



ATTITUDE OF EDUCATION STUDENTS TOWARD INCLUDING STUDENTS WITH DISABILITIES IN GENERAL EDUCATION CLASSROOMS

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ABSTRACT

Background: The notion of inclusive education has attained a great base in many countries around the world, so that we conducted this study to examine students' attitudes toward including students with disabilities with their typical peers in general classrooms. **Objective:** The aims of this study are to verify attitude of education students toward including disabilities in general education classroom, and to examine the influence for GPA, level and age on attitude of education students toward inclusive. **Methods:** we used descriptive statistic methods. Questioner technique is used as method of data collection. Study group include (800) education students from Faculty of Education School and (120) students were selected randomly as study group sample. The data was analyzed by using SPSS program. **Results:** The attitude of students toward including disabilities in general education classroom is positive, and it is significant ($p<0.05$). The GPA influenced on attitudes of students toward inclusive. **Conclusion:** We demonstrated that an important factor in the success of inclusive education is dependent upon education students' attitude, because these are future teachers.

Key words: Attitude, inclusive, Education students, Disabilities.

1. INTRODUCTION

Special education has evolved through many phases, starting with isolation and punishment of people with disabilities until their inclusion and acceptance, and it has passed through difficulties to reach the highest point of equality for people who had been segregated from their typically developing peers [1]. So, the history of special education has had some issues that can be considered as controversial arguments among general and special educators. Therefore, Inclusive education is a relatively new notion that supports a paradigm shift in general schools from assisting students with disabilities to teaching them in regular education classroom [2]. Although there are some limitations about research conclusions that have not generally given adequate results, working toward inclusive education remains to develop steadily among countries [3].

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 [4]. Many governments have considered deliberatively inclusive education as an effective method of education for over than thirty years to educate students with and without disabilities communally. However, general education teachers may experience some obstacles of applying inclusive education of students with severe disabilities in general classes. Some of these obstacles might be the insufficient specialized or proficient training at the college level, the deficiency of materials concerning students with disabilities in all courses and the absence of training about safety aspects [5].

In the contrast, research indicates that placing children with disabilities in self- contained classrooms does not fully facilitate learning for them, and that might reduce the chance for them to benefit. Research indicate that there are failures in teaching new behaviors to children with disabilities in exclusive settings, for students with disabilities may not observe the correct manners of educational, social, or other situations of performance [1]. To clarify, self- contained environments, in which children with disabilities learn, practice and observe inappropriate behaviors, do not conduct effectively to make the students with special challenges prepared for social activities and lives. Another example, if we want to make a child who is diagnosed with autism socially interactive, we should place him in inclusive classes all the school day, and make all children integrate with him and with each other in order to make him interact socially. Villa et al. (2000) state that segregated schooling has not succeeded to teach children with special challenges appropriate conducts and skills [1].

LITERATURE REVIEW

Many studies cared out about college students' attitudes toward inclusive education in different countries. There is a study conducted by Mangope et al. (2013), it found that college students had moderately positive dispositions and

attitudes to include individuals with disabilities in regular classes [6]. In addition, researchers found that college students had more positive attitude about individuals with disabilities who showed shyness. There is a research study conducted by Costello et al. (2013), showed that students' attitudes were more positive to inclusion in the first year of university than in following years. Graduate students registered in postgraduate programs revealed more positive attitudes toward including children with disabilities than undergraduate students [7]. There is a study conducted by Ahsan et al. (2012), they revealed positive attitudes toward inclusive education to educate students who had verbal issues and students did not successfully pass tests [8]. In addition, there is a study that was conducted by Sharma, Forlin et al. (2006), the results were that the general Canadian educators showed the most positive dispositions toward including all students with and without disabilities in general classes [4]. There a study implemented by Mongwaketse et al. (2013), they found that most of college students revealed and sustained positive attitudes to include students with disabilities in general classes [9]. There a study implemented by Taylor et al. (2012), it found that college students' attitudes were positive [10]. There is a study implemented by Mdikana et al. (2007), 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 [11].

Age, academic eligibility, level to educate can influence college students' attitudes toward inclusive education. There is a study implemented by Woodcock (2013), researchers indicated elementary student educators revealed better attitudes to include individuals with students specific learning disabilities than the secondary student did educators did. Researchers believed that fluctuation in those attitudes might be attributed to including individuals with different disabilities in elementary schools more than to be in secondary schools [12]. There is a study conducted by Sharmaa et al. (2009), researchers found that trainee educators showed their wants to include pupils who only needed educational and physical accommodations, and those students' educators revealed the least positive attitudes to educate pupils with behavioral issues [13]. There is a study conducted by Griffin et al. (2012). Results indicated that positive attitudes were shown by college students to educate or learn with individuals with special needs. Researchers considerably pointed out that attitude were influenced by some factors such as gender and comfort level [14].

In this context, our study aimed to know attitude of education students toward inclusion and its relation with some variables (GPA, age and level). The study problem is what the attitude of education students toward inclusion the disabilities among normal students, and are GPA, age and level influenced in attitude of education students toward inclusion.

Aims of the study: The study aimed to:

- 1- Know attitude of education students toward inclusion disabilities among normal students.
- 2- Examine the influence for GPA on attitude of education students toward inclusion.
- 3- Examine the influence for age on attitude of education students toward inclusion.
- 4- Examine the influence for level on attitude of education students toward inclusion.

To verify these aims the following question should be answering:

- A- What are attitude of education students toward inclusion.
- B- Can GPA influence attitudes of education students toward inclusion?
- C- Can age influence on attitude of education students toward inclusion?
- D- Can level influence on attitude of education students toward inclusion?

2. MATERIALS AND METHODS

2.1 Study site

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

Sample technic: We used the random sample method, the questionnaire was answered by (120) students during fall 2014-2015 (academic period) from three different departments: (40) from special education department, (40) from Art education department and (40) from physical education department.

Tools Technique: we used two questionnaires as following: Students attitude questionnaire: formed by (50) item designed by the researchers, this items were distributed in two different constructs that are positive attitude, and negative attitude. With the objective of obtaining a trustworthy list of questions, some opinions from experts in this topic were collected. The pilot tests in a random sub-sample of the university student community were made. The results were analyzed and adjustments in form and format were made. Cronbach's alpha coefficient stability was (0.89).

Practical Procedures The principle of voluntarism was the precondition of participating in questioner. For the questioner, an explanation was prepared. The aims of the research and how the study would be carried out were clearly stated in it. In addition, it was emphasized that the identities of the participants would remain confidential. During the questioner, written forms were used. Questioner took place about one month, from on 23/3/2015 to 23/4/2015.

2.2 Study Group

The group formed from education students in faculty of education - Jazan University, that numbered about (800) male, the average of age about 23.7 distributed in different specialize as in table 1.

Table 1: Shows the Study Group.

Department	Frequency	percent
Special Education	242	30.25%
Art Education	290	36.25%
Physical Education	268	33.50%
Total	800	100%

3. RESULTS

After analyzed the data the result are as following:

3.1 What are attitude of education students toward inclusion?

To answer this question the researchers used one sample T-test and table 2 shows the attitude of education students toward inclusion. When we compare the average premise (90) with the mean (107.30), we found that mean greater than average premise as phrases as in table 2, and this difference is significant at the level (0.05), because the level of significant greater than SIG, and this means that the attitude of education students toward inclusion is positive.

Table 2: Shows the attitude of education students toward inclusion

variable	Mean	SD	T	SIG	significant
Attitude	107.30	9.39	31.51	0.000	Positive significant

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

3.2 What is an influence of GPA on attitude of education students toward inclusion?

For answer, this question the researchers used regression method, and table 3 shows the influences of GPA on attitude of education students toward inclusion. After analysis the data, we found that the standardized coefficients value is (0.20) (see table 3), the value of correlation coefficients is (0.48). These values are significant at level (0.01), because the level of significant is greater than SIG. This means that the GPA influence on attitudes of education students toward inclusion, and when GPA great the attitude is positive.

Table 3: Shows the influence of GPA on attitudes of education students toward inclusion.

Variable	Dependent	F	R	B	SIG	Standardized Coefficients
GPA	Attitude	0.16	0.48	2.04	0.0	0.20

GPA= Academic rate **F**= F value; **R**= correlation value; **B**= Regression value; **SIG** = sigma value.

3.3 What is influence of age on attitude of education students toward inclusion?

For answer, this question the researchers used regression method, and table 4 shows the influences of age on attitude of education students toward inclusion. After analysis the data, we found that the standardized coefficients value is (0.07) (see table 4), the value of correlation coefficients is (0.010). These values are not significant at level (0.01), because the level of significant is less than SIG. This means that the age is not influence on attitudes of education students toward inclusion.

Table 4: Shows the influence of age on attitudes of education students toward inclusion.

Variable	Dependent	F	R	B	SIG	Percentage
age	Attitude	0.07	0.010	0.34	0.936	0.01

F= F value; **R**= correlation value; **B**= Regression value; **SIG** = sigma value.

3.4 What is influence of level on attitude of education students toward inclusion?

For answer, this question the researchers used regression method, and table 5 shows the influences of age on attitude of education students toward inclusion. After analysis the data, we found that the standardized coefficients value is (0.04)

(see table 5), the value of correlation coefficients is (0.036). These values are not significant at level (0.01), because the level of significant is less than SIG. This means that the level is not influence on attitudes of education students toward inclusion.

Table 5: Shows the influence of level on attitude of education students toward inclusion.

Variable	Dependent	F	R	B	SIG	Percentage
Level	Attitude	0.281	0.036	0.367	0.598	0.04

F= F value; **R**= correlation value; **B**= Regression value; **SIG** = sigma value.

4. DISCUSSION

Our study revealed that the attitude of education students toward inclusion is positive, this result in line with many studies, a study conducted by Mangope, Mannathoko, & Kuyini [6], found that college students had moderately positive dispositions and attitudes to include individuals with disabilities in regular classes. Study conducted by Costello, & Boyle (2013), showed that students' attitudes were more positive to inclusion [7], there is a study conducted by Ahsan, M., Sharma, & Deppeler (2012), revealed positive attitudes toward inclusive education[8]. In addition, a study was conducted by Sharma, Forlin & Earle (2006), showed that the most positive dispositions toward including [4]. There 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 [9]. a study implemented by Taylor, & Ringlaben (2012), found that college students' attitudes were positive [10], a study implemented by Mdikana, Ntshangase, & Mayekiso, T (2007), found that 60% of college students recorded positive scores to educate pupils with disabilities in general classes [11], a study conducted by Griffin, Summer, McMillan, Day, & Hodapp, (2012) indicated that positive attitudes were shown by college students to educate or learn with individuals with special needs[14] .

The researcher pointed that the benefits of inclusion education for children and families are; Families' visions of a typical life for their children can come true because all parents want their children to be accepted by their peers, have friends and lead "regular" lives. Inclusive settings can make this vision a reality for many children with disabilities. Children develop a positive understanding of themselves and others, when children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity, respect and understanding grow when children of differing abilities and cultures play and learn together. Children learn important academic skills, in inclusion classrooms, children with and without disabilities are expected to learn to read, write and do math, with higher expectations and good instruction, children with disabilities learn academic skills. Friendships develop; schools are important places for children to develop friendships and learn social skills, children with and without disabilities learn with and from each other in inclusive classes and all children learn by being together, because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their own pace and style within a nurturing learning environment.

For disadvantages of inclusion, we can be supported inclusion by using technology in order to successfully make all students integrated in their learning and technology can have a positive impact on the learning of students with special needs.

In addition, our study revealed that the GPA influence on attitudes of education students toward inclusion, this means when students had high degree on GPA their attitude is positive, the researchers pointed that students with high degree on GPA are uncomfortable with the idea of isolating the student from the general population.

Finally, the study revealed that the age and level are not influence on attitudes of education students toward inclusion. This result is against some studies, some studies found that age and level to educate can influence college students' attitudes toward inclusive education, a study implemented by Woodcock (2013), indicated that elementary student educators revealed better attitudes to include individuals with students specific learning disabilities than the secondary student did educators did [12]. a study conducted by Sharmaa, Moorea, & Sonawaneb (2009), found that trainee educators showed their wants to include pupils who only needed educational and physical accommodations, and those students' educators revealed the least positive attitudes to educate pupils with behavioral issues [13]. The researchers pointed that the reason of no influence is respondents are in a similar level in age and grade levels.

5. CONCLUSION

We conducted this study to find out the attitude of education students toward including students with disabilities in general education classrooms; we used descriptive analytic method to verify the aims of study, questioner technic followed to collect the data, we found that the attitude of education students toward inclusion is positive, the GPA influence on attitudes of education students toward inclusion, the age and level are not influence on attitudes of education students toward inclusion, we recommended that very important to apply the experience of inclusion in schools both elementary and secondary school in K.S.A.

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