

A Prognostication Model for Personal Readiness for Integration into the Educational Space of Higher Learning Institutions in Students with Disabilities

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Abstract: The article presents a new approach to defining the essence of the social integration process as a psychological phenomenon, uncovers the gist of the notion of “personal readiness for social integration”, describes its structure and singles out the parameters for determining the maturity level of integration mindsets. The author presents the findings of an empirical study of value aspects of personal readiness for social integration in high school graduates with impaired hearing, as well as students whose experience of integration at the college (partial integration) and university (full integration) level was successful. The article presents a substantive analysis of the structure of value aspects of personal readiness for social integration in students with disabilities and singles out and examines the specific attributes of its degree of formedness. The article draws a conclusion on how well the various levels of value aspects of personal readiness are represented in the studied groups of students with impaired hearing. The article describes the results of a comparative study of the dynamics of the system of value relations between deaf and hearing students studying at different levels of the education system: school – college - university. The article describes a system model for forecasting personal readiness for integration into the educational space of higher learning institutions in students with impaired hearing. The author substantiates the link between the level of readiness in students with disabilities and a high level of speech development and professional education experience.

Key words: Social integration • Personal readiness for integration into a community • Value orientations • Students with impaired hearing

INTRODUCTION

The higher professional education system has placed a social order that requires that higher professional education be accessible to all categories of students, including persons with disabilities, through the creation of all necessary socio-psychological conditions for their inclusion into the socio-cultural environment of higher learning institutions. Contemporary knowledge on patterns of the socio-psychological development of students with disabilities indicates the significance of understanding the mechanisms of social interaction between students with disabilities and primary participants of the educational process, which ensures their inclusion into the student environment, the creation of a microclimate which influences the formation of their mindset, values and forms of interpersonal communication

which have a mediated effect on the success of the professional education process [1-5]. In this regard, the success of integration of students with disabilities into the educational space of higher learning institutions is associated with the availability of forecasts oriented towards different objectives and time perspectives [1, 2, 6]. In dealing with such prognostication, there is considerable potential in using algorithms for getting the results of empirical studies up to the technological level, which will enable us to swiftly engrain them into the work practices of any given educational institution.

MATERIALS AND METHODS

The prognostication approach implies a scientifically founded, well-reasoned prevision of the outcomes of a process investigated and bringing the results of empirical

studies to the level of valid, mathematically expounded models. Prognostication is grounded in the probability approach, which implies keeping track of the multifaceted determination of the development of processes (happenings, phenomena) investigated, as well as there being a number of possible event development scenarios and assessing the probability of each event happening on the strength of certain well-established, constitutive trends. The major purpose of prognostication lies in the preparation of analytically ascertained and time-tested information necessary for the timely and effective organization of correctional- developmental and psycho prophylactic work. A way to realize this approach is our empirical study, which is aimed at exploring the value aspects of personal readiness for social integration into an environment in students with impaired hearing and analyzing the impact of psychological-pedagogical factors and experience of integration into the system of inclusive education on the formation of this readiness [6-10 and others]. Thus, our major focus was directed towards the analysis of the subjective premises of personal readiness in students with successful experience of integration at the college (partial integration) and university (full integration) level.

Main Part: The issue of integration into the student community, especially when it comes to subjective factors, is topical for the contemporary system of general education. The student development situation facilitates the emergence of internal contradictions between growing needs and actual capabilities of satisfying them in a micro-environment and actualizes the problem of entering a particular community and establishing optimum relations with representatives of various social strata. At the same time, the fact that students with disabilities have certain health limitations tells on the formation of the system of social relations and reflects on the socio-psychological attributes of the development of students. Therefore, we'll need a comprehensive analysis of factors such as the situational factor, the factor of having a psychophysical defect and the social effects of this. Brought together, these factors shape both the attributes of the formation of personal readiness in a group on the whole and individual typological variants as well [1, 11].

At present, the notion of "integration" is gaining ground in various areas of science. Scholarly works on the subject point up such aspects of its study as objective (macro-sociological) (P. Bourdieu, J. Derrida, T. Parsons, M. Foucault, etc.), subjective (micro-sociological and socio-psychological) (V.G. Aseyev, B.F. Lomov, D.I.

Feldshtein, etc.), milieual psychological-pedagogical and socio-cultural (P. Baker, V. Gudonis, C. de Lauwe, L.M. Kobrina, N.N. Malofeyev, N.D. Shmatko, etc.). In psychology literature, a developing person's entering a community is commonly known as "socialization" and described by examining the attributes of its specific aspects (adaptation, internalization, exteriorization, acculturation / inculturation, individualization) (G.M. Andreyeva, A.G. Asmolov, L.S. Vygotsky, A.V. Brushlinsky, A.N. Leontiev, B.F. Lomov, A.V. Petrovsky, S.L. Rubinshtein, D.I. Feldshtein, etc.) [1].

At the psychological level of analysis, the notion of "social integration", on the strength of the theoretical statements of the subject-activity approach developed by B.F. Lomov and A.V. Petrovsky, is defined by us as an aspect of a person's development associated with an emergence of his/her need in social formation, aspiration for social recognition, establishing optimum relations with not only micro- but macro-level communities as well. Social integration is characterized by the qualitative transformation of the system of interrelations between a person and a community, which lies in a transition from the consciously unrealized, emotionally charged need to make one's traits, significant distinctions a part of the micro-community to imparting this need a special personal meaning, where one's own needs are commensurate with the needs and values of the community the individual is a part of. We consider integratedness, with respect to youth age, in terms of the person's readiness to become a part of the system of macro-level relations and aspiration to occupy a certain position in the system of social relations, which relies on the personal sense [1, 2].

We define readiness for integration into the community as the person's active-operative state, which reflects the content of future integration activity and conditions for effecting it. Relying on the personal sense, readiness is formed in the process of graduates' interaction with the immediate social milieu. The character of this interaction is a condition for realizing one's activity position and enables the student to work out one's own system of values, facilitates one's recognizing oneself as a member of society and enables one to determine one's place at a given stage of ontogenesis in the system of social relations and integrate into the community [1].

The study was conducted on a sample of students with impaired and normal hearing from graduate grades of the system of general and specialized education, as well as college and university students. Note that the college students were engaged in study in conditions of partial integration, while the university students – in those of full

integration (a total of 164 individuals). Study in conditions of partial integration implied studying in the setting of a special group for students with impaired hearing put together in the setting of college. Full integration implied providing instruction to students with health limitations in the same group with students with normal hearing. The trial subjects were examined with no preliminary selection conducted – by whole classes (groups).

The empirical study relied on a number of studies into value aspects of personal readiness for integration into a community (*Value Orientation* by M. Rokeach, the life-purpose orientations test by D.A. Leontiev; *Psychological Autobiography* by L.F. Burlachuk, Y.Y. Korzhova; the motivational induction method (MIM) by J. Nuttin, N.N. Tolstykh).

The credibility of results was ensured through sample representativeness, the initial theoretical-methodological concept, validity and reliability of the psycho-diagnostic toolkit, as well as the application of methods for the statistical processing of data (the Student criteria, the Kendall rank correlation coefficient (Tau-b), the method for breaking factorial values into percentiles, factorial, hierarchical clustering, regression) and via qualitative interpretation of data.

The results of the study revealed a considerable number of attributes both common and specific to different empirical groups. All high school graduates have a differentiated structure of values and can make a value choice. Note that common, typical for all the subjects of this sample age group were certain attributes of the value sphere, which were associated with exhibiting ambivalent tendencies attesting to there being an internal contradiction between the growing youth-age needs and actual capabilities of satisfying them in a micro-level community [1, 12].

On the whole, the level of value aspects of personal readiness for integration into a community in youth-age individuals was determined by the following parameters: the hierarchy and content of the value projection of one's future place in society; the emotional tinge and general level of one's comprehension of life; the ratio between one's personal values and needs; the degree of one's conscious awareness and activeness; the spatial-temporal localization of key conceptual reference points.

The results of *the comparative study of the dynamics of the system of value relations* between deaf and hearing students engaged in study at different levels of the education system, school – college – university, revealed the following statistically significant findings (the Mann-Whitney criterion).

By the time of university study, student results become considerably close on the parameters: the degree of formedness of the differentiated structure of value orientations, the content side of the hierarchical structure of values-goals and values-means, the situationally-founded characteristics of the plan of visualization of one's future life and the role of the significant Other, the hierarchy of levels of the conceptual sphere and key motives. Despite the similarity in general areas, deaf students exhibit a number of qualitative attributes as to the time, forms and means of development of the value system of relations.

There is a considerable increase in college showings and a decrease in university showings for the parameters of the level of *differentiation of values, self-development motivation*, etc. In the *personal meanings system* of deaf students, there is a decrease in virtually all showings in transition to a higher level of the education system. These are characterized by comparatively more pessimistic notions of the degree to which a person comprehends life, the emotional fullness of life and the degree to which life is full of purpose, as well as more pessimistic convictions as to its controllability. The content fullness of deaf students' *notions of future life* points to the consistently growing role of one's former experience, lack of confidence in the future and having hard time predicting it. The specific *situational variable* comes in the form of events relating to interpersonal relations and an absence of mentions of rest. The high degree of the presence of the *pragmatic level* indicates one's predominant orientation towards situational meanings which are shaped by the subject logic for achieving one's objective in specific conditions. In the *general hierarchy of motives*, priority stays with motives for social contacts the significance whereof is constantly growing. Marking the activity environment as the *source of development*, deaf students only after graduating from school start marking the issues of limitation of their interests and capabilities. Characteristic of them are the domination of external activeness, practical transformation of reality and a comparatively lesser manifestation of thinking activity and passiveness. The *time perspective* of deaf students' plans considerably expands on biological (childhood to old age) and social aspects. They go beyond the boundaries of the present and near future which is associated with one's professional education and period of professional autonomy. In *interrelations with other people*, deaf students exhibit a growing role of relations of micro-group (family, friends) and broad social orientation due to a

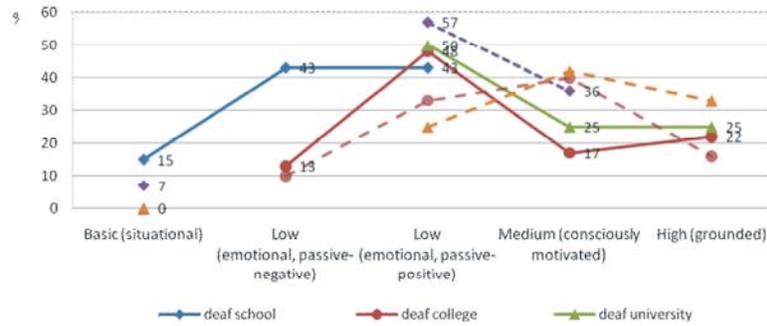


Fig. 1: The levels of formedness of the value component of personal readiness for social integration

decrease in the level of egocentric manifestations and significance of contacts with the opposite sex. Specific changes in building relations are associated with a transition from a dominating dependence to a partnership of equals, in combination with support with no manipulative manifestations.

The qualitative mathematical processing of the results of all the methods revealed that, depending on the intensity of the readiness parameters, one could single out the following levels of development of the value components of personal readiness for integration into a community in youth-age individuals: *basic* (situational), *low* (emotional), *medium* (consciously motivated) and *high* (grounded). The major differences between these are associated with the prevalence of cognitive-emotional components, character of impulses in building relations and specifics of perception of their source (external / internal).

The most typical for the sample is the emotional level, of passive-positive orientation. The indicator of the number of observations in the additional sample reveals a predominantly low emotional passive-positive level of intensity for readiness for social integration (Figure 1).

By the time of university study, the levels of formedness of the value component of readiness for integration in the deaf come considerably close to those of the hearing. Characteristic of deaf students is a leap in the number of students with higher levels of readiness over a period of study at college and a decrease in that number over a period of study at university, whereas, on the contrary, there is a consistent positive change when it comes to hearing students. The whole sample is characterized by a considerable prevalence of the emotional passive-positive level of formedness of personal readiness for integration in students with impaired hearing.

The correlation analysis of the *link between the experience of including deaf students into the system of*

integrated education with personal readiness for social integration (college - university) revealed that the level of personal readiness is associated with: 1) the level of speech development (,373*), college study by way of partial integration (,843*); 2) the time of appearance of the defect (,320**), level of speech development (,320**), university study (,483*).

CONCLUSION

The empirical study produced the following findings.

- The situation of emergence of the need for social involvement, readiness for entering the system of macro-level social relations is typical for youth-age individuals. All the groups exhibit ambivalent tendencies in the system of value preferences, which indicate an internal contradiction between growing needs and actual capabilities of satisfying them in a micro-level community.
- Experience of including deaf students into the system of integrated education at the college and university levels facilitates: bringing the system of their value notion of the character of interaction in society close to that of hearing students on the following parameters: the differentiatedness of the structure of value orientations, the content side of values-goals and values-means, the situational characteristics of one's plan of visualization of future life and the role of the significant Other, the hierarchy of levels of the conceptual sphere and key motives; expanding deaf students' value notions of the system of social relations; one's re-conceiving one's place in society and relations with other people; altering the time perspective and the profile of the motivation system; boosting one's orientation towards one's own activeness and adequate assessment of the social situation.

- By the time of university study, the hierarchies of levels of personal readiness for integration in deaf and hearing students expand and become considerably identical. Common to all the sample groups is a considerable prevalence of the emotional passive-positive level of formedness of personal readiness for social integration.
- There is a prognostic link between a high level of speech development and professional education by way of partial integration / full integration and a higher level of intensity of the value aspects of personal readiness for social integration.

Inferences: The derived model has undergone a prognostic verification and can be employed in practice at specialized (remedial) and general professional institutions [1]. Thus, having access to the empirical results derived on the strength of the above set of methods and obtained by examining a specific sample, specialists engaged in accompanying the education process for students with disabilities don't have to waste their time on the complex mathematical processing of data and can employ this prognostic model in their practical work.

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