

## **The Influences of Disabilities Acceptance, Knowledge about Inclusive and Interaction with Disabilities Peoples on Trainee Students' Attitudes to Educate Intellectual Disabilities in Regular Settings.**

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### **Abstract**

*The study was conducted in Jazan University- Faculty of Education during academic year 2014-2015. Objectives: to identify to what extent that impact of disabilities acceptance, knowledge about inclusion and interaction with disabilities Children on Attitudes of Trainee Students to educate individuals with intellectual disabilities in regular settings. Method: Descriptive statistic methods was adopted. Researchers used the Trainee Students scale to measure trainee students' attitudes toward include students with disabilities in general classes. Study group included 420 Trainee Students. 72 Trainee Students were selected randomly as study sample. Results: the results of study show that disabilities acceptance, knowledge about inclusion, and Interaction with disabilities influenced on trainee students' attitudes to educate individuals with intellectual disabilities in regular settings. Therefore, all trainee students need to be more aware of the inclusive options through training courses and workshop.*

**Keywords:** *Trainee Students, Inclusion, Disabilities Acceptance, Interaction with Disabilities.*

### **1. Introduction**

Inclusion is an educational practice based on the premise of social justice that advocates equal access to educational opportunities for all students regardless of physical, intellectual, emotional or learning 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 (Foreman, 2001).

To be successful, inclusion requires commitment from governments, teacher-training institutions, schools, the school community and most importantly, from individual teachers. 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. The importance of having positive attitudes toward inclusive education amongst in-service educators has also been long recognized. If educators hold positive attitudes towards inclusive education it may allow and encourage practices that will further, to a large extent, successful inclusion of all students (Hobbs & Westling, 1998) Positive attitudes can be and need to be fostered through both training and positive experiences with students with disabilities.

Trainee Students' attitudes can be influenced by contact with people with a disability, knowledge of disability act/policies and level of confidence in teaching students with disabilities and training in special needs. There was a study conducted by Thaver & Liau (2014), revealed that interaction with individuals with special needs and previous training in disabilities significantly influence attitudes. In addition, researchers indicated that trainee educators had more interactions and contacts with people with disabilities obviously revealed higher positive attitudes to educate children with special needs in general classes than trainee educators did not have.

Moreover, researchers indicated that trainee educators had more previous training to educate people with disabilities in inclusive settings obviously revealed higher positive attitudes to educate children with special needs in general classes than trainee educators did not have. A study conducted by Sharma, & Desai (2012), found that participants who had training courses in special education were more confident to educate individuals with special needs in general classes too. In addition, they indicated that training positively influenced participants' attitudes and improved their confidence to educate children with special needs in general classes. There is a study conducted by Toole, & Burke (2013), exposed that there were negatively strong relationships between school climate and increased concerns inclusion. For example, Trainee Students who negatively expressed their school climates revealed lower levels of PE In contrast, participants believed in their abilities to educate children with special needs in general classes revealed less concerns about inclusion. There was a study conducted by Cameron, & Cook (2007), indicated that special education teachers' attitudes pertaining planning and accommodations, educational qualifications, program of study, training in special needs and contact with disability to educate people had intellectual disabilities were more positive than attitudes of future general teachers. There was a study conducted by Malak (2013), indicated that considerable variances among the attitudes of the Trainee Students had field training in inclusive settings and pre- service educators did not. To clarify, participants had field training in inclusive settings revealed more positive attitudes than those without training. Researchers told that considerable variances among the attitudes of the pre- service educators had close contacts and pre- service educators did not. To clarify, participants interacted with individuals with disabilities revealed more positive attitudes than those without who did not. There was a study conducted by Ajuwon, & et al (2012), indicated that Trainee Students' attitudes towards inclusive education were pointedly enhanced after teaching an introductory course in special education to all pre- service educators. Researchers exposed that Trainee Students highly held confidence to educate people with special needs revealed more positive attitudes than those who did not. Likewise, they indicate that Trainee Students highly had interactions and experiences with students with special needs revealed more positive attitudes than those who did not. There was a study conducted by Costello, & Boyle (2013), indicated that students did not reveal positive attitudes towards training and perceived competence, and those attitudes turned out to be less positive over the years of study. There is a study conducted by Mangope, Mannathoko, & Kuyini (2013) indicated that training was related to more positive attitudes to include individuals with disabilities: researchers attributed college students' concerns to include students with disabilities to some external factors such as insufficient knowledge and skills to well educate individuals with disabilities as well. There is a study implemented by Woodcock, (2013), found that Trainee Students' attitudes were influenced by training to use different method of curriculum delivery. There is a study conducted by Loreman, Sharma, & Forlin (2013) indicates that there were statistical differences among college students had no or low experience, confidence, preparation or knowledge in an area, and students revealed better responses. In general, college students, who held lower levels of knowledge and awareness, experience, confidence or preparation, revealed lower attitudes of teaching self-efficacy to include pupils with disabilities. Additionally, Trainee Students' attitudes toward applying inclusive education can be influenced by modifying a method that can be educationally useful to make accommodations to teach children with severe disabilities in general classrooms. There is a research study that was conducted by Campbell, Gilmore & Cuskelly (2003), showed that, at the end of semester, Trainee Students presented affirmative dispositions towards including pupils with Down syndrome, and when interacting with people with disabilities, teachers' attitudes towards disability in general improved to the acceptance of the differences. In addition, knowing more about significance of disabilities may guide to changes in attitudes and dispositions towards disability in general. In conclusion, making accommodations and additional methods to teach children with severe disabilities in general classrooms can affect teachers' attitudes toward applying inclusive education to students with severe disabilities. There is a study conducted by Sharmaa Moorea, & Sonawaneb (2009), indicated that interactions with children with disabilities would positively influence trainee educators' attitudes and might considerably

decrease concerns and worries to educate children with special needs in inclusive classes. There a study implemented by Taylor, & Ringlaben (2013), indicated a considerable variance existed between answers before and after taking training course. Researchers indicated educating people with disabilities would promote participants revealed that acceptance of diversities by typical pupils in general classes. There is a study implemented by Pedersen, Cooley, & Hernandez (2014), found that college students had more time to train had positive beliefs, attitudes, and intentions toward inclusive education than their counterparts had less training time, but researchers indicated that variances among trainee students' responses were based on university attended.

**Aims of study:**

The aims of study are:

- To know the influence of disabilities acceptance on attitude of Trainee students toward inclusive.
- To understand the role of knowledge about inclusive and disability on attitude of Trainee students toward inclusion.
- To indicate impact of interaction with disabilities on trainee students toward inclusive.

**Study questions:**

To verify these aims the researchers, the following questions should be answer:

- 1- What is influence of disabilities acceptance on attitude of trainee students toward inclusive?
- 2- What is influence of knowledge about inclusive and disability on attitude of trainee students toward inclusive?
- 3- What is influence interaction with disabilities on attitude of trainee students toward inclusive?

**Methods and Tools:****Method Research Approach:**

In this study, the descriptive survey design was adopted.

**Study group:**

Study group formed from (420) trainee education students in faculty of education – University of Jazan. K.S.A. distributed 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 (72) students. (25) From trainee art education students, (25) from trainee physical education students, and (22) from trainee special education students.

**Tool:**

The researchers used The Trainee Students 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 (0.80) and after that, the scale forms became ready for application.

**Practical Procedures:**

After the researchers preparing the questionnaire and selected the sample. The researchers administered the questionnaire. The respondents were allowed a period of 21 days. After that, the researchers went round to collect the questionnaire items for analysis. The data collected was analysed using independent samples test.

**Results:**

After analysing the data, the results are as follows:

**Question one:** What is influence of disabilities acceptance on attitude of trainee students toward inclusive?

For answer this question the researchers used independent samples test technic. Table 1 shows the result.

**Table 1** shows the differences on attitude of trainee education students toward inclusion according to disabilities acceptance.

Disabilities acceptance	Number	Mean	Std. Deviation	T value	Sig.	Result
Yes	62	132	10.47	5.196	0.02	significant
No	20	109	12.50			

When we compare between students whose acceptance disabilities with whom not acceptance disabilities we found the mean of acceptance students (132) is greater than non-acceptance students (109) and the value of Sig (0.02) is lower than significant level (0.05), this means there are differences on attitude of trainee education students toward inclusion according to disabilities acceptance, and acceptance Trainee students have positive attitude.

**Question two:** What is influence of knowledge about inclusive and disability on attitude of trainee students toward inclusive?

For answer, a question the researchers used independent samples test, table 2 shows the result.

**Table 2** shows the differences on attitude of trainee education students toward inclusion according to knowledge about inclusion and disability.

knowledge about inclusion	Number	Mean	Std. Deviation	T value	Sig.	Result
Yes	60	110	12.47	2.196	0.01	significant
No	22	107	13.50			

When we compare between students whom have knowledge about inclusion and disability with whom not have not knowledge about inclusion and disability, **we found the mean of have knowledge** about inclusion and disability (110) is greater than not have knowledge about inclusion and disability (107), and the value of Sig (0.01) is lower than significant level (0.05), this means there are differences on attitude of trainee education students toward inclusion according to knowledge about inclusion and disability, and have knowledge about inclusion and disability trainee students had positive attitude.

**Question three:** What is influence interaction with disabilities on attitude of trainee students toward inclusive?

For answer, a question the researchers used independent samples test, table 3 shows the result.

**Table 3** shows the differences on attitude of trainee education students toward inclusion according to interaction with disabilities.

Interaction with disabilities children	Number	Mean	Std. Deviation	T value	Sig.	Result
Yes	64	110	11.62	2.133	0.01	significant
No	18	108	19.34			

When we compare between students whom interaction with disabilities with whom not interaction with disabilities, we found the mean of interaction with disabilities (110) is greater than not interaction with disabilities (108) and the value of Sig (0.01) is lower than significant level (0.05), this means there are differences on attitude of trainee education students toward inclusion according to interaction with disabilities, interaction with disabilities trainee students had positive attitude.

## **Discussion**

The study revealed that:

Disabilities acceptance influenced on attitude of trainee students toward inclusion. This result is in line with many studies. A study conducted by Malak (2013) indicated that considerable variances among the attitudes of the trainee students had close contacts and trainee students did not. To clarify, participants interacted with individuals with disabilities revealed more positive attitudes than those without who did not. Ajuwon, & et al (2012) indicate that trainee students highly had experiences with students with special needs revealed more positive attitudes than those who did not. Taylor, & Ringlaben (2012), indicated that participants revealed that acceptance of diversities by typical pupils would be promoted by educating people with disabilities in general classes. Researchers indicated that trainee students' attitudes were positively influenced after taking the preparation program, and students' attitudes, self- efficacy and confidence would be enhanced by providing the students training courses about inclusive education. In addition, levels of training courses can influence trainee students' attitudes toward inclusive education. Pedersen, Cooley, & Hernandez (2014), found that college students had more time to train had positive beliefs, attitudes, and intentions toward inclusive education than their counterparts had less training time, but researchers indicated that variances among students' responses were based on university attended. The researchers pointed that inclusive education can be successful if teachers are acceptance disabilities. In addition, researchers indicated that it is important to examine the attitudes of mainstream educators toward the inclusion of students with disabilities into regular settings as their perceptions may influence their behavior toward and acceptance of such students.

In addition, the study revealed that knowledge about inclusive and disabilities influenced on attitude of trainee students toward inclusion. This result is in line with study conducted by Thaver & Liao (2014) which indicated that trainee educators had more previous training to educate people with disabilities in inclusive settings obviously revealed higher positive attitudes to educate children with special needs in general classes than trainee educators did not have. Sharma & Desai (2012) found that participants who had training courses in special education were more confident to educate individuals with special needs in general classes too.

In addition the study indicated that training influenced positively participants' attitudes improved their confidence to educate children with special needs in general classes. Cameron, & Cook (2007) told that special education teachers' attitudes pertaining planning and accommodations, educational qualifications, program of study, training in special needs and contact with disability to educate people had intellectual disabilities were more positive than attitudes of future general teachers. Malak (2013) told that considerable variances among the attitudes of the trainees had field training in inclusive settings and trainees did not. To clarify, participants had field training in inclusive settings revealed more positive attitudes than those without training. Ajuwon, & et al (2012) indicated that trainees' attitudes towards inclusive education were pointedly enhanced after teaching an introductory course in special education to all trainee students. Mangope, Mannathoko, & Kuyini (2013) found that there were some factors influenced trainees' attitudes such as their background, age and gender. Furthermore, researchers indicated that training was related to more positive attitudes to include individuals with disabilities: researchers attributed college students' concerns to include students with disabilities to some external factors such as insufficient knowledge and skills to well educate individuals with disabilities as well. Likewise, researchers found that trainee students revealed insufficient



knowledge and skills for including individuals with disabilities and indicated that trainee students revealed that they needed more knowledge and skills to facilitate learning among all of the students.

Similarly, researchers found that trainee students revealed that they needed more knowledge and skills to change settings to facilitate Physical Education for individuals with disabilities. Finally, researchers found that trainee students disbelieved that they had been trained sufficiently to make instructional adaptations. Loreman, Sharma, & Forlin (2013) indicates that there were statistical differences among trainee students had no or low experience, confidence, preparation or knowledge in an area, and students revealed better responses. In general, trainees, who held lower levels of knowledge and awareness, experience, confidence or preparation, revealed lower attitudes of teaching self-efficacy to include pupils with disabilities. Additionally, trainee students' attitudes toward applying inclusive education can be influenced by modifying a method that can be educationally useful to make accommodations to teach children with severe disabilities in general classrooms. Campbell, Gilmore & Cuskelly (2003), the results showed that knowing more about significance of disabilities might guide to changes in attitudes and dispositions towards disability in general. The researchers pointed that knowledge about inclusion and disability is very important for teachers whom work with special needs and it so difficult to work with them without knowledge about inclusion.

Finally, the finding indicated that interaction with disabilities influence on attitude of trainee students toward inclusion. This result is in line with study conducted by Thaver & Liao (2014) which revealed that interaction with individuals with special needs and previous training in disabilities significantly influence attitudes. Thaver & Liao (2014) revealed that interaction with individuals with special needs and previous training in disabilities significantly influence attitudes. In addition, researchers indicated that trainee students had more interactions and contacts with people with disabilities obviously revealed higher positive attitudes to educate children with special needs in general classes than trainees did not have. Ajuwon, & et al (2012) exposed that trainee students highly held confidence to educate people with special needs revealed more positive attitudes than those who did not.

Likewise, they indicate that trainee students highly interacted with students with special needs revealed more positive attitudes than those who did not. Campbell, Gilmore & Cuskelly (2003), showed that, trainees presented affirmative dispositions towards including pupils with Down syndrome, and when interacting with people with disabilities, trainees' attitudes towards disability in general improved to the acceptance of the differences. Sharmaa Moorea, & Sonawaneb (2009), indicated that interactions with children with disabilities would positively influence trainee' attitudes and might considerably decrease concerns and worries to educate children with special needs in inclusive classes.

Finally, the researchers pointed that interactions and contacts with people with disabilities is very necessary when you need to educate children with special needs in general classes.

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