

## **A Study of the Subjective Assessment of the Readiness and Ability of Students and Working Tutors for Tutor Support in the Context of Inclusive Education**

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The article analyzes the subjective assessment of the readiness and ability to implement inclusive practices with tutor support for students with disabilities in conditions of inclusion among students of the defectology, psychological and pedagogical and social fields of training, with experience working as tutors. We developed a subjective assessment model based on competency and activity approaches that includes 4 questionnaires: the attitude towards inclusion, the intention to implement inclusive practices, the reflection of difficulties and self-efficacy in implementing inclusive practices. The study sample is represented by 488 respondents, who, when grouped by field of education, included – 157 students of higher special education (defectologists), 80 pedagogy and psychology students (higher education), 32 psychologists in the social sphere (higher education) and 15 college students majoring in “Social Work” (152 students from other majors were not considered in the analysis by field of education, but were included in the analysis using the grouping variable “Experience as a tutor”). Research methods: empirical - questionnaires containing scales designed for the self-assessment of the readiness and ability to implement inclusive practices in tutor support; statistical - the Kruskal-Wallis test (SPSS Statistics 18.0 program). An analysis of the results of responses on the various questionnaires showed that the largest proportion of positive responses from respondents was observed among defectology students, students of the “Psychologist in the Social Sphere” field and students with tutor experience from 1 to 3 years in the responses to the “Attitudes towards inclusion” (63,6%, 64,1%, 62,5%, respectively), “Intention to implement inclusive practices” (81,1%, 65,3%, 71,2%, respectively) and “Effectiveness in implementing inclusive practices” (68,8%, 63,8%, 69,7%, respectively) questionnaires, while agreement with the presence of difficulties was the

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lowest among defectology students (28,4%). Among students with tutoring experience, the largest proportion of positive choices was in the group of students with 1 to 3 years of experience, where there were significant differences in relation to inclusion and the effectiveness in implementing inclusive practices. In conclusion, it is stated that tutor training programs seeking to increase the readiness and ability to implement inclusive practices should include the development and implementation of an individual educational route based on the reflection of one's value attitudes, intentions (motives), analysis of difficulties and assessment of self-efficacy.

**Keywords:** inclusive education; student preparation; tutors; students with disabilities; professional competencies; reflection of difficulties; attitude towards inclusion.

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## Исследование субъективной оценки готовности и способности студентов и работающих тьюторов к тьюторскому сопровождению в условиях инклюзивного образования

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В статье проведен анализ субъективной оценки готовности и способности к реализации инклюзивных практик при тьюторском сопровождении обучающихся с ограниченными возможностями здоровья в условиях инклюзии у студентов дефектологического, психолого-педагогического и социального направлений подготовки и студентов, имеющих опыт работы тьютором. Модель субъективной оценки разработана нами на основе компетентностного и деятельностного подходов и включает в себя 4 опросника: отношение к инклюзии, намерение реализовать инклюзивные практики, рефлексия трудностей и самооффективность в реализации инклюзивных практик. Выборка исследования представлена 488 респондентами, которые при группировке по направлению образования включали 157 студентов высшего специального образования (дефектологи), 80 студентов педагогов-психологов (высшее образование), 32 психолога в социальной сфере (высшее образование) и 15 студентов колледжа по направлению «Социальная работа» (152 студента других специальностей в анализе по направлениям образования не рассматривались, но включались при анализе по группирующей переменной «Опыт работы тьютором»). Методы исследования: эмпирические – опросники, предназначенные для самооценки готовности и способности к реализации инклюзивных практик при тьюторском сопровождении; статистические – критерий Краскела-Уоллиса (программа SPSS Statistics 18.0). Анализ результатов ответов по различным опросникам показал, что наибольшая доля позитивных ответов респондентов наблюдалась у студентов-дефектологов, студентов направления «Психолог в социальной сфере» и студентов, имеющих опыт работы от 1 до 3 лет, в ответах на опросники «Отношение к инклюзии» (63,6%, 64,1%, 62,5% соответственно), «Намерение реализовать инклюзивные практики» (81,1%, 65,3%, 71,2% соответственно) и «Эффективность в реализации инклюзивных практик» (68,8%, 63,8%, 69,7% соответственно), при этом согласие с наличием трудностей было наименьшим у студентов-дефектологов (28,4%). Среди студентов, имеющих тьюторский опыт, наибольшая доля позитивных выборов была в группе студентов со стажем от 1 до 3 лет, где достоверные отличия были по отношению к инклюзии и эффективности в реализации инклюзивных практик. В заключении указывается, что программы подготовки тьютора, стремящиеся увеличить готовность и способность к реализации инклюзивных практик, должны предусматривать разработку и реализацию индивидуального образовательного маршрута, основанного на рефлексии своих ценностных отношений, намерений (мотивов), анализе трудностей и оценке самооффективности.

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**Ключевые слова:** инклюзивное образование; подготовка студентов; тьюторы; обучающиеся с ОВЗ; профессиональные компетенции; рефлексия трудностей; отношение к инклюзии.

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## Introduction

Modern professional education is based on the competency-based approach, which is reflected in the professional standards of secondary and higher professional education and in programs implemented in accordance with them [18]. The competency-based approach emphasizes the results of students' preparation for professional activities. At the same time, the result is understood as the professional competencies formed in the process of training, rather than the information assimilated. [13; 21].

However, the process of training professionals is mainly implemented through the subject knowledge approach, despite all the changes associated with both the content of the programs and the organizational forms of the educational process, as shown by modern studies [5; 6; 15; 17; 19; 28]. We assume that this fact is largely due to the reproductive approach, which persists in both general and higher education and does not form a holistic model of professional activity in students as an indicative basis for the formation of professional competencies. In fact, the programs do not include educational formats that would allow students to build a conscious activity of planning and mastering professional competencies and give a reflexive assessment on the achievement of set goals. As a result, they receive fragmented knowledge that is not assembled into a coherent model of activity, do not have the skills to design their educational route or a reflection on the achieved results.

The analysis of programs of the professional training of tutors for inclusive education has largely confirmed this assumption [7]. And, despite the fact that the professionalism of a tutor in accordance with the professional standard [16] is aimed at the formation of the tutor's ability to plan their education and reflect on the results achieved through the development and implementation of an individual educational route (IER), during the implementation of training programs the students themselves do not receive the skills of planning and reflection on their own educational route and the competencies formed in its process. This, in turn, shows that students do not become the subjects of their own professional activity, which, equally, will not allow them to form a subject position among

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students in the future.

An important tool for the conscious mastering of professional competencies by students, in our opinion, is the inclusion of students in the planning of their education through the realization of the model of professional activity and the competencies necessary for its realization. In previous studies we developed a model of the professional competence of a tutor in inclusive education, consisting of the readiness and ability to provide tutor support to students with disabilities [21; 23].

The purpose of this article is to investigate the subjective assessment of the formation of professional competencies of a tutor among students of psychology and pedagogy, defectology and social programs and working tutors through the identification of their attitude towards inclusion, intentions towards implementing inclusive practices, reflection on difficulties and the assessment of self-efficacy in this activity. In this study we were interested in identifying the training programs, the students of which show a high level of the self-assessment of the readiness and ability to be a tutor in inclusive education, and comparing their answers with the answers of working tutors, which will allow us to formulate recommendations for professional retraining programs for tutors based on the analysis of the research data.

## Methods

To investigate the self-assessment of the professional competencies for the tutoring support of students with disabilities in the conditions of inclusive education, we developed scales and questionnaires [21; 23] based on the internationally used scales for assessing the professional competencies of teachers implementing inclusive practices [24; 26; 27; 30; 32; 33]: "Attitudes towards inclusion", "Intention towards implementing inclusive practices", "Effectiveness in implementing inclusive practices" and "Difficulties in implementing inclusive practices", each of which contains a number of statements that are evaluated by the respondents on a five-point Likert scale; see the appendices in our article [23]. Survey responses were collected remotely through the Anketolog system. A comparative analysis was carried out by groups of respondents according to the characteristics of the subjective assessment of the readiness and ability for tutor support in the conditions of inclusive education [21; 23].

Processing of raw scores was carried out as follows. At the beginning, positive choices (scores 4 and 5) were selected for each respondent for each of the 4 questionnaires. Each of these choices was assigned 1 point. Then the proportion of positive choices to the total number of choices for each respondent was determined. This way, the ordinal scale was transformed into a quantitative scale. Further, the non-parametric Kruskal-Wallis test (SPSS Statistics 18.0 program), invariant in regards to the monotonic transformation of the scale (without disturbing the order), was used to compare the groups of respondents because the distribution differs from normal.

## Sample

The total sample size consisted of 488 respondents, which, when grouped by educational field, included 157 students of higher special education (defectologists), 80 students of psychology and

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pedagogy (higher education), 32 psychologists in the social sphere (higher education), and 15 college students in the field of "Social Work" (152 students of other specializations were not considered in the analysis by educational field, but were included in the analysis by the "Experience working as a tutor" grouping variable). According to the "Experience of work as a tutor in conditions of inclusion" grouping variable the sample had the following form: those without experience of tutor work - 148 respondents, those with experience up to 1 year - 110, from 1 year to 3 years - 75, more than 3 years - 155 respondents.

## **Results**

The analysis of the results of answers to different scales of the questionnaire showed that the average share of positive answers, i.e. the expression of agreement with the statements of the questionnaire, among respondents in all groups considered was more than 50%. A similar trend was also observed in the shares of positive answers to the questionnaire statements on the intention and effectiveness in the implementation of inclusive practices for the "Field of education" grouping variable (tab. 1) and the "Experience working as a tutor in conditions of inclusion" grouping variable (tab. 2). On the contrary, for both grouping variables the share of positive answers to the "Difficulties in implementing of inclusive practices" questionnaire in all groups of respondents was less than 50% (Tables 1 and 2). The preliminary, without statistical comparison, analysis of the answers to a statement of the "Attitude towards inclusion" questionnaire, such as "I believe that students with severe and multiple developmental disorders and severe behavioral disorders should be taught in special schools or at home" showed the highest level of agreement with it also among defectology students in comparison to students of other disciplines. At the same time, the share of positive answers (63.6%) in the general attitude towards inclusion among this group of students is close to the highest among other groups of students (64.1%), which was observed among the students of HE "Psychologist in the social sphere" (tab. 1). Thus, the attitude towards inclusion of defectology students requires further study.

Table 1

**Intergroup Comparison of Respondent Groups on 4 Questionnaires (Respondents are Grouped by the "Field of Education" Variable), Share of Positive Answers by Comparison Group<sup>b</sup>**

Education		Attitudes	Intentions	Difficulties	Effectiveness
Teacher-Defectologist (HE)	Mean	63,63	81,07	28,38	68,84
	Stand. dev.	25,97	26,42	24,08	32,14
Educational Psychologist (HE)	Mean	54,88	59,55	39,13	63,02
	Stand. dev.	27,05	31,95	25,68	33,98
Psychologist in the Social Sphere (HE)	Mean	64,06	65,34	38,94	63,80
	Stand. dev.	25,38	30,23	25,24	32,97
Social Work (SVE)	Mean	54,00	51,51	36,41	41,67
	Stand. dev.	32,25	33,61	19,17	32,58
Statistical significance level according to Kruskal-Willis test		0,069	0,000	0,009	0,007

Table 2

**Intergroup Comparison of Groups by the Share of Positive Answers on 4 Questionnaires (Respondents are Grouped by the "Experience of Working as a Tutor in Conditions of Inclusion" Variable)**

Experience of Working as a Tutor in Inclusive Conditions		Attitudes	Intentions	Difficulties	Effectiveness
No work experience	Mean	61,82	79,79	25,34	63,40
	Stand. dev.	27,80	28,35	23,41	33,96
Up to 1 year	Mean	51,09	61,41	34,22	56,29
	Stand. dev.	29,03	34,88	27,32	35,47

From 1 to 3 years	Mean	62,53	71,15	34,16	69,67
	Stand. dev.	27,22	30,46	23,75	31,47
More than 3 years	Mean	56,77	62,29	35,38	56,18
	Stand. dev.	26,41	30,66	25,25	35,20
Total	Mean	57,91	68,76	31,89	60,47
	Stand. dev.	27,82	31,88	25,27	34,60
Statistical significance level according to the Kruskal-Willis test (including the "No experience" group)		0,007	0,000	0,005	0,018
Statistical significance level according to the Kruskal-Willis test (excluding the "No experience" group)		0,026	0,061	0,933	0,014

As can be seen from Table 1, reliable differences between groups with different educational focus were observed for all questionnaires except for attitude towards inclusion, i.e. in questionnaires assessing the intention, effectiveness and difficulties in the implementation of inclusive practices. The highest level of positive answers (agreement with the questionnaire statements) for the "Intention to implement inclusive practices" questionnaire occurred among defectology students (81.1%), and the lowest - among SVE students in the field of "Social Work" (54.0%). A similar trend was observed in the answers to the "Effectiveness in the implementation of inclusive practices" questionnaire: defectology students - 68.8%, SVE students - 41.7%. At the same time, the lowest level of agreement with the presence of difficulties was also found among defectology students (28.4%), but the highest level of agreement with the presence of difficulties occurred in HE students in the "Educational psychologist" specialization (39.1%), which is almost the same as the level of agreement of students in the "Psychologist in the social sphere" specialization (38.9%) and slightly exceeds the level of agreement of SVE students (36.4%).

For the groups with the "Experience of working as a tutor in conditions of inclusion" grouping variable, reliable differences were observed for all four questionnaires, if there was a group with no experience of working as a tutor among the comparison groups (tab. 2), and only for the "Attitude towards inclusion" and "Effectiveness in the implementation of inclusive practices" questionnaires, if the "No experience" group was excluded from the comparison, and only those who had some experience of working as a tutor were compared. The lowest level of positive answers to the "Attitude towards inclusion" questionnaire was observed among the respondents of the group with less than 1 year of experience working as a tutor - 51.1%, and the highest - among those who had experience from 1 to 3 years - 62.5% (tab. 2). The same trend occurred among those with experience of working as a tutor in the answers concerning the effectiveness in the implementation of inclusive practices, where the group with experience from 1 to 3 years gave the highest level of agreement (69.7%), while other groups with experience showed a lower level of agreement (up to a year - 56.3% and more than 3 years - 56.2%). Interestingly, the highest level of agreement with the expression of intention to implement inclusive practices was observed in the group with no experience of working as a tutor



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(79.8%), and they also had the lowest level of agreement with the presence of difficulties (25.3%) and agreement with the expression of their effectiveness in implementing inclusive practices (63.4%) (Table 2), which somewhat resembles the pattern of these indicators in the group of defectology students (see Table 2) and, perhaps, indicates a partial overlap of these groups when using different grouping variables. The level of agreement with statements regarding the difficulties in implementing inclusive practices among those with experience of working as a tutor did not differ much from each other, varying from 34.2% (in the groups with up to 1 year and 1 to 3 years of experience) to 35.4% (more than 3 years).

## **Discussion of the Results**

According to the results of this study, we see that the level of agreement (average share of positive answers for each respondent) with the statements of the "Attitudes towards inclusion" questionnaire, which expresses the value attitude towards inclusion, is more than 50%.

In the case of the "Field of education" grouping variable, the preliminary analysis (without statistical evaluation) of responses to the statement "I believe that students with severe and multiple developmental disorders and severe behavioral disorders should be taught in special schools or at home" showed the highest level of agreement with it also among defectology students in contrast to students of other specializations. This difference, perhaps, reflects the nosological approach characteristic of defectology (special education) to the support of such children, in contrast to the anti-discriminatory, human rights-based approach that underlies the currently prevailing view of inclusion, which is discussed in both domestic [10; 22] and foreign scientific literature [25]. Elements of the nosological approach are also preserved in the concept of inclusive special education, supported by a number of well-known scientists in the field of teaching children with disabilities [29; 31].

Interestingly, the intention to implement inclusive practices is most expressed among defectology students (81.1%) and students of psychology in the social sphere (65.3%). Among those with tutoring experience, the intention to implement inclusive practices is more expressed in the case of experience from 1 to 3 years, although it does not differ significantly among those with tutoring experience (Table 2). It is possible that the high level of positive attitude towards inclusion, intention and effectiveness in the implementation of inclusive practices among defectology students and their lower level of agreement with the presence of difficulties reflect the greater amount of practical interaction in their training with students with disabilities compared to students of other specializations.

Among those who have experience in working as tutors, the group with experience from 1 to 3 years stands out as having the most positive attitude towards inclusion (62.5%), a higher level of intention towards implementing inclusive practices (71.1%) and a higher assessment of their effectiveness in their implementation (69.7%), the differences in attitude towards inclusion and effectiveness in the group with tutoring experience are statistically significant ( $p < 0.05$ ; Table 2). The question whether lower indicators in relation to inclusion, intention and effectiveness among those with more than 3 years of tutoring experience are the result of professional burnout or whether they reflect other factors requires research.

It is noteworthy that a high share of positive responses towards inclusion is combined with a high level of intention and effectiveness in the implementation of inclusive practices (Tables 1 and 2). This

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is consistent with the results of other authors who say that positive attitudes towards inclusion as well as the intention to implement inclusive practices are predictors of the implementation of inclusion in practice [24; 26; 32; 33].

Since one of the important components of the professional competence of tutors in accordance with the professional profile developed by us is the value attitude as a motivational component of the readiness to carry out professional activity in the specific conditions of its organization [21; 23], the value aspects of the tutor's professional activity in the conditions of inclusion require special attention and reflection in educational programs for students of all specialties. As a number of studies show, value relations in the process of training specialists are not given enough attention, which later strongly affects professional motivation [1; 2; 3; 4; 5; 21]. Educational activities aimed at the reflection of values, the analysis of the meaning of inclusive education in the form of discussions, trainings, discussion of practical cases should be planned when developing tutor training programs.

An interesting fact was the relationship between self-efficacy and the reflection on difficulties among respondents of different groups. This is shown by a comparative analysis of the attitude towards difficulties and the effectiveness of the implementation of inclusive practices (tab. 1). Thus, the agreement with the existence of difficulties in the support of students with disabilities is chosen most of all by students of HE "Educational Psychologist" (39.1%), HE "Psychologist in the social sphere" (38.9%), and least of all by students of defectology (28.4%). At the same time, the group of SVE "Social Work" students occupies an average position (36.4%), and their assessment of their own self-efficacy is the lowest - 41.7%, while among HE students it is quite high (educational psychologists - 63.0%, psychologists in the social sphere - 63.8%). This may reflect a lack of motivation among these students (the level of intention is also low - 51.1%) and a feeling of a lack of knowledge in this area. The low level of agreement with the presence of difficulties among defectology students is combined with a rather high self-assessment of their effectiveness (level of agreement - 68.8%), which can be assumed to reflect their perception of the good level of their own preparation for the inclusion of people with disabilities in this specialization (Table 1). These correlations require further research.

## Findings

The results of the study obtained in the work showed that:

1. The share of positive answers for all used questionnaires for all groups of respondents, except for the SVE "Social Work" students for the questionnaire concerning the effectiveness in the implementation of inclusive practices (41.7%), exceeded 50% (tab. 2). At the same time, the groups of students of different fields and levels of education (HE and SVE) significantly differed from each other in all questionnaires, except for the attitude towards inclusion (tab. 2). Students of defectology and students of HE "Psychologist in the social sphere" showed the most positive attitude towards inclusion (63.6% and 64.1%, respectively).

2. The intention to implement inclusive practices was most manifested in defectology students and students of psychology in the social sphere (Table 2), as well as in those who have experience of tutoring work from 1 to 3 years - 81.1%, 65.3% and 71.2% respectively.

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3. The share of answers agreeing with the statements of the questionnaire expressing the effectiveness in the realization of inclusive practices was the highest among students of defectology (68.8%), as well as among those who have experience of working as a tutor from 1 to 3 years (69.7%). Moreover, among those with experience of working as a tutor, reliable differences occurred in the answers to the questionnaire about the attitude towards inclusion and about the effectiveness in the implementation of inclusive practices (tab. 2).

4. Difficulties in the implementation of inclusive practices receive the least agreement in the responses of defectology students (28.4%). The ones to agree most with them are psychology and pedagogy students (39.1%) and students of the "Psychology in the social sphere" specialization (38.9%).

5. The data obtained in the work is consistent with the conclusion obtained in previous studies that attitudes towards inclusion and the intention to implement inclusive practices are predictors of the self-assessment of effectiveness in their implementation. Thus, the highest level of positive attitude, intention and effectiveness was observed among defectology students with the "Field of education" grouping variable and among those with experience of working as a tutor from 1 to 3 years with the "Experience of working as a tutor in inclusive conditions" grouping variable.

## Conclusion

The position of a tutor in education should be aimed at ensuring the transition from the reproductive type of learning to the activity-based type, since the tutor by his/her labor functions, fixed in the professional standard, helps a child to build learning activity through the development and implementation of IER. The question arises about the possibilities and ways of integrating this position into the educational system, as well as the question about the possibilities of forming the tutor's experience of conscious educational activity and the competencies formed by this experience. Based on the conducted research it is possible to assume that the differences in the value attitude towards inclusive education noted in most groups of respondents, revealed in the process of the self-assessment of various deficits by students studying in competency training programs for the implementation of inclusive practices, as well as the differences in the ratio between the assessment of self-efficacy and reflection on difficulties in the respondents of different groups can be based on the lack of experience in working with students with disabilities and, as we believe, experience in planning their own educational route in students of all fields of training, which is natural in the conditions of the absence of this task and its solution in education. The absence of such necessary components of the activity-based approach in the educational process as the comprehension of pedagogical values and goals underlying professional activity (which can be reflected in the level of attitude towards the implementation of inclusive practices), planning by the student of his/her education with the setting of educational tasks, searching of ways to achieve them and reflection of the obtained results (this can be expressed in a high level of intentions and a fear of difficulties in the implementation of inclusive practices), suggests that the activity-based approach is almost unused in education. In our opinion, these problems can be solved if tutor training programs will provide for the development and implementation by students of an individual educational route based on the reflection on their value attitudes, intentions (motives), analysis of difficulties and assessment of self-

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efficacy.

The tools developed by us can serve not only research, but also educational purposes, if they are used as a basis for students' self-assessment and design of their own IER. At the same time, the basic programs of students' preparation can become reference points for the selection of those courses that are aimed at the formation of the necessary competencies of tutors.

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