

Attitude of Pre- Service Educators toward Including Children with Special Needs in General Classes

Case study of Education Faculty – University of Jazan. K.S.A

Ahmed Elhassan Hamid, Abdulaziz Alasmari, Eldood Yousif Eldood

University of Jazan, Special Education department, Jazan/K.SA

ABSTRACT

The study conducted in Jazan university- faculty of education during academic year 2014-2015. The aims of study are to explore pre-service educator's attitudes about the inclusion disabilities with their typical peers in general classrooms. We used descriptive statistic methods. Researchers used The Teacher Attitudes to Inclusion Scale to measure pre-service educator's attitudes toward include students with disabilities in general classes. Study group include (420) pre-service educators from Education School. The research sample consisted of 100 pre-service educators from group sample. The data was analyzed by using SPSS program. The most important results are: The attitude of Pre-Service teacher toward including pupils with disabilities on general education class is positive. The number of pupils in class influenced on attitudes of Pre-Service education students toward inclusion. There are differences on attitude of pre-service education students toward inclusion according to disabilities in friend of family. There are no differences on attitude of pre-service education students toward inclusion according to desired school levels.

Keywords: Attitude, Pre-service, Inclusion, Special Need and Education.

I. INTRODUCTION

Inclusion is an educational practice based on a notion of social justice that advocates access to equal educational opportunities for all students regardless of the presence of a disability. Inclusion involves students with disabilities learning with their peers in regular schools that adapt and change the way they work in order to meet the needs of all students. Preparing teachers for regular class teaching has undergone a major pedagogical shift in recent years. Training institutions are now required to ensure that pre-service teachers are competent to cater for the needs of an increasing range of diverse learners. This move has been furthered by international recommendations (now more than 12 years old) from UNESCO to include content on inclusion as part of teacher training programs. In preparing teachers for inclusive classrooms their attitudes, beliefs, expectations and acceptance of people with diverse needs may well be challenged (Sharma, & et al 2006).

Although this is such an important area, international studies have been carried out to understand pre-service Educators attitudes toward inclusion. There is a study conducted by Thaver, & et al (2014), and it aimed to explore pre-service teachers' attitudes toward inclusive education in Singapore. Researchers indicated that pre-service educators held negative attitudes to educate students with disabilities in general classes. Researchers revealed that interaction with individuals with special needs and previous training in disabilities significantly influence attitudes. Rather Researchers revealed that, elementary and primary specializations and program of the pre- service educators' responses did not significantly influence pre-service educators' attitudes towards inclusion. A study conducted by Sharma, & et al (2006), and it aimed to explore pre-service teachers' attitudes toward inclusive education in Australia, Canada, Hong Kong, and Singapore. Researchers indicated that Canadian trainee educators positively revealed their attitudes more than others did. While trainee educators from Hong Kong and

Singapore revealed the least positive attitudes to include children with disabilities in general classes. A study conducted by Sharma, & Desai (2012), and it aimed to explore pre-service teachers' attitudes toward inclusive education in Australia and Singapore. Researchers told that participants from Australia greatly revealed higher attitudes towards inclusive education than participants from Singapore. There is a study conducted by Toole, & Burke (2013), and it aimed to explore pre-service teachers' attitudes toward inclusive education in Ireland. Researchers told that pre-service educators positively showed their attitudes to educate children with disabilities in general classes. There is a study conducted by Cameron, & Cook (2007), and it aimed to explore pre-service teachers' attitudes toward inclusive education in Ireland. Generally, researchers told that pre-service educators revealed positive attitudes. There is a study conducted by Malak (2013), and it aimed to explore pre-service teachers' attitudes toward inclusive education in Bangladesh. Researcher told that special education trainee educators largely showed positive attitudes to educate children with disabilities in general classes. . Participants highly held positive attitudes to educate children with physical impairments, hearing impairments and vision impairments in general classes. There is a study conducted by Mdikana, Ntshangase, & Mayekiso (2007), and it aimed to explore pre-service teachers' attitudes toward inclusive education in Johannesburg. Researchers indicated that student teachers revealed positive attitudes to educate students with special needs in general classes. Contact, disabled family member, and specialization can influence pre-service educators' attitudes. In addition, researchers found that 60% of college students recorded positive scores to educate pupils with disabilities in general classes while 27% of the students showed negative attitudes and 16% were undecided. . In addition, researchers indicated that 72% of college students revealed their needs to have special skills and abilities to educate pupils with disabilities in general classes. Additionally, researchers indicated that 72% of college students revealed their needs to have special resources to implement successfully: they indicated that 77% of college students revealed positive attitudes towards learners with Special Needs and they revealed their needs to special resources. There is a research study conducted by Costello & Boyle (2013). It was to explore trainee college students' dispositions and

attitudes about the inclusion. Research showed that students' attitudes were more positive to inclusion in the first year of university than in following years. There is a study conducted by Mangope, Mannathoko, & Kuyini (2013) that was to explore the attitudes of college students, specialized in physical education, of the University of Botswana toward including individuals with different disabilities in regular classes. Researchers found that college students had moderately positive dispositions and attitudes to include individuals with disabilities in regular classes. There is a research study conducted by Kuyini & Mangope (2011) that aimed to discover pre-services educators' dispositions and worries about inclusion in Ghana and Botswana. Researchers indicated that pre-service educators presented higher attitudes towards including students with disabilities on the social interaction components, and pre-service educators from Botswana show lower attitudes towards including children with disabilities in regular classrooms than Ghanaian pre-service educators do. There is a study conducted by Ahsan, Sharma & Deppeler (2012) and it aimed to explore trainee college students' teaching-efficacy, concerns, attitudes, and readiness to include individuals with special needs in general classes. Researchers found that trainee students revealed greater teaching-efficacy did not present concerns. Rather they demonstrated higher positive attitudes to include individuals with disabilities in general classes. There is a study conducted by Sharma Moorea, & Sonawaneb (2009), and it intended to explore trainee educators' attitudes to include children with disabilities in general classes. The study revealed that positive attitudes to educate pupils with behavioral issues. In addition, researchers indicated that trainee educators held higher levels of confidence about inclusion showed less concerns and worries among their counterparts. There a study implemented by Mongwaketse & Mukhopadhyay (2013), and it aimed to explore student educators' tenets, attitude and readiness to include students with disabilities in general classes. Researchers found that most of college students revealed and sustained positive attitudes to include students with disabilities in general classes. Researcher indicates that it was important to provide practical courses for college students to have more experience and knowledge about the actual profession.

II. METHODS AND MATERIAL

Method Research Approach:

In this study, the descriptive analytic research technique was used.

Study group:

It formed from pre-service education students in faculty of education – University of Jazan about (420) in three specialization (Special Education- Art Education- Physical Education).

Study sample:

In these research random sampling methods was used. The individuals who participate in random sampling were chosen randomly. The study was conducted with (100) students. (33) From pre-service art education students, (33) from pre-service physical education students, and (34) from pre-service special education students.

Tool:

The researchers used The Teacher Attitudes to Inclusion Scale to measure student teachers' attitudes to include students with disabilities in general classes designed by the researchers. In order to ensure the validity and reliability of the scale form, it distributed to four instructors who had completed their doctorates and this form developed in according the opinions of the instructors, then a pilot study were conducted and the value of reliability was found. It was about (0.86) and after that, the scale forms became ready for application.

Practical Procedures:

The principle of pre-condition of participating in scale, an explanation was prepared. The aims of the study and how the study would be carried out were clearly stated in it. The scale application took place between 1-21 days.

III. RESULTS AND DISCUSSION

3.1 Results

After analysing the data, the results are as follows:

1. What is attitude of Pre-Service teacher toward including pupils with disabilities on general education class?

To answer this question the researchers used one sample T-test and table (1) shows the attitude of education students toward inclusion.

Table (1) shows the attitude of Pre-Service education students toward inclusion

variable	Mean	SD	T	SIG	significant
Attitude	109.30	12	16	0.00	Positive significant

S.D = Standard deviation; T= T value; SIG = sigma value

When we compare the average premise (87) with the mean (109.30), we found that mean greater than average premise as phrases as in table, and this difference is significant at the level (0.05), because the level of significant greater than SIG. this means that the attitude of Pre-Service teacher toward including pupils with disabilities on general education class is positive.

2. What is an influence of number of pupils in class on attitude of Pre-Service students toward inclusion?

For answer, this question the researchers used regression method, and table (2) shows the influences of number of pupils in class on attitude of Pre-Service students toward inclusion.

Table (2) shows the influence of number of pupils in class on attitudes of Pre-Service education student.

PV	Dependent	F	R	SIG	Pen	Result
N of pupils	Attitude	5	0.3	0.04	0.4	Positive

S.D = Standard deviation; T= T value; SIG = sigma value.

After analysis the data, we found that the standardized coefficients value is (0.39) (see table 3), the value of correlation coefficients is (0.23). These values are significant at level (0.05), because the level of significant is greater than SIG. This means that the number of pupils in class influence on attitudes of Pre-Service education students toward inclusion.

3. Are there significant differences on attitude of pre-service education students toward inclusion according to desired school levels?

For answer, a question the researchers used ANOVA analyses of variance, table (3) shows the differences on attitude of pre-service education students toward inclusion according to desired school levels.

Table (3) shows the differences on attitude of pre-service education students toward inclusion according to desired school levels.

Compare	Sum of Squares	d.f	F	Sig.	Result
Between	30.900	38	1.5	.32	negative
Within	30.381	43			
Total	61.280	81			

F= F value Sig= sigma value.

As you see in table (3), you found the sig value (0.326) is greater than significant level (0.05), which means there are no differences on attitude of pre-service education students toward inclusion according to desired school levels.

4. Are there significant differences on attitude of pre-service education students toward inclusion according to disabilities in friend of family?

For answer, a question the researchers used independent samples test.

Table (4) shows the differences on attitude of pre-service education students toward inclusion according to disabilities in friend of family.

disabilities in friend of family	Mean	Std. D	T	Sig.	Result
Yes= 50	113	12.4	2.9	0.03	Positive
No=50	109	12.5	2.9		

T= T value Sig= sigma value.

As you see in table (4) when we compare the mean of whom have disabilities in friend and families (133) with the mean of have not disabilities in friend and families (109), we found that mean of first group

greater than means of second group as phrases as in table, and this difference is significant at the level (0.05), because the level of significant greater than SIG, this means that there are differences on attitude of pre-service education students toward inclusion according to disabilities in friend of family.

3.2 Discussions

When analyzed the results revealed that:

The attitude of Pre-Service teacher toward including pupils with disabilities on general education class is positive. This result is in line with many studies. Study of Sharma, & et al (2006), Researchers indicated that Canadian trainee educators have positive attitudes to include children with disabilities in general classes. A study conducted by Sharma, & Desai (2012), researchers told that participants from Australia greatly revealed higher attitudes towards inclusive education. A study conducted by Toole, & Burke (2013), told that pre-service educators positively showed their attitudes to educate children with disabilities in general classes. A study conducted by Cameron, & Cook (2007), told that pre- service educators revealed positive attitudes. There is a study conducted by Malak (2013), told that special education trainee educators largely showed positive attitudes to educate children with disabilities in general classes. Participants highly held positive attitudes to educate children with physical impairments, hearing impairments and vision impairments in general classes. A study conducted by Mdikana, Ntshangase, & Mayekiso (2007), indicated that student teachers revealed positive attitudes to educate students with special needs in general classes. Contact, disabled family member, and specialization can influence pre-service educators' attitudes. In addition, researchers found that 60% of college students recorded positive scores to educate pupils with disabilities in general classes while 27% of the students showed negative attitudes and 16% were undecided. . In addition, researchers indicated that 72% of college students revealed their needs to have special skills and abilities to educate pupils with disabilities in general classes. Additionally, researchers indicated that 72% of college students revealed their needs to have special resources to implement successfully: they indicated that 77% of college students revealed positive attitudes towards learners with Special Needs and they revealed their needs to special resources. Study conducted by

Costello & Boyle (2013) showed that students' attitudes were more positive to inclusion in the first year of university than in following years. A study conducted by Mangope, Mannathoko, & Kuyini (2013) found that college students had moderately positive dispositions and attitudes to include individuals with disabilities in regular classes. A study of Kuyini & Mangope (2011) indicated that pre-service educators presented higher attitudes towards including students with disabilities on the social interaction components, and pre-service educators from Botswana show lower attitudes towards including children with disabilities in regular classrooms than Ghanaian pre-service educators do. A study conducted by Ahsan, Sharma & Deppeler (2012) found that there are higher positive attitudes to include individuals with disabilities in general classes. A study conducted by Sharma Moorea, & Sonawaneb (2009), revealed that positive attitudes to educate pupils with behavioral issues. In addition, researchers indicated that trainee educators held higher levels of confidence about inclusion showed less concerns and worries among their counterparts. A study implemented by Mongwaketse & Mukhopadhyay (2013), found that most of college students revealed and sustained positive attitudes to include students with disabilities in general classes. Researcher indicate that it was important to provide practical courses for college students to have more experience and knowledge about the actual profession. The researchers pointed that the importance of having positive attitudes toward inclusive education amongst in-service educators has been long recognized. If educators hold positive attitudes towards inclusive education, it may allow and encourage practices that will guarantee, to a large extent, successful inclusion of all students. Positive attitudes can be and need to be fostered through both training and positive experiences with students with disabilities.

In addition, the study indicated that the number of pupils in class influenced on attitudes of Pre-Service education students toward inclusion. So that when the numbers of pupils with disabilities in class large the attitude of pre-service is negative because this situation make the pre-service educator experienced distress. Finally, the study revealed that there are differences on attitude of pre-service education students toward inclusion according to disabilities in friend of family. Moreover, this means that exist of disabilities in friend

of family influenced on attitude of pre-service educators. So that pre-service educators whom live with disabilities have, positive attitude toward including pupils with special needs in general classroom.

IV. CONCLUSION

Our study conducted to find out the attitude of pre-service educators toward including pupils with disabilities on general class school, to verify this aims the researcher used pre-service educator's attitude toward inclusion scale. The study indicated that the attitude of Pre-Service teacher toward including pupils with disabilities on general education class is positive. The number of pupils in class influenced on attitudes of Pre-Service education students toward inclusion. There are differences on attitude of pre-service education students toward inclusion according to disabilities in friend of family. There are no differences on attitude of pre-service education students toward inclusion according to desired school levels.

V. REFERENCES

- [1] Ahsan, M., Sharma, U., & Deppeler, J (2012). Exploring Pre-Service Teachers' Perceived Teaching-Efficacy, Attitudes and Concerns about Inclusive Education in Bangladesh. *International Journal of Whole Schooling*, 8 (2), 1-20.
- [2] Cameron, D., & Cook, B (2007). Attitudes of Pre-service Teachers Enrolled in an Infusion. *International Journal of Whole Schooling*, 7(1). 38-40.
- [3] Cameron, D., & Cook, B (2007). Attitudes of Pre-service Teachers Enrolled in an Infusion. *International Journal of Whole Schooling*, 7(1). 38-40.
- [4] Costello, S, & Boyle, C (2013) Pre-service Secondary Teachers' Attitudes towards Inclusive Education. *Australian Journal of Teacher Education*, 38(4) 129- 143.
- [5] Kuyini, A., & Mangope, B. (2011). Student teachers' attitudes and concerns about inclusive education in Ghana and Botswana. *International Journal of Whole Schooling*, 7(1). 20-37.
- [6] Malak, M (2013). Inclusive Education in Bangladesh: Are Pre-service Teachers Ready to Accept Students with Special Educational Needs in Regular Classes? *Disability, CBR & Inclusive Development Journal*, 24(1) 56-81.
- [7] Mangope, B., Mannathoko, M., & Kuyini, A. (2013). Pre-Service Physical Education Teachers and Inclusive Education: Attitudes, Concerns and Perceived Skill Needs. *International Journal of Special Education*, 28 (3), 82-92.
- [8] Mdikana, A., Ntshangase, S., Mayekiso, T. (2007). Pre-Service Educators' Attitudes towards Inclusive Education. *International Journal of Special Education*, 22(1) 125- 131.

- [9] Mongwaketse, M., & Mukhopadhyay, S. (2013). Botswana PGDE Student Teachers' Attitude towards Inclusive Education: Implication for Teacher Education. *Turkish Journal of Teacher Education*, 2(1), 36-46
- [10] Sharma, U., Ee, E., & Desai, I (2012). A Comparison of Australian and Singaporean Pre-Service Teachers' Attitudes and Concerns about Inclusive Education. *Teaching and Learning, Nanyang Technological University & National Institute of Education*, 24(2), 207-217.
- [11] Sharma, U., Forlin, C., Loreman, T., & Earle, C (2006). Pre-Service Teachers' Attitudes, Concerns and Sentiments about Inclusive Education: An International Comparison of the Novice Pre-Service Teachers. *International Journal of Special Education*, 21(2), 80-93.
- [12] Sharma, U., Moore, D., & Sonawane, S. (2009). Attitudes and concerns of pre-service teachers regarding inclusion of students with disabilities into regular schools in Pune, India', Asia. *Pacific Journal of Teacher Education*, 37(3), 319-331.
- [13] Thaver, T., Lim, L., & Liao, A (2014). Teacher variables as predictors of Singaporean Pre-Service Teachers' Attitudes toward Inclusive Education. *Published by International Association of Social Science Research*, 1(1) 1- 8
- [14] Toole, C., & Burke, N (2013). Ready, Willing and Able? Attitudes and Concerns in Relation to Inclusion amongst a Cohort of Irish Pre-Service Teachers. *European Journal of Special Needs Education*. Retrieved from <http://dx.doi.org/10.1080/08856257.2013.768451>