

Inclusion of High School Learners in the Mainstream: Ecological Niche

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ABSTRACT The purpose of the study was to establish the knowledge and attitude of the student teachers in facilitating inclusive classroom. A sample of one hundred and twenty third-year B.Ed students from a university of technology participated in the study. A questionnaire was used to collect data in this study. The study found that student teachers have positive attitudes towards inclusive education. They agree that it enhances social interaction and thus minimises negative attitudes towards learners with special needs. The study also found that collaboration between mainstream and the special education teachers is important and that there should be clear guidelines on the implementation of inclusive education. More efforts are needed for teaching student teachers how to function in the multi-faced classroom with both normal learners and those with disabilities in the same class. The findings of the study have significant implications for the university lecturer, teachers, and other stakeholders who are directly and indirectly involved in implementing inclusive education.