilities in the workplace will be determined;
- Various models of educational social institutions (extra-social centers, rehabilitation centers, etc.) for different categories of students with disabilities will operate, which will ensure their access to the conditions of the common social environment.

At this stage, policy and educational practice in many countries of the world is geared toward integrating young people with disabilities into educational and life environments as close as possible to the ordinary, normal community. This policy is largely carried out by the Convention on the Rights of the Child (1989), the Council of Europe Recommendations on the Integration of Children with Disabilities; (1992), Materials of the World Conference on Special Education (Salamanca, 1994), Materials of the World Conference "Education for All" (Dakar, 2000).

### Research Objectives

**The main objective of the research** is the process of community integration of students with disabilities; by developing a complex of effective actions for the development of different university models corresponding to the conditions of integration and social inclusion.

**Other research objectives:**

1. analysis of the psycho-pedagogical literature on the issue of young people with disabilities and with adequate intellectual capacities in order to be able to integrate them professionally and socially and the methodology of their integration in the community;
2. the foundation of the priority actions to achieve the integration process of young people with disabilities; in the community;
3. elaboration and implementation of the curriculum for the training of the teaching staff regarding the integration of students with disabilities in the workplace;
4. comparative analysis of the integrated education process for students with disabilities through special pedagogical models;
5. Implementation and development of pedagogical models of socio-professional integration of students with disabilities.

**Research Question:**

What are the most effective strategies and interventions for promoting socialization among students with disabilities in an inclusive educational environment, and how do these strategies impact their overall well-being and academic success?

**Study Design**

In this study, the researcher depends on the analytical descriptive approach since it is the most appropriate method for the subject of the study as it relies on description, analysis, comparison and evaluation in order to reach generalizations that have a benefit for knowledge and science. In addition, the following sources were used to collect the information and data needed for this study:

1. Primary data: collection of data through a questionnaire especially designed to measure the variables of the study.
2. Secondary data: review of previous literature related to the subject of this study to prepare the theoretical framework.

**Population and Sample of the study**

The target population of this study are the school students with disabilities in Moldova. The age group from 12 to 18 years (From seventh grade to twelve grade). The study depends on the simple random sampling approach with sample size of 60 students from different schools in the Moldova.

**Instrument for Data Collection**

The research depends on a questionnaire as the main instrument, in which the structure of the questionnaire is in table 1.

**Table 1: The structure of the questionnaire**

| Section                                   | Dimension/Variables   |
|---|---|
| <b>Section 1: Demographics</b>            | Gender, Age, and living standards   |
| <b>Section 2: General Feelings</b>        | 10 Paragraphs (4 scales: Strongly Agree, Agree, Disagree, and Strongly Disagree). |
| <b>Section 3: Socialization Process</b>   | 20 Paragraphs (5 scales: Always, Often, Sometimes, Rarely, and Never.             |
| <b>Section 4: Interaction with others</b> | 14 Paragraphs (3 scales: True, Somewhat true, Not true)                           |

### Designing the Questionnaire

The design of the study questionnaire as a main instrument to explore how students with disabilities feels, socialize, and interact with their community, depends on the following systematic steps:

1. Review and scan previous studies in the subjects related to this study, and used them to identify the questionnaire paragraphs.
2. Identify the main sections and sub dimensions for the questionnaire.
3. Distribute the paragraphs to related dimensions and sections.
4. Design an initial draft for the questionnaire.
5. Arbitration and review the questionnaire by experts and university professors.
6. Delete, add, and modify some paragraphs according to arbitrator's notes.
7. Design a final draft for the questionnaire.

### Validity of the Questionnaire

According to (Obaidat, et al., 2001) the validity means than the analysis should include all elements, and paragraphs and vocabulary must be clear and understood by everyone. Another definition of the questionnaire is that it must be measure what is designed to measure (Jerjawi, 2010). The researcher in this study test three types of validity; external, internal and structure validity.

#### External Validity

The researcher tests the external validity of the questionnaire through presented it to experts in the study field and university professors for arbitration. After the review of the questionnaire, the researcher delete, add, and modify some paragraphs according to arbitrator’s notes.

#### Internal Validity

The internal validity means that each paragraph in the questionnaire is consistent with the measurement to which this paragraph belongs (Andrade, 2018). This study depends on the correlation coefficient between each paragraph and the whole dimension in which this paragraph belongs.

- **Internal Validity for General Feelings**

According to table 2, it can be concluded that the dimension of general feelings in the questionnaire is valid, since all correlation coefficients with its paragraphs are statistically significant at 5% level of significance.

**Table: 2: The correlation coefficients between the paragraphs of general feelings and whole dimension**

| Number | Paragraph  | Correlation coefficient | P-value |
|--------|--|-------------------------|---------|
| 1      | On the whole, I am satisfied with myself.                                  | .874**                  | 0.000   |
| 2      | At times, I think I am good at all.  | .899**                  | 0.000   |
| 3      | I feel that I have a number of good qualities.                             | .649**                  | 0.000   |
| 4      | I am able to do things as well as most other people.                       | .839**                  | 0.000   |
| 5      | I feel I do have much to be proud of.                                      | .905**                  | 0.000   |
| 6      | I certainly not feel useless at times.                                     | .628**                  | 0.000   |
| 7      | I feel that I’m a person of worth, at least on an equal plane with others. | .904**                  | 0.000   |

|    |  |        |       |
|----|--|--------|-------|
| 8  | I wish I could have more respect for myself.               | .818** | 0.000 |
| 9  | All in all, I am not inclined to feel that I am a failure. | .730** | 0.000 |
| 10 | I take a positive attitude toward myself.                  | .827** | 0.000 |

▪ **Internal Validity for Socialization Process**

According to table 3, it can be concluded that the dimension of socialization process in the questionnaire is valid, since all correlation coefficients with its paragraphs are statistically significant at 5% level of significance.

**Table: 3: The correlation coefficients between the paragraphs socialization process and whole dimension**

| Number | Paragraph  | Correlation coefficient | P-value |
|--------|--|-------------------------|---------|
| 1      | I try to obey my teachers and parents in everything.                         | .763**                  | 0.000   |
| 2      | I think that it is always necessary to be different from others in some way. | .705**                  | 0.000   |
| 3      | Whatever I undertake, I succeed.   | .737**                  | 0.000   |
| 4      | I can forgive people.  | .767**                  | 0.000   |
| 5      | I strive to do the same as all my friends, classmates.                       | .802**                  | 0.000   |
| 6      | I want to be ahead of others in any business/ task.                          | .818**                  | 0.000   |
| 7      | I get stubborn when I'm sure that I'm right.                                 | .808**                  | 0.000   |
| 8      | I believe that doing good to people is the most important thing in life.     | .804**                  | 0.000   |
| 9      | I try to act in such a way that others would praise me, appreciate me.       | .749**                  | 0.000   |
| 10     | Communicating with my friends, classmates, I defend my opinion.              | .787**                  | 0.000   |
| 11     | If I have something in mind, I will definitely do it.                        | .809**                  | 0.000   |
| 12     | I like helping others.   | .818**                  | 0.000   |
| 13     | I want everyone to be friends with me.                                       | .757**                  | 0.000   |
| 14     | If I don't like people, then I won't talk with them.                         | .701**                  | 0.000   |
| 15     | I strive always to win, to conquer.  | .749**                  | 0.000   |
| 16     | I experience the troubles of others as my own.                               | .766**                  | 0.000   |
| 17     | I try not to quarrel with my friends/classmates.                             | .797**                  | 0.000   |
| 18     | I try to prove my right, even if others do not agree with my opinion.        | .807**                  | 0.000   |
| 19     | If I take on a task, I will definitely see it through to the end.            | .782**                  | 0.000   |
| 20     | I try to protect those who are offended.                                     | .730**                  | 0.000   |

▪ **Internal Validity for Interaction with others**

According to table 4, it can be concluded that the dimension of Interaction with others in the questionnaire is valid, since all correlation coefficients with its paragraphs are statistically significant at 5% level of significance.

**Table: 4: The correlation coefficients between the paragraphs of interaction with others and whole dimension**

| Number | Paragraph  | Correlation coefficient | P-value |
|--------|--|-------------------------|---------|
| 1      | If my mother is happy, I also feel happy                     | .739**                  | 0.000   |
| 2      | I often feel sad when I watch a sad movie                    | .679**                  | 0.000   |
| 3      | When a friend is upset, I feel upset too                     | .775**                  | 0.000   |
| 4      | When a friend cries, I cry myself                            | .746**                  | 0.000   |
| 5      | If someone in my family is sad, I feel really bad            | .775**                  | 0.000   |
| 6      | I feel awful when two people quarrel                         | .763**                  | 0.000   |
| 7      | When a friend is angry, I tend to know why                   | .721**                  | 0.000   |
| 8      | If a friend is sad, I understand mostly why                  | .767**                  | 0.000   |
| 9      | If a friend cries, I often understand what has happened      | .666**                  | 0.000   |
| 10     | If a friend is sad, I like to comfort him                    | .773**                  | 0.000   |
| 11     | I would like to help when a friend gets angry                | .755**                  | 0.000   |
| 12     | If a friend has an argument, I try to help                   | .723**                  | 0.000   |
| 13     | I want everyone to feel good                                 | .750**                  | 0.000   |
| 14     | If a friend is sad, I want to do something to make it better | .682**                  | 0.000   |

**Structure Validity**

The structure validity test aims to examine the extent in which the instrument achieves its purpose. In this study, the researcher tests the structure validity through the correlation coefficients between each dimension (measure) with all dimensions.

According to table 4, it can be concluded that the instrument has a structure validity, since all correlation coefficients are statistically significant at 5% level of significance.

**Table: 5: The correlation coefficients between each dimension and all dimensions**

| Dimension               | Correlation coefficient | P-value |
|-------------------------|-------------------------|---------|
| General Feelings        | 0.984                   | 0.000   |
| Socialization Process   | 0.990                   | 0.000   |
| Interaction with others | 0.979                   | 0.000   |

**Reliability of the Questionnaire**

Reliability refers to the ability of the questionnaire to give similar results every time it is used, and thus obtaining correct and reliable results. The method of Cronbach's Alpha coefficient was used to

calculate the coefficient of stability for the paragraphs, in which the instrument is considered reliable if the value of the coefficient is greater than 0.7.

According to table 6, it can be concluded that the instrument is stable and reliable, since all coefficients of Cronbach's Alpha are more than 0.7.

**Table: 6: Cronbach's Alpha coefficients for the questionnaire dimensions**

| Dimension               | Number of items | Cronbach alpha |
|-------------------------|-----------------|----------------|
| General Feelings        | 10              | 0.942          |
| Socialization Process   | 20              | 0.964          |
| Interaction with others | 14              | 0.935          |

### Correction Key

The responses of the general feelings paragraphs are depending on the scale from 4 points (1 to 4), so the range of the responses is 3 (4-1), and we will divide the range of responses into 4 groups with width of 0.75 (3/4) which considered as the correction key for the mean of responses as in table 7.

**Table: 7: Correction key of the general feelings section responses**

|                  |             |             |            |            |           |
|------------------|-------------|-------------|------------|------------|-----------|
| Interval of mean | 1.00 – 1.59 | 1.60 – 2.19 | 2.2 – 2.79 | 2.8 – 3.39 | 3.4-4.0   |
| Description      | Very Low    | Low         | Moderate   | High       | Very High |

The responses of the socialization process paragraphs are depending on the scale from 5 points (1 to 5), so the range of the responses is 4 (5-1), and we will divide the range of responses into 5 groups with width of 0.8 (4/5) which considered as the correction key for the mean of responses as in table 8.

**Table: 8: Correction key of the socialization section responses**

|                  |             |             |             |            |           |
|------------------|-------------|-------------|-------------|------------|-----------|
| Interval of mean | 1.00 – 1.79 | 1.80 – 2.59 | 2.60 – 3.39 | 3.4 – 4.19 | 4.2 – 5.0 |
| Description      | Very Low    | Low         | Moderate    | High       | Very High |

The responses of the interaction with others paragraphs are depending on the scale from 3 points (1 to 3), so the range of the responses is 2 (3-1), and we will divide the range of responses into 5 groups with width of 0.4 (2/5) which considered as the correction key for the mean of responses as in table 3-9.

**Table: 9: Correction key of the interaction with others section responses**

|                  |             |            |            |            |           |
|------------------|-------------|------------|------------|------------|-----------|
| Interval of mean | 1.00 – 1.39 | 1.4 – 1.79 | 1.8 – 2.19 | 2.2 – 2.59 | 2.6 – 3.0 |
| Description      | Very Low    | Low        | Moderate   | High       | Very High |

### Statistical Methods

The study analysis was conducted using the statistical package for social science (SPSS). In addition to achieve the study objectives, the researcher used the following statistical analysis and tests:

- 1- Frequencies and percentages for the demographic variables.
- 2- Statistical means, standard deviations and relative weights for the variables of the study.
- 3- Spearman's correlation between the study variables.
- 4- Independent sample t-test between study variables and demographics.

## Data Analysis and Discussion

### Study Sample Description

Table 10 shows the demographic data for the 60 respondents. The table shows the gender information, in which that about (45%) of the sample were males, and about (55%) of them were females.

**Table 10: Distribution of the sample by gender**

| Gender       | Frequency | Percent     |
|--------------|-----------|-------------|
| Male         | 27        | 45%         |
| Female       | 33        | 55%         |
| <b>Total</b> | <b>60</b> | <b>100%</b> |

Table 11 shows the distribution for the 60 respondents according to their age. The table indicates that about (23.3%) of the sample were sixteen years old, and about (18.3%) of them were seventeen years old, and (15%) of them were eighteen years old, and another (15%) of them were twelve years old. The rest of the sample were distributed over thirteen years old with (13.3%), fourteen years old with (6.7%), and fifteen years old with (8.3%).

**Table 11: Distribution of the sample by age**

| Age          | Frequency | Percent     |
|--------------|-----------|-------------|
| 12           | 9         | 15.0%       |
| 13           | 8         | 13.3%       |
| 14           | 4         | 6.7%        |
| 15           | 5         | 8.3%        |
| 16           | 14        | 23.3%       |
| 17           | 11        | 18.3%       |
| 18           | 9         | 15.0%       |
| <b>Total</b> | <b>60</b> | <b>100%</b> |

Table 12 shows the distribution for the 60 respondents according to living environment. The table indicates that (51.7%) of the sample live in rural area, and about (49.3%) of them live in urban area.

**Table 12: Distribution of the sample by Living environment**

| Education level | Frequency | Percent     |
|-----------------|-----------|-------------|
| Rural           | 31        | 51.7%       |
| Urban           | 29        | 49.3%       |
| <b>Total</b>    | <b>60</b> | <b>100%</b> |

### Analysis of study variables

#### General Feelings

The dimension of general feelings in the questionnaire was represented by 10 statements reflecting the level of general feelings between students with disabilities in the form of four scale. Table 14 shows the result of strategic message dimension.

**Table: 13: Analysis of the dimension of General Feelings**

| Number | Paragraph | Mean | Standard deviation | Degree | Rank |
|--------|-----------|------|--------------------|--------|------|
|--------|-----------|------|--------------------|--------|------|

|                |  |             |             |                 |    |
|----------------|--|-------------|-------------|-----------------|----|
| 1              | On the whole, I am satisfied with myself.                                  | 2.63        | 1.10        | Moderate        | 6  |
| 2              | At times, I think I am good at all.  | 2.63        | 1.07        | Moderate        | 6  |
| 3              | I feel that I have a number of good qualities.                             | 2.40        | 0.99        | Moderate        | 9  |
| 4              | I am able to do things as well as most other people.                       | 2.80        | 1.07        | High            | 1  |
| 5              | I feel I do have much to be proud of.                                      | 2.70        | 1.15        | Moderate        | 5  |
| 6              | I certainly not feel useless at times.                                     | 2.72        | 0.98        | Moderate        | 3  |
| 7              | I feel that I'm a person of worth, at least on an equal plane with others. | 2.60        | 1.11        | Moderate        | 8  |
| 8              | I wish I could have more respect for myself.                               | 2.73        | 0.99        | Moderate        | 2  |
| 9              | All in all, I am not inclined to feel that I am a failure.                 | 2.30        | 1.03        | Moderate        | 10 |
| 10             | I take a positive attitude toward myself.                                  | 2.72        | 1.03        | Moderate        | 3  |
| <b>Average</b> |  | <b>2.62</b> | <b>0.85</b> | <b>Moderate</b> |    |

According to the responses of the study sample, the level of general feeling of students with disabilities is moderate level (2.62 out of 4 or 66%). This outcome means there is a strong neither positive nor negative feelings. This could be due to a number of factors, such as the students with disabilities may receive mixed messages about their abilities. They may be told that they can do anything they set their minds to, but they may also experience discrimination or prejudice. This can make it difficult for them to know how to feel about themselves. In addition, people may not understand the challenges that students with disabilities face. They may not know about the supports and services that are available to them, or they may not understand how to interact with them in a way that is respectful and inclusive. This can make it difficult for students with disabilities to feel accepted and included. Also, Students with disabilities may lack confidence in their abilities. They may have experienced failure or disappointment in the past, and this can make it difficult for them to believe in themselves. Furthermore, students with disabilities may be afraid of the unknown. They may be afraid of what the future holds for them, or they may be afraid of not being able to achieve their goals. This can make it difficult for them to feel positive about themselves. Finally, every student is an individual, and their feelings about themselves will be influenced by their own personal factors, such as their personality, their experiences, and their relationships.

### Socialization Process

The dimension of socialization process in the questionnaire was represented by 20 statements reflecting the level of socialization process of students with disabilities in the form of five scale. Table 15 shows the result of strategic message dimension.

**Table: 15: Analysis of the dimension of Socialization Process**

| N | Paragraph  | Mean | Standard deviation | Degree   | Rank |
|---|--|------|--------------------|----------|------|
| 1 | I try to obey my teachers and parents in everything. | 3.35 | 1.22               | Moderate | 5    |

|                |  |             |             |                 |    |
|----------------|--|-------------|-------------|-----------------|----|
| 2              | I think that it is always necessary to be different from others in some way. | 3.37        | 1.19        | Moderate        | 3  |
| 3              | Whatever I undertake, I succeed.   | 3.27        | 1.22        | Moderate        | 8  |
| 4              | I can forgive people.  | 3.32        | 1.19        | Moderate        | 6  |
| 5              | I strive to do the same as all my friends, classmates.                       | 3.37        | 1.25        | Moderate        | 3  |
| 6              | I want to be ahead of others in any business/ task.                          | 3.15        | 1.36        | Moderate        | 14 |
| 7              | I get stubborn when I'm sure that I'm right.                                 | 3.10        | 1.28        | Moderate        | 18 |
| 8              | I believe that doing good to people is the most important thing in life.     | 3.08        | 1.39        | Moderate        | 19 |
| 9              | I try to act in such a way that others would praise me, appreciate me.       | 3.20        | 1.15        | Moderate        | 11 |
| 10             | Communicating with my friends, classmates, I defend my opinion.              | 3.25        | 1.11        | Moderate        | 10 |
| 11             | If I have something in mind, I will definitely do it.                        | 3.05        | 1.35        | Moderate        | 20 |
| 12             | I like helping others.   | 3.38        | 1.39        | Moderate        | 2  |
| 13             | I want everyone to be friends with me.                                       | 3.13        | 1.11        | Moderate        | 16 |
| 14             | If I do not like people, then I will not talk with them.                     | 3.13        | 1.13        | Moderate        | 16 |
| 15             | I strive always to win, to conquer.  | 3.20        | 1.16        | Moderate        | 11 |
| 16             | I experience the troubles of others as my own.                               | 3.27        | 1.21        | Moderate        | 8  |
| 17             | I try not to quarrel with my friends/classmates.                             | 3.20        | 1.35        | Moderate        | 11 |
| 18             | I try to prove my right, even if others do not agree with my opinion.        | 3.28        | 1.35        | Moderate        | 7  |
| 19             | If I take on a task, I will definitely see it through to the end.            | 3.40        | 1.25        | High            | 1  |
| 20             | I try to protect those who are offended.                                     | 3.15        | 1.19        | Moderate        | 14 |
| <b>Average</b> |  | <b>3.23</b> | <b>0.96</b> | <b>Moderate</b> |    |

According to the responses of the study sample, the level of socialization process of students with disabilities is moderate level (3.23 out of 5 or 65%). This outcome can be explained by that some disabilities are more visible than others, and this can affect how students with disabilities are socialized. For example, students with physical disabilities may be stared at or treated differently than students with invisible disabilities. In addition, the severity of a disability can also affect how students with disabilities are socialized. Students with more severe disabilities may need more support and accommodations, which can sometimes make it difficult for them to interact with their peers. Moreover, the personality and behavior of the individual student can also affect how they are socialized. Students who are outgoing and friendly may be more likely to be accepted and included, while students who are shy or withdrawn may be more likely to be ignored or excluded. Likewise, the attitudes and beliefs of the people around the student can also affect how they are socialized. If the people around them are supportive and accepting, the student is more likely to feel comfortable and included. However, if the people around them are negative or discriminatory, the student is more likely to feel isolated and excluded. Furthermore, the student's own experiences with disability can also affect how they are socialized. Students who have had positive experiences with disability, such as having supportive friends and family members, are more likely to feel comfortable and included. However, students who have had negative experiences with disability, such as being bullied or discriminated against, are more likely to feel isolated and excluded.

### Interaction with others

The dimension of interaction with others in the questionnaire was represented by 14 statements reflecting the level of interaction of students with disabilities in the form of three scale. Table 16 shows the result of strategic message dimension.

**Table: 16: Analysis of the dimension of Interaction with others**

| N              | Paragraph  | Mean        | Standard deviation | Degree          | Rank |
|----------------|--|-------------|--------------------|-----------------|------|
| 1              | If my mother is happy, I also feel happy                     | 2.10        | 0.73               | Moderate        | 7    |
| 2              | I often feel sad when I watch a sad movie                    | 2.03        | 0.64               | Moderate        | 11   |
| 3              | When a friend is upset, I feel upset too                     | 2.02        | 0.77               | Moderate        | 13   |
| 4              | When a friend cries, I cry myself                            | 2.08        | 0.70               | Moderate        | 9    |
| 5              | If someone in my family is sad, I feel really bad            | 2.10        | 0.75               | Moderate        | 7    |
| 6              | I feel awful when two people quarrel                         | 2.03        | 0.78               | Moderate        | 11   |
| 7              | When a friend is angry, I tend to know why                   | 2.15        | 0.71               | Moderate        | 3    |
| 8              | If a friend is sad, I understand mostly why                  | 2.12        | 0.78               | Moderate        | 5    |
| 9              | If a friend cries, I often understand what has happened      | 2.08        | 0.65               | Moderate        | 9    |
| 10             | If a friend is sad, I like to comfort him                    | 2.15        | 0.73               | Moderate        | 3    |
| 11             | I would like to help when a friend gets angry                | 2.22        | 0.72               | High            | 1    |
| 12             | If a friend has an argument, I try to help                   | 2.17        | 0.69               | Moderate        | 2    |
| 13             | I want everyone to feel good                                 | 2.12        | 0.67               | Moderate        | 5    |
| 14             | If a friend is sad, I want to do something to make it better | 2.02        | 0.68               | Moderate        | 14   |
| <b>Average</b> |  | <b>2.10</b> | <b>0.53</b>        | <b>Moderate</b> |      |

According to the responses of the study sample, the level of interaction with others of students with disabilities is moderate level (2.1 out of 3 or 70%). This outcome can be explained by that some students with disabilities may have difficulty with social skills, such as understanding and responding to social cues, making eye contact, or taking turns in conversation. This can make it difficult for them to interact with others in a natural way. In addition, they may not have the same opportunities to interact with others as their peers. They may be segregated from their peers in school or other settings, or they may not be included in social activities. Also, they may face negative attitudes from others. They may be made fun of, excluded, or discriminated against. This can make them feel isolated and less likely to want to interact with others. Likewise, they may have low self-esteem. They may feel different from their peers and not good enough. This can make them less likely to want to interact with others. Furthermore, they may fear rejection from others. They may worry that they will be made fun of or excluded if they try to interact with others. This can make them hesitant to put themselves out there.

### Relationship between General Feeling and Demographics

Results in table 17 shows that there is no any evidence for statistically significant differences between males and females students with disabilities according to their general feelings. Since the independent sample t-test is not significant at 5% level of significant.

**Table: 17: Independent Sample t-test between General Feelings and Gender**

| Gender          | N  | Mean | S.D  | S.e   |
|-----------------|----|------|------|-------|
| Males           | 27 | 2.73 | 0.87 | 0.167 |
| Females         | 33 | 2.54 | 0.85 | 0.147 |
| t               |    |      |      | 0.839 |
| Sig. (2 tailed) |    |      |      | 0.405 |

Results in table 18 shows that there is no any evidence for statistically significant relationship between the ages of the students with disabilities and their general feelings. Since the Pearson correlation coefficient is not significant at 5% level of significant.

**Table: 18: Pearson Correlation test between General Feelings and Age**

|                                  | Pearson Correlation | Sig. (2 tailed) |
|----------------------------------|---------------------|-----------------|
| Between Age and General Feelings | 0.043               | 0.747           |

Results in table 19 shows that there is no any evidence for statistically significant relationship between the living environment of the students with disabilities and their general feelings. Since the independent sample t-test is not significant at 5% level of significant.

**Table: 19: Independent Sample t-test between General Feelings and Environment**

| Gender          | N  | Mean | S.D  | S.e   |
|-----------------|----|------|------|-------|
| Rural           | 31 | 2.71 | 0.88 | 0.159 |
| Urban           | 29 | 2.53 | 0.83 | 0.153 |
| t               |    |      |      | 0.383 |
| Sig. (2 tailed) |    |      |      | 0.406 |

**Relationship between Socialization Process and Demographics**

Results in table 20 shows that there is no any evidence for statistically significant differences between males and females students with disabilities according to their socialization process. Since the independent sample t-test is not significant at 5% level of significant.

**Table: 20: Independent Sample t-test between Socialization Process and Gender**

| Gender          | N  | Mean | S.D  | S.e   |
|-----------------|----|------|------|-------|
| Males           | 27 | 3.31 | 0.94 | 0.182 |
| Females         | 33 | 3.17 | 0.99 | 0.172 |
| t               |    |      |      | 0.582 |
| Sig. (2 tailed) |    |      |      | 0.563 |

Results in table 21 shows that there is no any evidence for statistically significant relationship between the ages of the students with disabilities and their socialization process. Since the Pearson correlation coefficient is not significant at 5% level of significant.

**Table: 21: Pearson Correlation test between Socialization Process and Age**

|                                       | Pearson Correlation | Sig. (2 tailed) |
|---------------------------------------|---------------------|-----------------|
| Between Age and Socialization Process | 0.09                | 0.495           |

Results in table 21 shows that there is no any evidence for statistically significant relationship between the living environment of the students with disabilities and their socialization process. Since the independent sample t-test is not significant at 5% level of significant.

**Table: 22: Independent Sample t-test between Socialization Process and Environment**

| Gender          | N  | Mean | S.D  | S.e   |
|-----------------|----|------|------|-------|
| Rural           | 31 | 3.26 | 0.94 | 0.170 |
| Urban           | 29 | 3.20 | 1.00 | 0.185 |
| t               |    |      |      | 0.264 |
| Sig. (2 tailed) |    |      |      | 0.793 |

### Relationship between interaction with others and Demographics

Results in table 23 shows that there is no any evidence for statistically significant differences between males and females students with disabilities according to their interaction with others. Since the independent sample t-test is not significant at 5% level of significant.

**Table: 23: Independent Sample t-test between interaction and Gender**

| Gender          | N  | Mean | S.D  | S.e   |
|-----------------|----|------|------|-------|
| Males           | 27 | 2.13 | 0.52 | 0.100 |
| Females         | 33 | 2.07 | 0.54 | 0.093 |
| t               |    |      |      | 0.442 |
| Sig. (2 tailed) |    |      |      | 0.444 |

Results in table 24 shows that there is no any evidence for statistically significant relationship between the ages of the students with disabilities and their interaction with others. Since the Pearson correlation coefficient is not significant at 5% level of significant.

**Table 24: Pearson Correlation test between interaction and Age**

|  | Pearson Correlation | Sig. (2 tailed) |
|--|---------------------|-----------------|
| <b>Between Age and interaction with others</b> | 0.14                | 0.286           |

Results in table 25 shows that there is no any evidence for statistically significant relationship between the living environment of the students with disabilities and their interaction with others. Since the independent sample, t-test is not significant at 5% level of significant.

**Table: 25: Independent Sample t-test between interaction and Environment**

| Gender          | N  | Mean | S.D   | S.e   |
|-----------------|----|------|-------|-------|
| Rural           | 31 | 2.14 | 0.516 | 0.092 |
| Urban           | 29 | 2.06 | 0.545 | 0.101 |
| t               |    |      |       | 0.561 |
| Sig. (2 tailed) |    |      |       | 0.577 |

## Conclusion

In this study, socialization of the students with disabilities in an exclusive educational environments was explored initially by reviewing the literature, and then by collecting data through a questionnaire designed for this purpose. Following the statistical analysis of the data collected, and the interpretation and discussion of the outcomes, this chapter provides a set of conclusions and recommendations.

The study reveals that the level of general feeling of students with disabilities is moderate level. This result means that there is diversity among students with disabilities between negative and positive feelings. These differences may be due to the nature and specificity of each student's disability. The negative general feelings of a number of students with disabilities may be due to:

- People may have negative stereotypes about people with disabilities, such as that they are incapable of learning or that they are a burden to society. These stereotypes can be very harmful and can lead to discrimination and prejudice.
- Students with disabilities may feel isolated from their peers. They may feel like they do not belong or that they are different from everyone else. This can lead to feelings of loneliness, sadness, and low self-esteem.
- Students with disabilities may not have the support they need to succeed. They may not have access to the right accommodations or services, or they may not have the support of their teachers or classmates. This can make it difficult for them to feel confident and capable.
- Students with disabilities are more likely to be bullied than students without disabilities. Bullying can be very damaging and can lead to feelings of fear, anxiety, and depression.
- Students with disabilities may feel inadequate compared to their peers. They may feel like they can't do the same things that other students can do, and this can lead to feelings of inferiority.

In addition, the study conclude that the level of socialization process of students with disabilities is moderate level. This result means that there is differences between students in terms of how they socialize. These differences may be due to the nature and specificity of each student's disability. The poor socialization of a number of students with disabilities may be due to:

- Some disabilities are more visible than others, and this can make it more difficult for students with disabilities to be accepted and included by their peers. For example, students with physical disabilities may be stared at or treated differently than students with invisible disabilities.
- The severity of a disability can also affect how students with disabilities are socialized. Students with more severe disabilities may need more support and accommodations, which can sometimes make it difficult for them to interact with their peers.
- The personality and behavior of the individual student can also affect how they are socialized. Students who are outgoing and friendly may be more likely to be accepted and included, while students who are shy or withdrawn may be more likely to be ignored or excluded.
- The attitudes and beliefs of the people around the student can also affect how they are socialized. If the people around them are supportive and accepting, the student is more likely to feel comfortable and included. However, if the people around them are negative or discriminatory, the student is more likely to feel isolated and excluded.
- The student's own experiences with disability can also affect how they are socialized. Students who have had positive experiences with disability, such as having supportive friends and family members, are more likely to feel comfortable and included. However, students who have had negative experiences with disability, such as being bullied or discriminated against, are more likely to feel isolated and excluded.

## Recommendations

Based on the results of this research, the following is a list of recommendations:

- **Educate about disabilities:** The more people know about disabilities, the less likely they are to have negative stereotypes. We can educate people about disabilities by talking to them, writing articles, and making movies and TV shows that feature characters with disabilities.
- **Create a welcoming and inclusive environment:** Schools should create a welcoming and inclusive environment for all students, regardless of their abilities. This means ensuring that all students feel respected and valued, and that they have the opportunity to participate in all aspects of school life.
- **Provide accommodations and supports:** Students with disabilities should have access to the accommodations and supports they need to succeed. This may include things like extra time on tests, allowing the student to use a computer or assistive technology, or providing a quiet place to work.
- **Encourage students with disabilities to participate in extracurricular activities:** Extracurricular activities are a great way for students to make friends and build relationships. They can also help students to showcase their talents and abilities.
- **Be a role model:** Adults can be role models for students with disabilities. By showing them that we value and respect people with disabilities, we can help to create a more positive and inclusive environment for all students.
- **Be patient and understanding:** Students with disabilities may need more time to learn or to communicate. Be patient and understanding, and don't make assumptions about what they can or cannot do.
- **Do not make assumptions:** Don't make assumptions about what students with disabilities can or cannot do. Ask them what they need and how you can help them.
- **Be positive and encouraging:** Let students with disabilities know that you believe in them and that you are there to support them.
- **Celebrate their successes:** When students with disabilities succeed, be sure to celebrate their successes. This will help them to feel good about themselves and to continue to strive for their goals.
- **Be an advocate:** If you see students with disabilities being treated unfairly, speak up. Be an advocate for them and help to create a more inclusive environment for all students.

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