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Key Educational Barriers for Disabled Employment In KSA

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Abstract

This study analyzes inclusive education concepts related to people with disabilities and their integration into the workforce. It employs the historical method for psychoanalysis, emphasizing individualized educational paths for individual with disabilities. The study also explores theoretical foundations crucial for vocational guidance with disabled employment. The sample comprises 187 participants from various positions and regions in Jeddah, Saudi Arabia, including managers, perspectives on working conditions for disabled people and employers, views on their professions. It identifies psychological, personal, and communication barriers affecting employment decisions. The study farther examines gender-specific psychological disabilities and regional and age-based variations in responses. It concludes by highlighting directions to correct results can aid in addressing employment issues and enhancing the psychological well-being of disabled employees.

Keywords: Educational Problems, Climate, Psychological Disabilities, Work Team, Saudi Arabia.

Introduction

Many nations have developed laws for people with special needs, including in the areas of the principle of justice, equality, and reducing discrimination in society, on the basis of international regulations agreements on protecting and preserving the rights of persons with disabilities in all fields. The special education community has benefited greatly from this legislation in terms of accessibility to different services, such as education, health, or rehabilitation, as well as in areas like job and the right to employment for people with disabilities without discrimination.

According to the "Vision of the Kingdom 2030," which was approved by the Council of Ministers in its decision No. 308 of April 25, 2016, people with disabilities may now have access to suitable career prospects and educational opportunities that ensure their independence and integration as contributing members of society. All the services and tools required to support elders in leading full lives and making decent livings are provided in this concept. The National Transformation Program was also initiated in order to build the capacity and skills necessary to carry out the difficult objectives of this vision. [21].

The current stage of development of psychological knowledge about disable persons is characterized by a variety of methodological approaches, conceptual principles, and methods used. On the one hand, this is good, as it allows for the openness of modern knowledge, verification of the data obtained, and the multidimensionality of interpretations that make it possible to select the most adequate research program for a practical request. On the other hand, the diversity of theoretical postulates and analytical practices necessarily implies the absence of a unified understanding of the subject of psychology [9].

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The differentiation between psychological knowledge and the identification of new areas and objects for analysis necessitate their integration on a new level of theoretical understanding. As is known, "The internal psychological reflection on the formation of the modern scientific psychological field is interesting and methodologically fruitful." Therefore, the ideas laid down in the basis of everyday psychology remain very important and current. The importance of ideas about the relationship between education and development is determined by the need for the functioning of the system of inclusive education and socialization of people with disabilities in the current conditions of significant social and cultural transformations [8].

The traditions of the cultural-historical approach to psychoanalysis and the role of socialization in the process of formation of higher mental functions contribute to the development of directions for the formation of individual educational paths for people with disabilities. After all, mastery of one's behavior, says one expert, becomes the main feature of higher mental functions [2]. The leading role of teaching a subject suffering from disorders of mental development is manifested through acquaintance with society through the creation of access conditions based on the potential of the person. The postulates of specialists take that learning leads to development, and through learning it is possible to control the development of consciousness, and it is implemented on a new level of theoretical and methodological understanding of practical needs [3].

One of the goals of training disabled people is their subsequent employment. Work on professional orientation of students of inclusive educational institutions should be carried out in accordance with the requirements for the activities of an inclusive school, namely:

- a) Equality of all students in the school community;
- b) Equal access for all students to the learning process during the day;
- c) availability of equal opportunities for establishing social relations;
- d) Training of teachers to facilitate the integration of disabled people among their peers;
- e) taking into account the needs of each student in the preparation of educational programs;
- f) involvement of the family in the learning process [1].

With all the importance, the problem of choosing their future profession, orientation in the field of existing options for professional self-realization, labor market requirements for persons with disabilities arises. This presupposes an understanding of the need to develop in disabled people the principles of independent construction of the process of assimilation and improvement of professional activity, knowledge of the features of constructing the trajectory of their own professional and personal development, and possible stages of career growth. The process of integrating disabled people into society, creating a barrier-free environment and equal opportunities is an important task of modern KSA. The legislation contains measures aimed at enhancing the standard of living and empowering people with disabilities. The legislation emphasizes the necessity for institutional effort guided by rules and regulations to transform how society views individuals with disabilities. Additionally, it tries to uphold the rights of people with disabilities and guarantee that they have equal access to all services.

The legislation guarantees that rules are passed, strategies and policies are developed, and actions, programs, plans, and designs are implemented at the governmental and non-governmental levels to meet the needs of individuals with disabilities. KSA legislation defines a rule prohibiting discrimination on the basis of disability. In addition, unless their impairment precludes them from doing so under applicable legal requirements, the law gives people who have achieved the age of majority the right to immediately engage in legal action. [2]

Additionally, Milenkovi pointed out that hiring people with disabilities helps them participate in society, feel accepted, feel supported by others, share with others as coworkers, and live independently; these

factors are seen as forms of social integration. [19].

Along with these obstacles, there are also a number of unfavorable attitudes that make things difficult for them. For people with disabilities, finding work is especially challenging since they experience double marginalization as a result of both their handicap and the global unemployment issue. [20].

The goal of the state policy in the field of rehabilitation and social adaptation of disabled people is the full involvement of disabled people in all spheres of life, gives handicapped people, orphans, old people, battered women, and children care, rehabilitation, and empowerment so they may receive a good upbringing and make up for their deficiency, Saudi Arabia's dedication to disability can be observed through the Kingdom's Vision 2030 programs, which promote and safeguard the rights of people with disabilities, expand the services that are offered to them, and give them access to methods of prevention, care, and rehabilitation, Giving handicapped people and families supporting orphans financial and in-kind assistance services, although in psychological terms the problem of employment of disabled people is not well developed. According to the KSA Pension Fund [10].

Research Methods and Data Collection

In the context of the study of an exploratory nature, the purpose of which was to identify the peculiarities of the employer's perception of the personality of a potential disabled employee, and to study the psychological barriers that arise in front of the employer in the case of hiring persons with disabilities and influence the decision to approve the employment of a disabled employee. It has been suggested that emerging psychological barriers are related to gender, age and region. The main concepts used in the study were: "special working conditions", "problems in the workplace", "degree of disability", "effectiveness of the professional activity of the disabled person", "vocational rehabilitation system for the disabled Person. "Special working conditions" in the theoretical interpretation we used means: the set of measures, equipment, services, or individual activities that contribute to the possibility of injury to the disabled worker, as well as to increasing the efficiency of his work in comparison with workers without disabilities. "Problems In the workplace" is objective or subjective factors that impede the ability to work for a person with a disability and create unequal conditions for him compared to employees without disabilities, which impede the effective performance of his official duties. "Degree of limited ability" is the total or partial loss of the person's ability or potential to achieve the components Key to everyday life. "The effectiveness of the professional activity of a disabled person" is the achievement of maximum success using his best personal and professional qualities. "The system of vocational rehabilitation for the disabled" is a set of measures aimed at integrating people with disabilities into public life. As a result, it should become the basic concepts operating (working) in this study the meaning of these processes is the transition from theoretical development of the program to empirical research: the way is open to practical application in the study of information collection and analysis methods.

The main methodological tool was a questionnaire version of the survey on the list of questions we compiled, the blocks of which are aimed at identifying the ideas of managers about the specifics of work of people with disabilities, in particular, their working conditions, the attitude towards them to a disabled employee, the ability to take the position of an employee with disabilities Health restrictions, understanding of his problems in the workplace, and psychological barriers associated with professional activities in the organization of persons with disabilities. The questionnaire designed in this way made it possible to reveal the opinion of managers about the professional activities of people with disabilities based on the reflection of important components for the professional self-realization of people with disabilities in the field of health.

Some of the questions had no answer options and took a free form to express an opinion. The content of the answers to the open-ended questions was analyzed using content analysis.

One judgment was taken as the unit of context. The qualitative categories that unite linguistically similar phrases were identified, and then the number of references to the qualitative categories in context units was calculated. Moreover, a comparative analysis of the severity of psychological barriers among employers was conducted, taking into account the factors of gender, age and region, which made it possible to deepen and broaden the understanding of the problem of employing persons with disabilities, and to identify the details of this construction.

The research sample consisted of 187 people holding senior positions in government agencies in the city of Jeddah.

The survey included respondents who currently or previously run establishments in the city. Of these, 112 are women (60%) and 75 are men (40%). The age distribution of the respondents is as follows: less than 35 years old - 21%, from 35 to 45 years old - 39%, from 45 to 60 years old - 31%, over 60 years old - 9%. 96 people (55%) head governmental organizations, and 91 people (45%) head non-governmental organizations. The balance of the sample by age, gender, region and form of ownership of the organization allows us to talk about the reliability of the results.

The importance of study

The importance of the study lies in the following considerations

The importance of the study stems from the importance of the process of integrating students with disabilities into public and private jobs. Based on the results of many studies in this field, and in line with the principles of government building modern special education.

It is important for people with special needs, given that integrating them into public work provides them with equal job opportunities with their ordinary peers, and helps them to grow socially and academically. It is important to identify the difficulties of integrating the disabled into public and private institutions from the point of view of employers towards the integration process and its obstacles, as it is important because teachers have a decisive role in the success of the integration process.

Objectives of the study

The current study aims to achieve the following objectives

Identify the most important difficulties facing the integration of people with special needs in government jobs from the point of view of employers. Identify the differences and differences in the government employers' viewpoints towards the difficulties of integrating students with disabilities in institutions according to the variables (sex, academic qualification, academic level, years of teaching experience).

Literature Review

1- Study of Al-Qaryouti and Abbas (6112)

This study aimed to identify the attitudes of school principals and teachers towards educational integration of people with special needs in public education institutions. The study sample consisted of (621) respondents, including (12) principals and (282). The researchers built a tool to measure attitudes towards educational integration of people with special needs. Special needs in general education. The tool included (22) items distributed over five axes. The results showed that teachers who work with people with special needs had better attitudes toward educational inclusion compared to teachers who do not work with people with special needs. The researchers recommended conducting studies to identify attitudes School students towards educational integration of their peers with special needs, and studying the attitudes of specialists in

the field of social and psychological work towards educational integration [3].

- 2- In the 2003 study (Thousand & Fisher): The study aimed to assess the attitudes of secondary school teachers in Texas state schools towards integrating the disabled into regular education in the light of the variables of gender, academic degree, academic specialization, and teaching experience. In the state, and the results of the study showed that secondary school teachers are specifically trained in specialized academic subjects, which may affect their ability to take into account students with disabilities, and adapt the teaching content to suit the needs of these students. Special needs in secondary education schools in the state were weak trends, and no statistically significant differences appeared in the study sample teachers' viewpoints towards the integration process in the light of the variables of gender, academic degree, academic specialization, and teaching experience [4].
- 3- A study by Waldron & Mcleskey (2002), which aimed to identify the most important difficulties of academic integration of students with special needs in public education schools in the state of Arizona, from the point of view of a sample of public school teachers and school teachers (special education teachers in the state amounting to (051 male and female school teachers). Regular schools, and (21) male and female teachers from private schools. The study showed that the attitudes of teachers from regular schools towards integrating the disabled were to a moderate degree, while the attitudes of teachers from private schools towards integrating the disabled into general education were to a weak degree. It also indicated that Inclusion helps them to grow socially and academically, and the study showed that there were no differences in teachers' viewpoints according to the variables of gender, academic qualification, and teaching experience, while differences appeared due to the variable of school type and in favor of regular school teachers [5].
- 4- In the study of Al-Dababneh and Al-Hassan (5114), the study aimed to identify the viewpoints of teachers of students with hearing disabilities towards the process of educating these students in regular schools within the comprehensive integration course in Jordan, in addition to identifying differences in the viewpoints of teachers depending on (type of school, class, place of teaching, qualification for variables.

Teacher perceptions of success in caring for students with hearing disabilities), and the scientific study was applied to a sample of teachers of students with hearing disabilities from the second grade until the secondary stage in schools for the deaf in Jordan. The study sample amounted to (012) male and female teachers. The results of the study showed that teachers' attitudes towards integrating students The number of people with hearing disabilities in regular schools was to a moderate degree. Differences also appeared according to the academic qualification variable, in favor of teachers holding a postgraduate qualification. There were also no differences according to the variable gender and years of teaching experience [6].

- 5- In Awada's study (5112), the study aimed to identify appropriate methods that facilitate the involvement of disabled people in public community life. The study was applied to a sample of disabled students of (042) male and female students, in addition to (54) officials from institutions related to the disabled, the study used an interview form for officials, and the study concluded with many results, the most important of which are the methods that facilitate the involvement of the disabled in community life. These are social reasons that are summed up in removing the disabled from his isolation through a group of activities and events that allow him a greater space for participation, and under the supervision of a team of specialists in Special education to enable them to rehabilitate the disabled and facilitate his integration into the society around him. The integration process also requires the presence of psychological and physical readiness among the disabled for the integration process, and to prepare society to accept the disabled as an individual with a certain specificity [7].

Concept of Psychological Barrier

The multi-level content of an integrated system of ideas about the world of professions involves the influence of stereotypes that exist in society towards people with disabilities, which are expressed in the phenomenon of stigmatizing people with disabilities, which contributes to the emergence of psychological barriers that prevent their employment.

A psychological barrier is "a special psychological state, which is expressed in the insufficient passivity of the subject and prevents him from performing certain actions." Psychological barriers contribute to the reinforcement of negative experiences (anxiety, guilt, fear), which in turn entails difficulties in communication, lack of mutual understanding of the people involved in communication. All this could not but affect the effectiveness of interpersonal communication, the emergence of conflicts. Psychological barriers affecting interpersonal communication include the influence of the first impression, prejudice, a pre-formed negative attitude towards a communication partner, fear of public speaking, social inequality of communication participants, etc[14].

The emergence of psychological barriers can depend on social, political, religious and occupational differences, suggesting idiosyncrasies in the interpretation of similar phenomena and fundamental misunderstandings, which reduce the effectiveness of communication. All this is also characteristic of the perception of a communication partner who has health limitations. In the course of interaction between the employer and a potential disabled employee, barriers may also arise related to the need for additional equipment and the organization of his workplace, which requires appropriate knowledge and skills not only from the disabled person himself, but also from the employer causing additional economic costs and personal efforts [11].

Identifying differences in the occupational requirements of people performing similar work functions, who are healthy or have certain health limitations, as well as describing ways to reduce the significance of these differences are directions for, first, the social adaptation of people with disabilities in an occupational environment and, second, the correction of social perceptions of people with disabilities disability [10].

Such equalization of opportunities for people with disabilities compared to other citizens in the field of labor activity can be achieved, on the one hand, by creating certain guarantees of professional employment for people with disabilities, and on the other hand, by raising the level of labor productivity of people with disabilities closer to generally accepted standards. The first method involves legislative measures adopted in world practice that prohibit discrimination against persons with disabilities when applying for a job and continuing professional activity, as well as by establishing job quotas for persons with disabilities and disabilities [13].

In the implementation of the second path, measures of organizational and technological behavior dominate, as management, work schedules, or official duties are changed to the personal characteristics of persons with disabilities, and with the use of modern technical means, special working conditions are organized for them. There is a reciprocal process of adapting the workplace to the needs of the disabled person in order to regulate the working conditions under which the disabled person can perform the required amount of work most effectively [12].

The Results and Discussion

Only 41% of the managers who participated in the survey have experience working with employees with disabilities, with the largest number being managers in the age range from 35 to 45 years (67%).

59% of respondents did not manage the activities of people with disabilities. Consequently, the majority of respondents described an opinion formed on the basis of indirect information, and not on the basis of

their own personal experience, which indicates the social ideas broadcast in society about the employment of people with disabilities. The emphasis on the young generation of leaders who have disabled people under their supervision shows that the purposeful support of the employment of disabled people by the state, which began only in 2022 can change social perceptions about the possibilities of creating a world of professions accessible to people with disabilities. Moreover, new generations of leaders, formed in the conditions of openness of information about existing opportunities for people with disabilities and about the attitude towards them in other countries, are subject to greater changes.

Next, we examined the participants' thoughts about the working conditions that are most important to persons with disabilities, regardless of the type of illness (Table 1).

Respondents can choose several answers according to their own understanding of workplace requirements for an employee with a disability.

The results showed that the most important, according to employers, is the need for special equipment and flexible working hours. It is possible that the additional costs of arranging the workplace and changing the rules of labor discipline for a disabled person, which require a lot of time, effort and attention from the authorities, will be an important factor in the decision of the head of the enterprise to hire a disabled person. At the same time, the overwhelming majority of respondents (91%) said that the presence of a disability is an important parameter in employment, although it is possible to hire people with a violation of the musculoskeletal system and hearing. 17% of managers indicated that they would generally refuse to hire a person with a disability, regardless of the type of disability.

Table 1: Representations of Managers About the Necessary Working Conditions for People with Disabilities.

Necessary working conditions for disabled people	Respondents%
Flexible work schedule	100
Special equipment	100
Assistance with transportation	58
Additional breaks	50
Short work day	25
Personal assistant	8
Additional sick leave	5

According to 75% of respondents, disabled people are most afraid of prejudice against themselves. 50% believe that the main problem is the lack of special working conditions and the lack of self-confidence of disabled people. For 41% of respondents, the main difficulty in professional self-realization is the fear of not meeting the requirements of the position due to the low level of professional training.

From the point of view of 16% of those who took part in the study, the main difficulty is related to maintaining equal interpersonal relationships with colleagues.

The emotional-evaluative component of perceptions of a disabled employee was assessed based on the answers of managers regarding the feelings they experience in interaction with disabled people. It was revealed that 83% of survey participants noted that they feel a desire to help a disabled person. For 9% of employers, the predominant feeling is a feeling of pity, while (8% of respondents have negative feelings and therefore do not want to deal with disabled people. The attitude towards disabled people on the part of the heads of organizations entails the decision to hire them. Therefore The results show that 96 employers (51%) indicated the lack of a professional level of a disabled person as the main reason for refusing to provide a job, 23 respondents (12%) noted a lack of practical knowledge and skills, 17 respondents (9%) consider the main reason for refusal to be the limitation of the ability to work, and for 10 people (6%) the unattractiveness of a disabled person comes out. This is probably due to the desire to abandon the psychotraumatic situation of daily communication with a “special” employee, or the manifestation of a stereotype of perceiving people with disabilities as unequal to themselves, unable

to effectively realize themselves in a professional environment. Such a stereotype has existed in the public mind for a long time due to insufficient attention to the problems of people with disabilities, discussion of this topic in the media, creation of a barrier-free environment and equal conditions.

Next, we studied what shortcomings leaders see in the work of people with disabilities. The largest number of respondents (73%) believe that disabled people require increased attention and care, 63% believe that it is not economically profitable to accept a disabled person in their organization, and 25% of employers think that a disabled person cannot perform a large amount of work at a slow pace (8% of respondents).

Such meaningful content of ideas about the problems and shortcomings of the activities of people with disabilities in the workforce indicates, in our opinion, the image of people with disabilities, which has been formed among the working population, which confirms the importance of social adaptation of people with disabilities in the professional community, the need to expand their knowledge, skills, create and maintaining labor motivation, strengthening career guidance activities.

The expansion of the cognitive component of the image of a disabled employee became possible on the basis of compiling a list of personality traits of a disabled person, which, according to the employer, are most effective in their work activity (Table 2). The question had an open form aimed at the free association of the respondents. The responses received were processed using the content analysis procedure. One statement of the respondent was taken as a quantitative unit. The qualities of a disabled person, fruitfully influencing his work, acted as a qualitative unit. As a result, the following thematic categories were identified, describing the list of expected professional qualities that contribute to the productive performance of their professional duties by an employee with a disability

Table 2: Employers' Perceptions of the Professionally Important Qualities of Employees with Disabilities.

Professionally important qualities of a disabled employee	Frequency of occurrence (in %)
Professional level	67
Ability to work in a team	58
Practical skill level	50
Intelligence level	50
Willingness to learn	50
Ability to work with a computer	33
Kindness	25
Sense of humor	16
Knowledge	16
Focus on career growth	8

It was revealed that the most significant for the leader are the level of professional training and the ability to teamwork. It was found that the same characteristics, in the opinion of the respondents, are the main difficulties that a disabled person faces at work. In other words, such an idea of people with disabilities leads to a refusal to hire them, since people with disabilities do not have professionally important qualities for a leader, the essence of the main professional fears of people with disabilities. This result also confirms the need for versatile professional training of people with disabilities. The assumption put forward and the unequal nature of the employer's ideas about disabled employees was tested on the basis of a comparative analysis of the severity of psychological barriers in hiring disabled people depending on gender, age and place of work of the head of the organization. To do this, we compared the respondents' answers when dividing the sample into groups using the nonparametric statistical Mann-Whitney test for independent samples. We are that the specificity of the manifestation of psychological barriers is expressed in the uneven nature of the influence of three types of barriers, as well: communicative, personal and professional. The communication barrier was understood as the difficulty in establishing and maintaining interpersonal communication between a manager and a potential employee. The personal barrier was revealed through the assessment and attitude towards the appearance of the disabled person. The professional barrier was expressed in the presence of a low assessment

of the professionally important qualities of a disabled employee.

Table 3 shows the distribution of average values for the manifestation of three types of psychological barriers by gender. To balance the comparison groups, the results of an equal number of women and men leaders (75 people each) were taken.

The statistical significance of differences using the Mann-Whitney U test was confirmed only for the severity of the communicative barrier ($U=0.006$ at $p \leq 0.05$). That is, women and men leaders assess the success of communication with a disabled person differently. Men attach more importance to communication and its evaluation (3.2400) than women employers (2.2667). Differences in manifestations of personal and professional barriers are not statistically significant. In other words, the difficulties in hiring disabled people related to assessing their appearance and professional qualities do not depend on the gender of the head of the organization where the disabled person will work.

Table 3: Distribution of Statistical Indicators of the Representation of Psychological Barriers in Male and Female Subjects.

	Floor	Psychological barrier		
		Communicative	personal	Professional
Women	Average	2,2667	2,4800	2,6000
	Standard deviation	1,10690	1,29823	1,35567
Men	Average	3,2400	2,6667	2,7733
	Standard deviation	1,21744	1,39820	2,7733
All	Average	2,7533	2,5733	2,6867
	Standard deviation	1,25819	1,34786	1,31147

Analysis of the influence of age on the severity of psychological barriers in the employer was carried out on 4 equal samples of 18 respondents. The average values are shown in Table 4. Checking the statistical significance of differences in responses by groups using the Mann-Whitney U-test showed that the indicators of psychological barriers differ significantly only in the sample according to the personality barrier for respondents of two age groups: up to 35 years (2.9444) and from 45 to 60 years (1.9444) ($U=0.04$ at $p \leq 0.05$). Young employers are dominated by a personal barrier compared to the older age category. That is, young managers pay attention to the external parameters of their employees, and not just their professional qualities. The presence of communication and professional barriers does not differ in the sample as a whole and has a similar character.

Table 4: Distribution of Average Values by Age Groups.

Age		personal	Professional	Communicative
up to 35 years	Average	2,9444	2,8333	2,6667
	and	18	18	18
	Standard deviation	1,47418	1,20049	1,41421
35 to 45 years old	Average	2,4444	3,2222	2,6667
	and	18	18	18
	Standard deviation	1,42343	1,30859	1,23669
45 to 60 years old	Average	1,42343	3,2778	2,3889
	and	18	18	18
	Standard deviation	1,25895	1,48742	,77754
over 60 years old	Average	1,25895	2,7222	2,5000
	and	18	14	18
	Standard deviation	1,27443	1,48742	1,33945
Total	Average	1,27443	3,0139	2,5556
	and	72	72	72
	Standard deviation	1,38394	1,36859	1,19728

Thus, the content and emotional-evaluative components of the employer's image of a disabled person during his employment are in the nature of a stereotype that influences the decision to hire and does not depend on the gender, age and place of work of the head of the organization. Moreover, the

manifestation of the stereotypical perception of a disabled employee is due to the action of psychological barriers arising in direct interpersonal communication that make it difficult for a potential employee and employer to understand each other.

Namely: a communication barrier associated with the lack of necessary communication skills on both sides in a situation of negotiating employment, a personal barrier leading to a negative assessment of the signs of appearance that distinguish a disabled person from a healthy person, a professional barrier leading to a decrease in the assessment of professionally important qualities necessary for the employment of persons with disabilities.

The researchers see that government employees, with different years of experience, converge in their viewpoints towards the difficulties of the process of integrating the disabled, and that they feel the inability of government departments to deal with the disabled and their needs. Regardless of their years of teaching experience.

It also agreed with the results of the study of Al-Dabbaneh and Al-Hassan (5114), which showed that there were differences in the views of teachers in regular Jordanian schools towards the inclusion of students with disabilities, according to the variable of years of teaching experience, and it also agreed with the results of Abdullah's study (1994), which showed that there were no differences in Attitudes of teachers in basic schools in Nablus governorate towards integrating the disabled into general education due to the variable of experience in teaching.

Limitations During the Study

Information about the psychological barriers that an employer encounters when hiring people with disabilities, obtained as a result of the survey, may contain the influence of the phenomena of social desirability, concealment of true intentions and feelings. The effectiveness of the research obtained by the survey method is influenced by factors that connect, on the one hand, with the persons of the respondent himself (degree of education, morality, memory properties, protective mechanisms of the psyche, attitude to the question being examined and to the organization or person conducting the survey). On the other hand, there are indicators associated with activity as a result of the study (compilation of a questionnaire). The results of the study are negatively affected by the presence of strangers during the study, the time and situation and place of the survey are unsuccessful, and the poor organization of the survey procedure itself. The form of closed questions implies insufficient choice by the respondent of the answer option, limited by the proposed menu, which can also adversely affect the objectivity of the information received. In the proposed questionnaire, some of the questions contained special information, with which some of the respondents could not be familiar or could be interpreted with a meaning different from that invested in the development of the questionnaire by the researcher.

All these points were taken into account by us, both in the preparation, organization and conduct of the study itself, and in the analysis of the information received.

This study is exploratory in nature and should be continued by expanding the sample and methodological equipment [16, 17]. DeLeire emphasised the seriousness of the prejudice around productivity at work and disability, which makes it hard to make distinctions between people's productivity and health challenges. [18]

Conclusion

The solution to the problem of training and education of persons with disabilities is based on the theoretical and methodological approach that has been in use for nearly a hundred years, and has not lost its relevance at all in the present time with the launch of its main theoretical assumptions for a new subject of study. The requirements of inclusive education, the creation of equal opportunities for

education and professional self-realization for all people, regardless of their health status, require an understanding of the mechanisms of socialization of persons with disabilities, their vocational guidance and counseling, as well as the patterns of perception of these persons in the context of their work by the social environment, nor Especially employers, on which the success of the implementation of work motives for people with disabilities depends to a large extent .

An attempt to analyze the characteristics of the employment of people with disabilities, the psychological barriers that arise when hiring by the heads of organizations, contribute to understanding the patterns of development of professional skills and abilities in people with disabilities that are adequate to the needs of the labor market and the ideas of employers. Creation of an educational space that, on the one hand, takes into account the peculiarities of teaching a disabled person, and, on the other hand, helps to bring the employer's requirements closer to the capabilities and needs of a particular person with special physical development, will help to clearly define the horizons and content of the "zone of his immediate professional development" in a situation of interaction between a teacher, employer and student with a disability.

The results of the study can be used in the process of psychological support for the employment of people with disabilities and people with disabilities, in solving urgent problems of employment. The emerging psychological barriers for the employer can be taken into account in the practical activities of the personnel services in the organization, employment services, recruitment agencies, the activities of social workers and social services to help the population. It is possible to use the data obtained in order to improve the psychological climate in a team where a person with disabilities works.

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Point of interest

The authors did not disclose any possible conflicts of interest.

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