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Методичка теорија и пракса, број 1/2021

УДК: 376.1-056.26/.36-053.2

37.018.3

стр. 59–68

READINESS OF FUTURE BOARDING SCHOOL TEACHER FOR WORKING WITH STUDENT WITH DISABILITIES IN DEVELOPMENT

Abstract: The article presents the results of an empirical research aimed at examining the readiness of future home educators to work with students with disabilities. The study used a descriptive-analytical method. The sample included 50 students of bachelor studies of the study program - Boarding school teacher. The results of the research show that future boarding school teachers believe that during bachelor studies they acquire some knowledge and skills to work with students with disabilities and a large number of respondents agree with the statement that students with disabilities should be included in regular teaching. The novelties that future boarding school teachers would bring to the realization of teaching subjects in which they acquire knowledge and skills about working with students with disabilities are the following: more practice in teaching subjects; visits to institutions that provide assistance and support to students with disabilities and cooperation with educators who have students with disabilities in the educational group. The role of boarding school teachers is extremely important in providing assistance and support to students in this population, because during school the boarding school replaces the family in a certain way and for this reason it is necessary to pay greater attention to the readiness of future boarding school teacher to work with students with disabilities.

Keywords: readiness, future boarding school teachers, students with disabilities in development.

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INTRODUCTION

We are witnesses that the position of students with disabilities throughout history has been very unfavorable. Students with disabilities are exposed to negative attitudes, opinions, discrimination and violence and this dates back to the distant past and is repeated throughout history. The negative attitude of society leads to the segregation of students with disabilities, and segregation itself is one of the most severe forms of discrimination.

A big step in the education of students with disabilities was the opening of special schools, this step contributed to the somewhat eliminate the centuries-old social rejection and isolation of students with disabilities (Jablan, Kovačević, 2008). Special education existed and exists in parallel with regular education. There is no evidence that children in homogeneous groups will learn more effectively. Children in special schools do not have better educational and social achievements, segregated they do not have the opportunity to develop in accordance with their interests and desires. The main reason for the formation of special schools is to ensure that teaching in regular schools functions smoothly (Macura, 2015). The opening of special schools sends a clear message, that children with disabilities should not be a disability in regular schools to children with typical development.

This type of education is criticized today and is being worked on to be completely suppressed by introducing inclusion that contributes to better development of students with disabilities. "Inclusion implies the inclusion of children with disabilities in the regular system of upbringing and education, and from the educational system to all segments of social life and work" (Jablan i Kovačević, 2008: 43). A lot of research shows that inclusion itself has a number of positive outcomes, but society itself still does not fully accept inclusion. The authors Radojlović, Simović and Nedović (2019) state that social interaction and support of a group of peers in the education of students with disabilities are extremely important for the development of social and communication skills, which are one of the most important factors contributing to students' independence and inclusion in society itself.

According to the Law on Pupil and Student Standards (2010), a pupil or student with disabilities exercises the right to educational work, ie accommodation in an institution of pupil or student standard, while respecting his needs. Therefore, students dorm provide accommodation, nutrition and pedagogical work for students of typical development, as well as for students with disabilities. The role of boarding school teachers in providing help and support to students with disabilities is extremely important, because the dorm replaces the family in a certain way for students during schooling.

The education of future educators and teachers today is mainly based on the fact that future educators and teachers are able to work with typical children the next day, and everything is based on the needs of a typical, average student. During schooling, they gain little knowledge about the needs and development of students with disabilities and the methods, techniques and ways of working that should be applied in working with these students in order to achieve success.

The results of various researches show that the largest number of pedagogical workers have negative attitudes towards the inclusion of students with disabilities in regular schooling. According to the research (Jovanović-Popadić, 2016), the largest number of respondents believe that the education of students with disabilities in specialized conditions can give better results and that students with disabilities should not

be included in regular schooling. As the most common reasons for defending this opinion, pedagogical workers state that they have not acquired the necessary competencies in regular education and that professional training (attending seminars, forums, professional gatherings or participation in various projects) cannot make them professional enough to work with students with disabilities. But there are also research results that show the opposite. According to research (Borić i Tomić, 2012), most teachers believe that children with disabilities should be included in regular schooling. While the results of the research (Milanović, 2018) show that future and current boarding school teachers have a positive attitude towards people with disabilities and their inclusion in regular schooling. From all the above, we can conclude that pedagogical workers must not be educated only to work with children of typical development and must not have a picture of the school as an institution whose task is to educate only students of typical development.

“Dorm should provide students with positive, undisturbed and healthy psychophysical growth and development” (Milanović, 2019: 2). Therefore, joint schooling and staying in dorm has positive outcomes for the development of students with disabilities, as well as for the development of students with typical development, and that is why it is necessary for future boarding school teachers to acquire competencies to work with both populations.

THE ROLE OF EDUCATORS IN WORKING WITH STUDENTS WITH DISABILITIES

The role of educators in working with students with disabilities is to guide students, provide them with help and support, strengthen students' self-confidence, actively listen to needs, build trust, cooperate and find a way out of any problem.

As the most common problems in educational work with students with disabilities, educators single out problems of an organizational nature, a large number of children in the group, insufficient time for a child with disabilities, neglect of other children, children of typical development (Klemenović i Marić-Jurišin, 2011). In order for educators to overcome these problems and be successful in educational work, it is necessary for them to have adequate and valid competencies for working with students with disabilities.

Therefore, the role and task of educators is to accept and respect students and their individual characteristics. There are conditions that need to be provided to children with disabilities, and at the forefront of all this is that these children feel accepted and loved (Vukobrat, 2016). Willingness to cooperate, understanding, interaction and communication, empathy are the qualities that pedagogical workers should possess both in working with students of typical development, and in working with students with disabilities.

In order for all students in the group to receive appropriate support, in addition to the educator himself, who is at the head of the group, the help of all employees in the educational institution, as well as the family, is necessary. The chances of success are reduced if only one link in the chain fails. The educator must not understand his role in the group as an obligation, he should give himself unreservedly to the educational work with students. He should do his job responsibly, and must not spare love, support and understanding. He leads the group and creates an atmosphere in which everyone feels accepted and respected.

In order to fully fulfill his educational vocation, he must accept diversity, live with it, get to know it and work on changing himself, and not just demanding changes from others.

RESEARCH METHODOLOGY

The subject of the research is the readiness of future boarding school teachers to work with students with disabilities.

The aim of the research is to consider and analyze the readiness of future boarding school teachers to work with students with disabilities.

The following tasks arise from the defined research goal:

- To determine whether the studies have prepared future boarding school teachers to work with students with disabilities.

- To determine within which subjects future boarding school teachers acquire knowledge and skills for working with students with disabilities.

- Examine which innovations future boarding school teachers would bring to the subjects in which they acquire knowledge and skills about working with students with disabilities.

- Examine whether future boarding school teachers would know how to provide help and support to students with disabilities and in what way.

- To determine whether future boarding school teachers believe that students with disabilities would achieve better school achievements in regular schools than in special ones, and why they think so.

- Analyze the degree of agreement, ie disagreement of future boarding school teachers with claims about the needs and position of students with disabilities.

- Examine whether future boarding school teachers provide some kind of support to students with disabilities and in what way they do so.

Research methods, techniques and instrument

The descriptive-analytical method was used in the research.

From non-parametric methods, the following were used: determination of basic statistical indicators (frequencies, percentages); χ^2 test, to determine if there are statistically significant differences between the variables.

The survey questionnaire for future boarding school teachers was constructed as a special instrument for this empirical research. The questions are open, closed (five-point Likert-type assessment scales) and combined.

Population and research sample

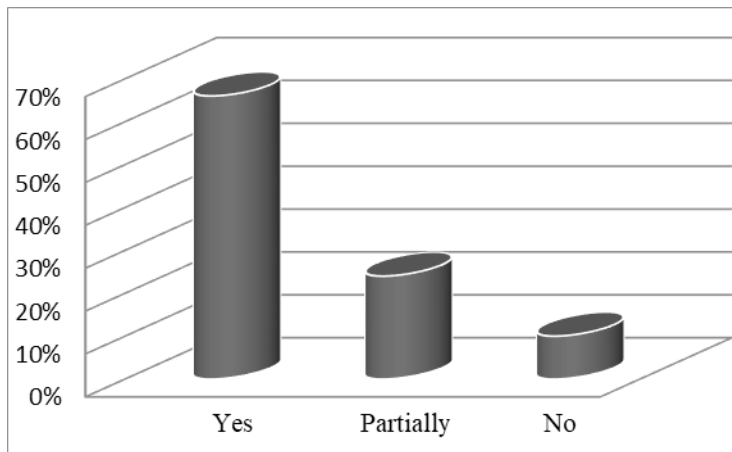
The population consists of students – boarding school teachers of the Faculty of Education in Jagodina, University of Kragujevac. The sample size is 50 respondents.

Based on the survey questionnaire, data on the gender of the respondents were obtained, where 30% ($f = 15$) of the respondents are male and 70% ($f = 35$) are female.

RESEARCH RESULTS

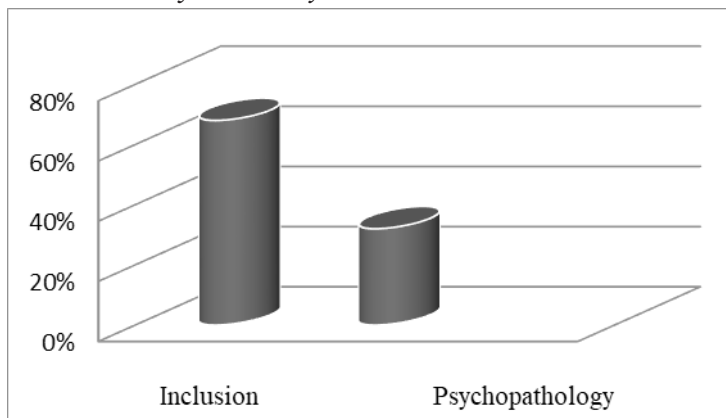
At the very beginning of the research work, we wanted to determine *whether future boarding school teachers gained enough knowledge during their studies to work with students with disabilities?*

Based on the comparison of the calculated $\chi^2 = 0.464$ with the limit χ^2 values of 5.991 and 9.210, for the number of degrees of freedom $df = 2$ and at both significance levels 0.05 and 0.01, it is concluded that there is no statistically significant difference between the answers of future male and female boarding school teachers. Future boarding school teachers stated that, 66% of them acquired sufficient knowledge to work with students with disabilities, 24% partially and 10% of respondents did not acquire sufficient knowledge and skills to work with students with disabilities (Graph 1). From the presented results, we can conclude that the largest number of future boarding school teachers has acquired sufficient knowledge to work with students with disabilities.



Graph 1. Future boarding school teachers have acquired enough knowledge to work with students with disabilities

One of the tasks of the research was to determine *within which subjects future boarding school teachers acquire knowledge and skills for working with students with disabilities and which innovations would they bring to the realization of those subjects?*



Graph 2. Future boarding school teachers acquire knowledge and skills for working with students with disabilities in the subjects Inclusion and Psychopathology

Based on the obtained results on the questions within which subjects future boarding school teachers acquire knowledge and skills for working with students with disabilities, 68% answered that they acquire knowledge and skills during their undergraduate studies in the subject Inclusion in Education, while 32% of respondents stated that they acquire knowledge and skills in the subject Psychopathology of Childhood and Adolescence.

We have classified the novelties that future boarding school teachers would bring into the realization of subjects within which they acquire knowledge and skills for working with students with disabilities into three categories (Table 1).

Table 1. Novelties that future boarding school teachers would bring into the realization of subjects

	More internships within subjects	Visit to institutions that provide help and support to students with disabilities	Cooperation with educators who have students with disabilities in the educational group
f	18	23	9
%	36	46	18

The next question was that *if you had a student with disabilities in the educational group, would you know how to provide him with adequate help and support?*

Future boarding school teachers expressed their assessment using a five-point Likert-type assessment scale (5 I completely agree; 4 I agree; 3 I am undecided; 2 I do not agree and 1 I do not agree at all). The analyzed results indicate that 60% of respondents ($f = 30$) stated that they completely agree with the proposed statement, 7.5% ($f = 15$) of respondents stated that they agree, while 1% ($f = 5$) of the respondents answered that they were undecided. Therefore, the assessment of future boarding school teachers is that they would know how to provide adequate help and support to a student with developmental disabilities in the educational group.

The next question required respondents to indicate how they would provide help and support to students with disabilities

68.5% of future boarding school teachers stated that by cooperating with the student and his family, they would provide help and support, 17.8% stated that they would provide help and support by paying more attention to that student, while 13.7% of respondents stated that they would provide help by working on the social inclusion of students with disabilities. Friendly relations between students are especially important in the period of childhood and adolescence. The quality of this relationship contributes to the social inclusion of students with disabilities and contributes to the adaptation of students to dorm (Ladd, Kochenderfer & Coleman, 1996), and the absence of a friendly relationship often causes feelings of loneliness and social isolation (Parker, Asher & Steven, 1993). Therefore, it is very important to build quality peer relationships. In order to achieve the desired goal, the respond-

ents stated that various workshops would help them in that, where they would work on accepting and respecting diversity.

Another task of this research was to determine *whether future boarding school teachers believe that students with disabilities would achieve better school achievement in regular schools than in special ones?*

Based on the obtained answers, we concluded that 73% of respondents completely agree that students with disabilities would achieve better school achievement in regular schools than in special, 19% of respondents stated that they agree, while 8% were undecided. Criticism of special schools also supports such a large percentage of positive answers. Prominent Russian psychologist Leo Vygotsky considered that „The special school systematically separates the blind child from the normal environment, isolates him and places him in a tight, closed world where everything is adjusted to the disturbance, that artificial environment has nothing in common with the normal world in which a blind person will have to live. In a special school, a stagnant hospital atmosphere is created very quickly, a hospital regime. A blind person spins in a narrow circle of blind people. In such a school, blindness is not overcome, but is nurtured and strengthened. Not only do the strengths of a blind person not develop in such a school, which would later help him enter a regular life, but they also systematically atrophy. The special school is by its nature antisocial and educates antisociality ”(Macura, 2015: 17).

The next task of this research was that *if future boarding school teachers believe that students with disabilities would achieve better school achievements in regular schools than in special ones, to state why they think so.* The question asked was of an open type, and we classified the answers they provided into three categories (Table 2).

Table 2. Why do students with disabilities achieve better school performance in regular schools than in special ones?

	They learn by model	Development of IEP	Peer help
f	15	14	21
%	30	27,5	42,5

Based on the obtained results shown in Table 2, we can see that 30% (f = 15) of the respondents think that students with disabilities achieve better school achievements in regular schools than in special ones because they learn by model and are surrounded by their peers, 27.5% (f = 14) of the respondents stated that the regular school has the task of developing an individual educational plan for each child who needs help and support, while 42.5% (f = 21) believe that students with disabilities can be assisted by peers. The presented results lead us to the conclusion that future boarding school teachers believe that regular schools have a number of positive sides due to which students of this vulnerable population would achieve better school achievements.

Table 3. Consent of future boarding school teachers with claims towards students with disabilities

Claims	I totally agree		I agree		I'm hesitant		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
Students with disabilities are like all other children.	36	72	9	18	3	6	2	4	-	-
Students with disabilities need a lot of love and attention.	29	58	20	40	1	2	-	-	-	-
Students with disabilities should be equal members of society.	33	66	16	32	1	2	-	-	-	-
Students with disabilities should be included in regular classes.	44	88	6	12	-	-	-	-	-	-

From the presented results (Table 3) we can conclude that future boarding school teachers have a positive attitude towards students with disabilities. The expected answer was obtained with the last statement that students with disabilities should be included in regular classes. The positive attitude of future boarding school teachers indicates that they understand how important it is for students with disabilities to attend regular schools, but on the other hand, the results obtained by the authors Jablan, Mirković, Stanimirović and Vučinić (2017), indicate that students with disabilities have a lower level of acceptance in regular school compared to students without disabilities. That is why the job of a boarding school teachers is more complex and demanding, barriers need to be broken down and both sides need to get only the best out of their relationship. We believe that the respondents will, in accordance with their answers, approach their future professional vocation - the vocation of a boarding school teachers.

In order to have a comprehensive view of the research goal, one of the tasks was to examine *whether future boardin school teachers personally provide some kind of support to students with disabilities and if so, in what way do they do so?*

The largest number of respondents, as many as 83% stated that they provide help and support to students with disabilities during integrated practice, 12.5% of respondents stated that they spend their free time volunteering in one of the local organization that provide help and support to students with disabilities, while 4.5% of respondents stated that they provide support to students with disabilities by organizing humanitarian actions that make citizens aware that these people are also members of our society and that we must accept and respect them.

CONCLUSION

In this article, an attempt was made to present the readiness of future boarding school teachers to work with students with disabilities. The role of the educator in working with students with disa-

bilities depends a lot on himself, on his personality and beliefs. In order to fully fulfill his educational task, he must accept diversity, live with it, get to know it and work on changing himself, and not just demanding changes from others.

The results of the research showed that the largest number of future boarding school teachers believe that they have acquired sufficient knowledge and skills to work with students with disabilities during their studies. Future boarding school teachers believe that it is necessary to introduce innovations, such as visits to institutions that provide help and support to children with disabilities and cooperation with educators who have students with disabilities in their educational group, in the realization of teaching subjects, which aim to introduce and train students to work with students with disabilities.

Also, the results of this research suggest that future boarding school teachers would know how to provide help and support to students with disabilities. The analyzed results of the research show that future boarding school teachers have a positive opinion towards the joint schooling of students with disabilities and students with typical development and believe that students with disabilities would achieve better school achievements in regular than in special schools.

Therefore, the general conclusions of this research indicate that future boarding school teachers are familiar with the needs of students with disabilities and are ready to work with this population.

The problem that is being researched is very current, and the collected data can be used for some future research.

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СПРЕМНОСТ БУДУЋИХ ДОМСКИХ ВАСПИТАЧА ЗА РАД СА УЧЕНИЦИМА СА СМЕТЊАМА У РАЗВОЈУ

Резиме: У раду су представљени резултати емпиријског истраживања које је имало за циљ сагледавање спремности будућих домских васпитача за рад са ученицима са сметњама у развоју. У истраживању је коришћена дескриптивно-аналитичка метода. Узорак је обухватио 50 студената основних академских студија студијског програма *Васпийијач у домовима*. Резултати истраживања приказују да будући домски васпитачи сматрају да током основних студија стичу одређена знања и вештине за рад са ученицима са сметњама у развоју и велики број испитаника се слаже са тврдњом да ученици са сметњама у развоју треба да буду укључени у редовну наставу. Новине које би будући домски васпитачи унели у реализацију наставних предмета у оквиру којих стичу знања и вештине о раду са ученицима са сметњама у развоју јесу следеће: више праксе у оквиру наставних предмета; посета установама које пружају помоћ и подршку ученицима са сметњама у развоју и сарадња са васпитачима који у васпитној групи имају ученике са сметњама у развоју. Улога домских васпитача изразито је важна у пружању помоћи и подршке ученицима ове популације, јер током школовања дом ученицима на одређени начин замењује породицу и из тог разлога је неопходно посветити већу пажњу спремности будућих домских васпитача за рад са ученицима са сметњама у развоју.

Кључне речи: спремност, будући домски васпитачи, ученици са сметњама у развоју.

Раг је њримљен 01. 3. 2021. ѓодине, а рецензиран 7. 4. 2021. ѓодине.