

## **Comparison Study between Pre-service Educators and In-Service Educators: The Impact of Some Variables on Attitude to Teach Individuals with Mild Developmental Disabilities in Regular Environments.**

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### **Abstract:**

The study was conducted in the Province of Jazan south K.S.A during academic year 2014-2015. The aim of study was to examine pre- service and in-service educators' attitudes toward including students with mild developmental disabilities with their typical peers in general classrooms and to examine the influence for training sessions and interaction with children with mild developmental disabilities on participants' attitudes. Researcher used descriptive statistic methods. Questionnaire technique was used as method of data collection. The sample included 153 participants (82 pre-service educators and 71 in- service educators). Generally, the study found that there are significant differences between attitude of pre-service educators and in-service educators toward inclusive education, Pre- service educator's attitudes showed more positive attitudes towards inclusion than in-service educators'.

**Keywords:** Attitude, Inclusive Education, Educators, Developmental Disabilities.

### **1.0 Introduction:**

The number of individuals with intellectual disabilities have decreased to be placed in exclusive classes since 2000. The number of students with special needs placed in inclusive classes have augmented in last years. In 2000, over 80000 students with intellectual disabilities studied most of their school times in inclusive environments (U.S. Department of Education, 2002). Generally, the inclusive system for people with disabilities is implemented in several nations and can efficiently meet the needs of all individuals in general environments. The history of the field of special education has changed over time from neglecting the education for children with special needs until addressing the needs through inclusion to provides its effectiveness to all children (Lyakurwa, S., & Tunganraza, F. 2013).

### **1.1 Literature Review:**

For pre-service Attitudes, there are some studies showed that pre-service educators expressed their attitudes positively. For example, there is a study conducted by Sharma, Forlin, Loreman, & Earle (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, their counterparts from Australia revealed average levels of attitudes towards inclusion. Also, 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. Likewise, there is a study conducted by Cameron, & Cook, (2007), and it aimed to explore pre-service teachers' attitudes toward inclusive education in Ireland. Researchers told that special education teachers' attitudes were more positive than attitudes of future general teachers. Similarly, 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. Additionally, 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. Similarly, there is a study that was conducted by Sharma, Forlin & Earle (2006) whose purpose is to examine the nature of concerns and attitudes that are presented by pre-service teachers related to inclusive education and their degree of comfort on interaction with people with disabilities. The results were that the general Canadian educators showed the most positive dispositions toward including all students with and without disabilities in general classes. Alike, there is a research study, which was conducted by Campbell, Gilmore & Cuskelly (2003), and they aimed to discover additional approaches by which general educators' attitudes towards disability and inclusion could be satisfactorily influenced through programs that have formal instruction with experiential learning activities. The results showed that, at the end of semester, pre-service teachers 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. Equally, there is a study conducted by Ahsan, Sharma, & Deppeler (2012) and it aimed to explore trainee college students' teaching-efficacy, concerns and attitudes and readiness to include individuals with special needs in general classes. Researchers found that trainee students demonstrated higher positive attitudes to include individuals with disabilities in general classes. Correspondingly, 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. Consistently, There a study implemented by Taylor, & Ringlaben, (2013), and it aimed to explore student educators' attitudes and to what extent those attitudes were influenced by educator training courses and programs. Researchers indicated participants revealed that acceptance of diversities by typical pupils would be promoted by educating people with disabilities in general classes. Researchers told that college 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. Also, there is a study implemented by Mdikana, Ntshangase, & Mayekiso, (2007), and it intended to explore student teachers' attitudes to educate students with special needs in general classes. 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. Also, there is a study implemented by Pedersen, Cooley, & Hernandez (2014), and it to examine trainee educators' beliefs, attitudes, and intentions toward including individuals with special needs in general classes and the relations of that to amount of field training and academic support. In both universities, researchers 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.

Too, there is a study conducted by Hamid, Alasmari, & Eldood, (2015), and it aimed to explore college students' attitudes to educate students with special needs in general classes, and they indicated that students positively revealed their attitudes to include students with special needs in inclusive classes. Another illustration, there is a study conducted by Hamid, Alasmari, & Eldood, (2015), and it aimed to explore attitudes of college students specialized in Special Education to educate students with special needs in general classes, and they indicated that students positively revealed their attitudes to include students with special needs in inclusive classes. Finally, there is a study implemented by Hamid, Alasmari, & Eldood, (2015), and it intended to explore student teachers' attitudes to educate students with special needs in general classes. And they indicated that pre-service educators positively revealed their attitudes to include students with special needs in inclusive classes. However, there are other studies showed that pre-service educators negatively expressed their attitudes. For example, there is a study conducted by Thaver, Lim, & Liau, (2014), and it aimed to explore pre-service teachers' attitudes toward inclusive education in Singapore. Researchers indicated that most of pre-service educators did not reveal interactions with individuals with special needs and did not have previous training courses about disabilities. In addition, researchers found that pre-service educators held negative attitudes to educate students with disabilities in general classes. Another example, there is a study conducted by Malak, (2013), and it aimed to explore pre-service teachers' attitudes toward inclusive education in Bangladesh. Special education trainee educators largely showed negative attitudes to educate children with intellectual disabilities in general classes. Additionally, 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. Trainee student teachers showed unfavorable tendencies to educate students needed IEPs and supportive communicative technologies such as Braille and Sign Language. Trainee educators revealed higher levels of worries to educate individuals with sensory and behavioral issues in inclusive classes. Also, there is a study conducted by Sharmaa, Moorea, & Sonawaneb (2009), and it intended to explore trainee educators' attitudes to include children with disabilities in general classes and the relations of those attitudes to sexual category, age, prior interactions with children with special needs, last educational level, knowledge of legislations of individuals with special needs and confidence in educating learners with special needs. Generally, trainee educators showed to a certain degree negative attitudes to include children with special needs. Too, there is a study implemented by Mdikana, Ntshangase, & Mayekiso, (2007), and it intended to explore student teachers' attitudes to educate students with special needs in general classes. Researchers found that 27% of trainee students recorded negative scores to educate pupils with disabilities in general classes while 16% were undecided.

For educator's attitudes, there are some studies showed that pre-service educators expressed their attitudes positively. First, there is a study conducted by Blackman, Conrad, & Brown (2012), and it aimed to explore elementary school educators' attitudes toward teaching all students in inclusive classes in Barbados and Trinidad. Researchers indicated there were statistical variances among educators' attitudes to educate people with disabilities in inclusive classes. So, attitudes of elementary school educators in Barbados revealed to be more positive. Another example, there is a study conducted by Johnson, Johnson, & Newton (2014), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes in the Bahamas. Researchers indicated that educators largely positively revealed their attitudes to include children with disabilities in general classes. In addition, there is a study conducted by Ali, Mustapha, & Jelas, (2006), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes in Malaysia. The results indicated that there are affirmative dispositions towards inclusive system, and participants showed the importance of placing children with disabilities in general classrooms. Likewise, there is a study

conducted by Dukmak, (2013), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes in the U.A.E. researchers indicated that educators positively revealed their attitudes to educate children with disabilities in general classes, and males revealed positive attitudes more than females. Also, there is a study conducted by Kiriungi, Mwiti, & Mburugu, (2014), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes in Kenya. Researchers told that most of educators positively showed their attitudes to include children with disabilities in general classes. In addition, there is a study, which was conducted by Monsen, & Frederickson, (2004) that was to discover the associations of general educators who think about inclusive education and the styles of education settings that general have made for their students. The results showed that general educators who expressed positive attitudes toward inclusion were more expected than educators who expressed moderate or low attitudes to offer facilitative learning settings that can assist them to include students with disabilities in the regular education classrooms (Monsen & Frederickson, 2004). Similarly, there is a study conducted by Gal, Schreur, & Yeger, (2010), and it aimed to explore how educators' attitudes to include students with special needs in general classes were influenced by the educators' demographics factors were associated with accommodations and modifications made by educators at the University of Haifa in northern Israel. Researchers indicated that educators, in general, positively expressed their attitudes educate people with special needs in general classes. In addition, there is a study conducted by Parhoon, Movallali, Hassanzadeh, & Moravej, (2014), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes in Iran. Researchers found that educators positively showed their attitudes to include children with special needs in general classes. Additionally, there is a study implemented by Weng, Walker, & Rosenblatt (2015), and it aimed to explore educators' attitudes towards teaching all students in inclusive classes in Singapore. Researchers found that participants positively showed their attitudes to include children with special needs in general classes. As well, there is a study conducted by Fakolade, Adeniyi, Tella, (2009), and it aimed to how gender, marital status, professionalism and teaching experience can influence the teachers' attitudes toward including children with disabilities in general classrooms. Fakolade, Adeniyi and Tella (2009) indicate that female educators hold more desirable tendencies and inclinations to include children with disabilities in general classes than male educators do. In Addition, there is a study implemented by Kurniawati, Minnaert, Mangunsong, & Ahmed, W (2012), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes in Jakarta, Indonesia. Researchers told that participants positively showed their attitudes to include children with special needs in general classes. Finally, there is a study implemented by Khochen, & Radford, (2011), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes in Lebanon. Researchers indicated that educators positively revealed their attitudes to include children with special needs in general environments.

However, there are other studies showed that educators moderately to negatively expressed their attitudes. First, there is a study conducted by Newton, Johnson, Farquharson & Cambridge (2014), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes in the Bahamas. Researchers found that there were some inconsistent views towards inclusion in different school levels. They indicated that educators from elementary schools responded clearly. However, many educators negatively revealed their attitudes to educate children with disabilities in general classes at the elementary schools, some educators held neutral responses towards inclusion, and only one educator positively showed attitudes towards inclusion. Second, there is a study conducted by Kiriungi, Mwiti, & Mburugu, (2014), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes in Kenya. Researchers indicated that 22.5 % of educators negatively showed their attitudes to educate children with disabilities in inclusive settings, and a few educators neutrally held their attitudes. Also, there is a study conducted by Hashim, Ghani,

Ibrahim, & Zain (2014), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes in the Pulau Pinang. Educators moderately revealed their attitudes toward inclusive education since they held insufficient knowledge and training needed to educate children with disabilities. Too, there is a study conducted by Kalyva, Gojkovic, & Tsakiris, (2007), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes in the Serbia. Researchers indicated that educators negatively revealed their attitudes to educate students with disabilities. Likewise, there is a study conducted by Moberg, (2003), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes between Zambia and Finland. Researchers indicated that while general educators from Finland revealed negative attitudes, special educators revealed slightly negative attitudes toward inclusive education. Also, there is a study conducted by Galović, Brojčin, & Glumbić, (2014), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes between in Vojvodina. Researchers indicated that educators' attitudes to include children with disabilities were neutrally presented. They told that educators who negatively expressed their attitudes had teaching experience in elementary and secondary schools. Additionally, there is a study conducted by Sucuoğlu, Bakkaloğlu, Karasu, Demir, & Akalin (2013), and it aimed to and it aimed to explore educators' attitudes toward teaching all students in inclusive classes between in Turkey. Researchers found that participants' attitudes to include children with special needs were negatively expressed. In addition, there is a study conducted by Johnson, Newton, & Johnson (2014), and it aimed to and it aimed to explore educators' attitudes toward teaching all students in inclusive classes between in The Bahamas. Researchers indicated that participants negatively expressed their attitudes towards inclusive education. As well, there is a study implemented by Fayed, (2011), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes in Egypt. Researchers indicated that educators taught individuals with severe and profound mental retardation negatively showed their attitudes towards inclusive education, whereas educators taught individuals with severe and profound visual or hearing impairments did not see inclusion as a problem. Finally, There is a study implemented by Savolainen, Engelbrecht, Nel, & Malinen, (2012), and it aimed to explore educators' attitudes toward teaching all students in inclusive classes in Finland and South Africa. Researchers told that educators neutrally revealed their attitudes to include children with special needs in general classes.

### **1.2 Aims of study:**

The aims of this study are:

- 1- To explore the attitudes of pre-service educators toward inclusive education.
- 2- To explore the differences in attitude of pre-service educators toward inclusive education according to training course.
- 3- To explore the differences in attitude of pre-service educators toward inclusive education according to interaction with people with mild developmental disabilities.
- 4- To explore the attitudes of in-service educators toward inclusive education.
- 5- To explore the differences in attitude of pre-service educators toward inclusive education according to training courses.
- 6- To explore differences in the attitudes of in-service and pre- service educators toward inclusive education.

### **1.3 Questions of study:**

1. What is the attitudes of pre-service educators toward inclusive education?
2. Are there significant differences in attitude of pre-service educators toward inclusive education according to training course?

3. Are there significant differences in attitude of pre-service educators toward inclusive education according to interaction with people with mild developmental disabilities?
4. What is the attitudes of in-service educators toward inclusive education?
5. Are there significant differences in attitude of pre-service educators toward inclusive education according to training courses?
6. What are differences in the attitudes of in-service and pre-service educators toward inclusive education?

## 2. Tools and method:

### 2.1 Method Research Approach:

The study was carried out in Jazan city south of Kingdom of Saudi Arabia. The study adopted a descriptive method, and the technique consists of questionnaire prepared by the researcher after it was adopted.

### 2.2 Sampling:

Sample consisted from two groups. The first group is pre- service educators from faculty of education – University of Jazan about (82) in final level. The second group is in-service educators from different schools in the province of Jazan was about (72) participants.

### 2.3 Tools Technique:

Researcher used questionnaire Pre-service and In-service Attitude Questionnaire: formed from (29) items designed by the researcher. These items were distributed in two different constructs that are positive attitude, and negative attitude. To seek reliability for the questionnaire, researcher distributed it to three experts review it. For stability, researcher used alpha cronbakh technique, and he found the stability value was about 0.86.

### 2.4 Practical Procedures:

The researcher with the assistance of three research assistants administered the scale. The respondents were allowed a period of one month from 23/3/2015 to 23/4/2015. After which the researcher and the research assistants went round to collect the questionnaire items for analysis.

### 2.5 Data Analysis:

The data collected was analyzed using frequency, percentage, Cronbach's Alpha, Means, Std. Deviation, and T test.

## 3.0 Results:

When researcher analyzed data, he found the results as the following:

### 3.1 What is the attitudes of pre-service educators toward inclusive education?

To answer this question, the researchers adopted the one sample t-test to explore the attitudes of pre-service educators toward inclusive education.

Table (1) shows the result of the test.

Variable Test	N	Mean	Std. Deviation	T	Sig	Result
Attitude	82	109.38	12.41926	16.317	0	Significant

When researcher compered the mean of the pre-service educators toward inclusive education, he found that the mean is 109.38, and it is greater than the standard mean (87). This difference between means are significant at level 0.05 because the Sig is (0), which is less than significant level (0.05). This means the attitudes of pre-service educators toward inclusive education is positive.

### 3.2 There are significant differences in attitude of pre-service educators toward inclusive education according to training course.

To verify this hypothesis, the researcher used independent sample t-test for training variable. Table (2) shows the result of the test.

Table (2) shows that the differences of attitudes of pre- service educators according to training courses.

Training Sitting	N	Mean	Std. Deviation	T	Sig	Result
Yes	40	101.40	11.593	1.312	.194	No significant
No	31	97.68	12.202	1.303	.197	

When the researcher compared the means of the pre- service educators who had training courses(101.40) and pre- service educators who did not(97.68), he found that the means of group # 1 more than group #2. Research found these differences are not significant at level 0.05 because the Sig .194 and .197 is greater than the significant level. That means there is no differences in attitude of pre-service educators toward inclusive education according to training course.

### 3.3 There are significant differences in attitude of pre-service educators toward inclusive education according to interaction with people with mild developmental disabilities.

To verify this hypothesis, the researcher used independent sample t-test for the variable of interaction with people with mild developmental disabilities. Table (3) shows the result of the test.

Table (3) shows that the differences of attitudes of pre- service educators according to interaction with people with mild developmental disabilities.

Interaction with People with Mild Developmental Disabilities	N	Mean	Std. Deviation	T	Sig	Result
Yes	74	108.89	12.10521	-1.079-	.284	No significant
No	8	113.88	15.19810	-.897-	.396	

When researcher compared the means of the pre- service educators who had interaction with people with mild developmental disabilities (108.89) and pre- service educators who did not(113.88), he found that the means of group # 1 less than group #2. Research found these differences are not significant at level 0.05 because the Sig 0.284 and 0.396 is greater than the significant level. That means there is no differences in attitude of pre-service educators toward inclusive education according to interaction with people with mild developmental disabilities.

### 3.4 What is the attitudes of in-service educators toward inclusive education?

To answer this question, the researchers adopted the one sample t-test to explore the attitudes of in-service educators toward inclusive education.

Table (4) shows the result of the test.

Variable Test	N	Mean	Std. Deviation	T	Sig	Result
Attitude	71	99.77	11.923	9.028	0	Significant

When researcher compered the mean of the in-service educators toward inclusive education, he found that the mean is 99.77, and it is greater than the standard mean (87). This difference between means are significant at level 0.05 because the Sig is (0), which is less than significant level (0.05). This means the attitudes of in-service educators toward inclusive education is positive.

### 3.5 There are significant differences in attitude of in-service educators toward inclusive education according to interaction with people with mild developmental disabilities.

To verify this hypothesis, the researcher used independent sample t-test for the variable of interaction with people with mild developmental disabilities. Table (5) shows the result of the test.

Table (5) shows that the differences of attitudes of in- service educators according to interaction with people with mild developmental disabilities.

Interaction with People with Mild Developmental Disabilities.	N	Mean	Std. Deviation	T	Sig	Result
Yes	59	101.02	11.932	1.987	.051	Significant
No	12	93.67	10.245	2.200	.041	

When the researcher compared the means of the in- service educators who interacted with people with mild developmental disabilities. (101.02) and in- service educators who did not (93.67), he found that the means of group # 1 more than group #2. The researcher found these differences are significant at level 0.05 because the Sig .051 and .041 is less than the significant level. That means there are significant differences in attitude of in-service educators toward inclusive education according to interaction with people with mild developmental disabilities. The in-service educators interacted with people with mild developmental disabilities had more positive attitudes towards inclusion than in-service educators did not have.

### 3.6 There are significant differences in attitude of pre-service educators and in-service educators toward inclusive education.

To verify this hypothesis, the researcher used independent sample t-test for training variable. Table (6) shows the result of the test.

Table (6) shows that the differences of attitudes of pre- service educators according to interaction with people with disabilities.

Attitude of Participants	N	Mean	Std. Deviation	T	Sig	Result
Pre- service educators	82	109.38	12.41926	4.859	.0	significant
In-service educators	71	99.78	11.92260	4.873	.0	

When the researcher compared the means of the pre- service educators (109.38) and in- service educators (99.78), he found that the means of group # 1 more than group #2. Research found these differences are significant at level 0.05 because the Sig 0 is less than the significant level. That means there are significant differences between attitude of pre- service educators and in-service educators toward inclusive education. Pre- service educator's attitudes showed more positive attitudes towards inclusion than in-service educators' did.

## 4. Discussion:

The study revealed that pre-service educators significantly showed their positive attitudes towards including children with disabilities. This result is in line with other results of other studies. For example, Sharma & et al (2006) indicated that Canadian trainee educators positively revealed their attitudes more than others. While trainee educators from Hong Kong and Singapore revealed the least positive attitudes to include children with disabilities in general classes, their counterparts from Australia revealed average levels of attitudes towards inclusion. In addition, Toole, & Burke (2013) told that pre-service educators positively showed their attitudes to educate children with disabilities in general classes. Moreover, Hamid & et al (2015) indicated that pre-service educators

positively revealed their attitudes to include students with special needs in inclusive classes.

In addition, the study revealed that there is no differences in attitude of pre-service educators toward inclusive education according to training course. This result is against other results of other studies. Thaver, & et al (2014) 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. Another example, Sharma, & Desai (2012) indicated that training influenced positively participants' attitudes improved their confidence to educate children with special needs in general classes. Also, researchers, also, told that considerable variances among the attitudes of the pre- service educators 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. Correspondingly, Mangope, Mannathoko, & Kuyini (2013) indicated that training courses for pre-service educators was related to more positive attitudes to include individuals with disabilities.

In addition, the study revealed that there is no significant differences in attitude of pre-service educators toward inclusive education according to interaction with people with mild developmental disabilities. This result is against other results of other studies. Thaver, & et al (2014) pointed 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. In addition, Sharma, & Desai, (2012) indicated that previous training had positive influences on participants' concerns to educate children with special needs in general classes. Additionally, Malak, (2013) 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.

As well, the study revealed that the attitudes of in-service educators toward inclusive education is positive. This study is in line with other results of other studies. For example, Johnson & et al (2014) indicate that researchers indicated that educators largely positively revealed their attitudes to include children with disabilities in general classes. Likewise, Dukmak, (2013) indicated that educators positively revealed their attitudes to educate children with disabilities in general classes. Similarly, Kiriungi, Mwit, & Mburugu, (2014) pointed that educators positively showed their attitudes to include children with disabilities in general classes.

Likewise, the study revealed that there are significant differences in attitude of in-service educators toward inclusive education according to interaction with people with mild developmental disabilities. The in-service educators interacted with disabilities had more positive attitudes towards inclusion than in-service educators did not have. This study is in line with other results of other studies. To illustrate, Ahmed, & et al (2012) indicated that educators interacted with pupils with special needs in inclusive settings positively revealed their attitudes educate students with special needs in inclusive classes than educators who did not. In addition, Leatherman & et al (2005) indicated that training positively influenced educators' attitudes towards inclusion and imparted them with useful methods to educate all typical and disabled students. Another example, Bhatnagar, & Das, (2014) indicated that educators had more interactions with people with disabilities showed more positive attitudes to educate children with special needs in inclusive settings than those who did not.

Finally, the study revealed that there are significant differences between attitude of pre-service educators and in-service educators toward inclusive education. Pre- service educator's attitudes showed more positive attitudes towards inclusion than in-service educators' did. The researcher only found a study is in line with this study result. Gokdere, (2012) indicated that pre-service educators showed more positive attitudes than in- service teachers.

## 5. Conclusion:

The study was conducted in the Province of Jazan during academic year 2014-2015. The researcher found that the attitudes of pre-service educators toward inclusive education is positive. Also, he found that there is no differences in attitude of pre-service educators toward inclusive education according to training course. Additionally, he found that there is no differences in attitude of pre-service educators toward inclusive education according to interaction with people with mild developmental disabilities. Likewise, he indicated that the attitudes of in-service educators toward inclusive education is positive. Similarly, there are significant differences in attitude of in-service educators toward inclusive education according to interaction with people with mild developmental disabilities. The in-service educators had interactions with disabilities had more positive attitudes towards inclusion than in-service educators did not have. Besides, he discovered that there are significant differences between attitude of pre-service educators and in-service educators toward inclusive education. Pre- service educators attitudes showed more positive attitudes towards inclusion than in-service educators'. To conclude, the researcher attributed that the significant positive attitude, which was found among pre-service educators more than in-service educators, to the lack of teaching experience.

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