Editors Nikoleta Gutvajn Milja Vujačić

CHALLENGES AND PERSPECTIVES

OF INCLUSIVE EDUCATION



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Nikoleta Gutvajn
Николай Константинович Сергеев
Danimir Mandić

Editors Nikoleta Gutvajn Milja Vujačić

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OF INCLUSIVE EDUCATION

Editors Nikoleta Gutvajn Milja Vujačić

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FOREWORD

nsuring conditions for a quality education for all children is a key goal that is supposed to be achieved within the process of reforming the education system. Efforts to ensure both equality and quality in education have become fully made through the idea of inclusive education. The importance of this concept has also been confirmed by the fact that inclusive education in many countries represents a key indicator of the quality, efficiency and humanity of their education systems. Experiences so far in the application of inclusive education have been very valuable, because they point out some important elements of this process and provide guidelines regarding the manner in which those necessary changes should take place. It is important to highlight that it is impossible to develop one unique inclusive model that could be applied in various countries with the same level of success, but that adequate solutions can be only achieved by analyzing specific contextual conditions, taking into consideration the specificities of each social and cultural environment and the existing conditions of education systems and schools. In order for this idea to be actually implemented, it is important that decisions regarding public policies be based on insights obtained through careful research of various problems in the field of inclusive education. Those insights can be very significant both for decision-makers and practitioners in considering the process and results of the implementation of inclusive education as well as in getting ideas for further development of inclusive practices in educational institutions. It is possible to single out two approaches to the research and perception of inclusive education based on the different interests of researchers. The first approach is about searching for practical solutions to certain problems of inclusive education (a partial reform of the education system and schools), while the other approach perceives inclusion as a cultural policy that requires complete reconstruction of society and a new way of thinking.

Research in this field shows that, in spite of great efforts and endeavours to improve this idea, the inclusive education implementation process in most countries develops slowly and with difficulties. There are still many unresolved issues and dilemmas related to this process: (a) In what way is inclusive education related to key challenges in education such as quality, failing classes, lack of resources, rigidity of school programmes? (b) Is inclusive education the right solution for all children with developmental disabilities? (c) Is there is a best solution for the successful application of an inclusive programme and is there a clear plan to be followed? (d) Is the introduction of inclusive education possible in all countries?

The results show that official education policies in this field haven been completely implemented in practice and that existing differences can be explained by the existence of numerous barriers and challenges relating to the practical application of planned changes. Overcoming existing problems has not yet been fully solved, even in countries that have a long tradition of inclusive education and good economic conditions for its implementation, and it is clear that challenges and problems which developing countries encounter, having less experience in this field and unfavourable economic conditions, are bigger and more complicated.

Education policies in the field of inclusive education can be successfully implemented in practice if the key actors in this process (principals, teachers, students, and parents), strongly support planned changes and express a positive attitude towards them. Research shows that the resistance and negative attitudes of teachers and other stakeholders towards the inclusion of children from marginalized groups in regular schools lead to numerous problems in the implementation of inclusive education. It is therefore highlighted that changing attitudes is one of the challenges and key conditions for the success of this process. Changing and overcoming negative attitudes towards inclusive education is progressing very slowly and with difficulty, and that is why many other planned activities in this field encounter difficulties in the process of realization.

The problems in the application of inclusive education to a great extent relate to teachers, as key actors in this process. Research shows that the successful development of inclusive practice is particularly obstructed by teachers' negative self-assessment of their professional competency for the realization of inclusive education, as well as a lack of adequate professional training and expert support in working with students who need additional support. These problems cause teachers who work in inclusive contexts to become overwhelmed and stressed, which additionally affects their work negatively. Modern educational approaches show the importance of the new role of teachers in establishing the required conditions for encouraging the individual development of children and recognizing their individual abilities, affinities, family and cultural heritage. Therefore, adequate professional training of teachers for working in inclusive education, the implementation of innovative approaches in work, and cooperation with parents has been highlighted as one of the most important goals in the process of adapting education to meet the abilities and needs of all children.

Research indicates that, apart from the conditions of education systems, the achievement of inclusive education is hindered by numerous barriers, including social and local community factors, as well as the those relating to children who need additional support and their families. Therefore in considering key challenges and perspectives of inclusive education, barriers and problems should not only be tackled within the education system, but also in connection with other segments of society, such as the family, local community, as well as healthcare and social security.

A collection of papers "Challenges and Perspectives of Inclusive Education" contains thirteen papers by authors who are, by their thematic orientation, focused on elaborating on numerous issues significant for inclusive education. This book aims to examine current problems in inclusive education from the standpoint of their significance for the improvement of public policies and the practice of inclusive education. No theoretical and stylistic harmonization was required from authors of the articles. They were expected to show the results of their own theoretical and empirical research, thus making them accessible to both an academic audience and the wider public, in the hope that the results of such scientific research will be implemented to a greater extent in educational practice.

This collection of papers addresses certain questions of inclusive education, but it does not give a comprehensive account of all aspects of inclusive education. We thought that it was important to publish and present in a single collection papers by authors who are dedicated to examining inclusive education from various perspectives. Papers contain relevant information about the current conditions of inclusive education in Serbia; dominant discourses of inclusive education within legal frameworks of preschool education in Serbia; the connection between teachers' attitudes towards inclusive education and their implicit pedagogies; attitudes of school counsellors towards the education of students with special needs; preschool teachers' competences for working in inclusive education; preschool teachers' opinions about the benefits of professional development in improving competences in the field of inclusive education; possibilities for inclusion of socially marginalized individuals and groups in an institutional environment and the local community in the context of education for human rights; institutional foundations for the inclusion of Roma people in the education system in Serbia and Croatia; frequency of symptoms of emotional and behavioural problems of older primary school students, with an analysis of gender differences, in the presence of symptoms and students' perception and assessment of the influence of difficulties on their own functioning; inclusive support in preventing bullying in the Italian education system; higher education programmes for teacher training in Montenegro and problems inhibiting improvements in inclusive education in music schools, with suggested solutions for their solution; characteristics of career development for various types of teacher in regular and special education systems.

The paper authored by Tinde Kovač-Cerović, Dragica Pavlović-Babić, Tijana Jokić, Olja Jovanović and Vitomir Jovanović *First comprehensive monitoring of inclusive education in Serbia: selected findings*, presents selected findings of the first comprehensive evaluation of inclusive education in Serbia, five years after its systemic introduction. This evaluation is based on indicators defined by the Framework for monitoring inclusive education in Serbia. The research was conducted

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on a representative sample of 28 schools, and it encompassed 1537 students, 794 parents and 742 teachers. The structure of the framework, which implies predefined indicators and criteria, as well as the assessment of that same indicator by various informants, enabled the identification of the areas which are strong points in our education system, as well as areas that require immediate system development. The results of the monitoring constitute a reliable basis for improving the policy and practice of inclusive education in Serbia.

In the paper *Inclusiveness of preschool education within education policies documents of the Republic of Serbia*, Lidija Miškeljin deals with an analysis of relevant legislative documents with the aim of showing that theoretical starting points interwoven with public policies discourse perceive a child differently, as well as inclusion itself thus bearing different implications for the practice of preschool education. A key question from which the author starts her analysis of the legislative framework is: What are the dominant discourses in legislative solutions for preschool education in Serbia and what kind of construction of inclusion do they offer? This paper uses one method of theoretical analysis implementing the technique of content analysis through the following dimensions: accessibility, employees, monitoring and evaluation, and management and financing. Based on the given criteria and categories we can observe that: children's rights remain at the level of political proclamation because they are not operationalized through the participation of children in education guaranteed by the Convention on the Rights of the Child; that reducing inclusion to a separate single consideration (such as the scope of children) becomes its own goal and displays particularity in understanding and recognition of inclusion; and that the concept of inclusion itself in documents of public policy is not based on a clear ideology because of existing terminological inconsistencies.

The results of the research aimed at examining teachers' attitudes towards inclusive education were presented and analyzed by Milja Vujačić, Rajka Djević and Nikoleta Gutvajn in their paper *An examination of teachers' attitudes towards inclusive education.* What distinguishes this research from similar studies in Serbia is its examination of the relationship between teachers' attitudes and their implicit pedagogies. The authors offer an account of key results of related research published both in our country and worldwide and recommend how to create further research on teachers' attitudes, which would lead to a more comprehensive and detailed consideration of this important variable, on which the quality of application of inclusive education depends to a great extent. A basic conclusion of this research is that teachers' attitudes towards inclusive education are moderately positive. The research has shown that there is a connection between teachers' implicit pedagogies and their attitudes towards inclusion, that is, the closer teachers' implicit pedagogies are to the contemporary education paradigm the more positive their attitudes towards inclusion are.

In the paper *How students with special needs should be educated*, Janez Drobnič shows that special schools can be seen as an opportunity to ensure the right to education for students with special needs, while on the other hand, they imply inequality in education because of students' exclusion from conventional learning environments provided to other students. Considering the fact that school counsellors' task is to help the integration of students with special needs, the

author conducted research on school counsellors' attitudes towards the education of students with special needs, in particular as to where such education should take place. One hundred and one school counsellors from primary, secondary, and special schools in Slovenia were included in the quantitative study. The prevailing opinion of counsellors in schools shows that they prefer the partial model of inclusive education, as they support all students – including those with special needs – being offered education in ordinary schools and classrooms, with the exception of students with learning difficulties. This suggests that we should seek new solutions for modern schools, in particular the education of all teachers for inclusive teaching in a classroom where all students are allowed to be different and individual, rather than being dealt with in two categories: students with special needs and others. This also means that we should revise education curricula and training for all teachers.

In the paper Attitude towards inclusion: an important factor in implementing inclusive education, Vanja Riccarda Kiswarday and Tina Štemberger focused on preschool teachers' inclusive competences. The research, in which 124 preschool teachers were included, aims to establish how they value and assess their competences for inclusion, whereby competences are understood on three levels: attitude, knowledge, and skills. The authors also checked whether preschool teachers with longer work experience and those who had attended in-service training for inclusive settings assessed their inclusive competences higher than others with less experience did. The survey results indicate that preschool teachers see themselves quite competent for work in inclusive settings – they rated themselves high in all three dimensions of inclusive competences. It turned out that there are differences in the assessment of skills and knowledge: teachers with 10 - 20 years of service rated these dimensions higher, but no difference could be noticed between teachers in relation to inservice training for inclusive settings.

In the paper *Preschool teachers' perception of professional training contribution to the development of competences in the field of inclusive education*, Isidora Korać presented a segment of research whose goal was to examine teachers' opinions about the contribution of professional development in developing competencies in the field of inclusive education. The research was based on a questionnaire answered by a sample of 150 preschool teachers employed at preschool institutions in several towns in Serbia. The findings of the research show that the current concept of professional development accentuates the adoption of *ready-made decontextualized* knowledge, development of preschool teachers' competencies as individuals, without connecting individual and organizational changes that inclusion initiates. The author concludes that if we want for the system of professional development to contribute to obtaining preschool teachers' professional competencies for application of the current model of inclusive education, it is necessary to enable their greater participation and reflective practice via programmes for professional development. Inclusion is a change and a challenge for organizations in which various protagonists participate, who are supposed to interconnect from their various positions, roles and responsibilities, aiming for horizontal learning and organized action. Future programmes for professional development

in the field of inclusive education should be directed at the following areas: (a) working with gifted children (b) adapting work organization in preschool institutions in order to meet the needs of children who need additional support, (c) assessment and revision of individual education plans and (d) teamwork and cooperation in preschool institutions.

In the work *Inclusion of socially marginalized individuals in the light of human rights education*, Olivera Gajić, Milica Andevski, Spomenka Budić and Biljana Lungulov consider possibilities for inclusion of socially marginalized individuals and groups in an institutional framework and a local community in the context of human rights education. The authors consider the context of social inclusion and human rights education in order to collect qualitative indicators concerning the existing knowledge, interest, and recognition of social inclusion and human rights with the purpose of shedding light on this problem by protagonists of the education process, as well as the wider community, which forms the basis of strategic decisions and guidelines of education in a democratic society. Finally, the authors conclude that a well organized support network for workers in this area, who are required to ensure conditions for the fulfilment of human rights on the principles of accessibility, participation and equality.

Studying the Roma minority, which is one of the most economically and socially deprived minorities in Serbia and Croatia, is the focus of the paper *Inclusion of the Roma in Croatia and Serbia: the institutional framework and its implementation*, whose authors are Nikola Baketa and Dragana Gundogan. The goal of this paper is to show the institutional foundations for including the Roma people in the education system, as well as the way in which institutional foundations changed in the process of approximation to the European Union. On the basis of these insights it can be established that, despite the legal framework, there is a high level of exclusion in the education system so that this approach leads to the more difficult advancement of the Roma people within it dropping out, or deciding not to continue education, which in turn perpetuates the problem of education and the social position of the Roma people. The methodological approach of the authors included analysis of legislative documents and reports, as well as that of available statistical data about the education of the Roma minority.

In the paper *The symptoms of emotional and behavioral problems in older primary school students*, Branislava Popović-Ćitić and Lidija Bukvić have shown the results of the research on the frequency of emotional and behavioural symptoms in primary school students, with analysis of gender differences in the presence of symptoms and assessment of students' perception about the influence of difficulties on their own functioning. The data was obtained by means of a Strengths and difficulties questionnaire, a version for self-assessment of adolescents aged 11 to 16 with an addition about the influence of symptoms, on a sample of 630 students from 5 secondary schools in Belgrade. The obtained results were discussed in the context of considering the need for additional support, which, within an inclusive education system, would be provided for students with difficulties in their emotional and social development.

In the paper Bullying and strategies for confronting the phenomenon in Italian schools, Ignazia Bartholini starts with a review of literature about bullying, published since the 1970s to date. On the bases of the outcomes of some studies previously conducted, she aims to explain how the phenomenon of bullying has accompanied the raising of the period of mandatory school. Through the research of eminent scholars, she argues that the crisis of values and the loss of perspective for the future of teenagers increase the possibility of violent relationships among peers in school, where they spend much of their time. An interpretative model on bullying is therefore highlighted, using the "dramaturgic metaphor" of Goffman and focusing the role of viewer/witness (often the same classmates) in breaking the violent triangle where the perpetrator and victim are similarly victims of the same cruel play. Finally she describes the strategies devised by the Ministry of Education which are currently applied in schools in the Italian peninsula from the perspective of preventive and rehabilitative education, on potential protagonists - victim and bully - on spectators viewers - on all those adolescents who just look at the "violent drama" for fun or for weakness, without interrupting it and preventing a recurrence. In the light of empirical evidences, it is suggested that such programs accompanied by informal practices should be encouraged. The author suggests that after Italy another of the European nations that has invested very much in terms of support for inclusion and prevention for confronting the problem of bullying at school can be considered.

On the basis of recent structural and functional changes in the Montenegrin education system, with a special focus on the concept of inclusion, in her paper *The concept of inclusive education in the master's degree curriculum in Montenegro*, Tatjana Novović analyzes high school programmes for teacher training in Montenegro. Almost twenty years since the inclusive concept was implemented in the Montenegrin education system, with substantial changes in teaching practice and education legislation, the problem of vertical discontinuity in the system is still significant, i.e. there is a lack of coherence and compatibility between primary, secondary and tertiary education. The lack of a continual exchange of practical experiences and obtained knowledge about the benefits and marked challenges among all systemic institutional participants, creating a fluid field of inclusive context in Montenegro, induces discontinuity and actualises "old" questions about the purpose and functionality of previous courses of development of this concept in all education segments.

In her paper *Inclusive education of visually impaired students in music schools in Montenegro*, Vedrana Marković presents problems that complicate the improvement of inclusive education at music schools and offers some solutions. Musically talented children with visual impairment should be identified in time and have their music potential developed, i.e. they should be educated in music schools. It is often the case that blind and partially sighted children with musical talent acquire their musical education outside institutions, by private means, whereby they only dedicate themselves to learning how to play a selected instrument, but not to other courses which are envisaged in the elementary music school (solfeggio, music theory, choral singing, orchestra). This way of learning makes their music education incomplete. In addition to the primary goal – achieving a complete music education - there are numerous positive influences that happen through education in a music school.

The text written by Milica Marušić *The career cycle of teachers according to their motives of professional choice: a comparison of general and special schools*, is focused on the consideration of three groups of teachers, based on the dominant motives of their professional choice: realists, idealists and opportunists, with the aim of comparing characteristics of career development of those groups of teachers in regular and special education system. Results obtained by the use of a questionnaire (N=209) show that teacher *idealists* displayed the lowest level of career frustration, out of a total sample. It was concluded that the career development of *idealists*, *opportunists* and *realists* differ depending on the context in which they work: as regular school teachers, *opportunists* are more prone to withdrawal, while at special schools there is a stronger career frustration.

At the end of this foreword we would like to stress that our task was facilitated to a great extent by the readiness of all the authors to fulfill the requirements of the editor both in terms of the scope and structure of the papers. We hope that our gratitude will be a sufficient reward for the efforts they invested. We would like to thank the consulting editors, our distinguished colleagues Professor Nikolay M. Borytko, Professor Susana Padeliadu and Professor Marija Kavkler, whose suggestions significantly influenced the improved quality of the book. We owe a debt of gratitude to Milan Stančić, PhD, who patiently and dedicatedly helped us during all stages of preparation of this collection of papers. We are equally grateful to Rajka Djević, PhD, for her help and constructive suggestions, which significantly contributed to the quality of this collection of papers. We are also grateful to Mladen Radulović, MA, Branko Cvetić and Vlada Polić for their patience, professionalism and friendly understanding during the preparation of this manuscript.

Nikoleta Gutvajn and Milja Vujačić

THE CAREER CYCLE OF TEACHERS ACCORDING TO THEIR MOTIVES OF PROFESSIONAL CHOICE: A COMPARISON OF GENERAL AND SPECIAL SCHOOLS¹

Milica Marušić² | Institute for Educational Research, Belgrade, Serbia

The reasons why one is attracted or repelled by a job, are important to consider, not only from the position of this very individual, but from the perspective of working organizations, too. There have been numerous indices of a correlation between motivation of career choice and the later job attitude, as well as with overall job satisfaction (Bruinsma & Jansen, 2010; Marušić, 2014; Watt et al., 2012). As far as job satisfaction is concerned, it has been proved on a sample of Italian teachers to correlate strongly to life satisfaction in general (Lent et al, 2011) - thus underlying the significance of studying the level and the causes of job satisfaction of this particularly important group of employees. Intrinsic motivation for choosing the teaching profession has the power to predict not only the positive developments in teachers' career cycle, embraced by the stage called enthusiasm and growth, but also the negative ones, connected with the career frustration stage. Therefore, "proper" motives for choosing this job (personal interests, inclination to work with children, perception of having the abilities to cope with the demands of the job.etc) on the one hand have a role in reaching an enthusiastic work attitude, satisfaction with job, and agility in professional development activities, and on the other, have a protective role in the situation when burnout risk occurs, thus contributing to teacher's resilience (Marušić, 2014).

The teachers' profession does carry the risk of burnout, due to the stress they experience – De Heus and Diekstra (1999) found more signs of psychological and physical stress in teachers than in other occupations. The reasons originate from the characteristics of teachers' jobs, like high workload, misbehavior of pupils, "lack of reciprocity in social exchange relationships" (Montgomery & Rupp, 2005, according to Reichl et al 2014: 85), overlapping of professional and private life domain, increased responsibility for the safety and achievement of pupils, responding to continual changes in the educational system,

Note: This article is a result of work on the projects: "From Encouraging Initiative, Cooperation and Creativity in Education to New Roles and Identities in Society" (No. 179034) and "Improving the Quality and Accessibility of Education in Modernization Processes in Serbia" (No. 47008), funded by the Ministry of Education, Science and Technological Development of the Republic of Serbia (2011-2016).

² E-mail: mmarusic@ipi.ac.rs

and employment insecurity (Grubačić & Čabarkapa, 2013). Another reason for higher stress occurrence is found in the population of children the teacher is working with. Some studies indicate that teachers employed at special schools are confronted with lower self efficacy, insufficient preparation, lack of positive expectations regarding future career progress, chronic stress, and unsatisfying work conditions (Emery & Vandenberg, 2010; Yeo, Ang, Chong, Huan, & Queck, 2008, as cited in Zhang, Wang, Loshinski, & Katsiyannis, 2014). It is highly likely, then, to meet lower job satisfaction amongst the group of special schoolteachers, since self-efficacy, favorable work conditions, and perceiving progress in work goals constitute prerequisites of job satisfaction (Lent & Brown, 2006, 2008 according to Lent et al. 2011).

In fact, this hypothesis was confirmed: When the characteristics of the career cycles of the two groups of teachers were compared, special school teachers were found to demonstrate a less enthusiastic job attitude, less motivation to acquire new knowledge and competence, to enjoy everyday school activities less, feel more tired, and consider more intensively their approaching retirement - when compared to general school teachers (Marušić & Bodroža, 2015). In studies of the career cycle of Serbian general and special schoolteachers, five stages of the cycle were recognized – induction, competency building and enthusiasm, career frustration, stagnation and career wind down. The first stage - induction refers to the effort of the newly employed teachers to socialize in the school environment, with an attitude that obtaining knowledge about teaching methods is particularly important. It can refer as well to those teachers who need to seek new jobs, since they don't have the possibility of permanent employment. Competency building and enthusiasm is a stage characterized by high motivation to gain new knowledge, devotion to job, feeling of job satisfaction and positive attitude towards different school activities. Career frustration "embraces thoughts, emotions and considerations connected with the state of career frustration: perceiving the working environment as unbearable, feeling unsuccessful, tired and disappointed, and making plans for attrition" (Marušić & Bodroža, 2015: 171). The stage named stagnation refers to a period of decline, referring to teachers who plead less than in previous years, feel unsuccessful, stagnant, and perceive the professional development activities as an unnecessary pressure. Finally, the stage of career wind-down is described in the following way: "preoccupation with retirement, reduced work engagement, and the attitude that the time has come to stop working. Professional development activities are no longer considered necessary. This phase is connected with impatient expectation of withdrawal from professional life and a feeling of tiredness" (Marušić & Bodroža, 2015: 171). Therefore, when the characteristics of work behavior of special and general school teachers are compared in terms of career stages, the differences are found in the stages Competency building and enthusiasm and career wind-down.

The relationship between initial motivation for choosing a teacher's job and the current status of their career development was studied through the relationship of these variables: different motives (intrinsic, extrinsic, and existential) and the five stages of the career cycle (Marušić & Bodroža, 2015). Still, when a cluster analysis is performed, it becomes clear that in the situation of making the career choice, different kinds of stimulations act together and interfere. A cluster analysis performed in order to identify categories of general education teachers, based on their career choice motivation identifies three categories: realists - the choice of profession was influenced by intrinsic motives and the terms and conditions of the work, idealists - individuals with highly expressed intrinsic motivation, also inspired by models from their social background, and opportunists - teachers whose choice relied exquisitely on the possibility to get employed, where all other motives play a minor role (Marušic, 2014). Having this interplay of different driving forces in mind, we performed the present study with the scope of examining and comparing the career cycle features of general education teachers and special education teachers, but on the level of the respondents belonging to different clusters (defined through the motives of professional choice). The steps we performed were the following ones:

- performing cluster analysis to identify categories of teachers, based on the motives of career choice;
- comparing characteristics of actual professional behavior of all school teachers belonging to different clusters, in terms of career cycle stages;
- comparing characteristics of actual professional behavior of general school teachers belonging to different clusters, in terms of career cycle stages;
- comparing characteristics of actual professional behavior of special school teachers belonging to different clusters, in terms of career cycle stages.

METHODOLOGY

This study represents a secondary analysis of data collected for the purpose of comparing career cycle of general and special education teachers (Marušić & Bodroža, 2015). Participants were teachers employed in 5 secondary schools for special education (90 teachers) and 6 secondary schools for general education (119 teachers). All schools are located in the same Serbian cities – Belgrade, Bor, Pirot, Kruševac. The sample encompassed both sexes - 36% of men and 64% of women, of different age groups (range 25 to 65).

Instrument. Two scales were used in this study – Career choice scale and Career development scale were constructed for the purpose of doctoral research (Marušić, 2013). The first scale measures the relevance of three kinds of professional choice motives, thus consisting of three subscales – intrinsic (respondents' abilities, interests, traits, affinity for working with children) environmental (influence of important others – parents, family surrounding, teachers, books) and extrinsic motives (work conditions); whole scale reliability is acceptable –.76.

The other scale, *Career development scale* consists of 31 items - 3 were omitted due to low loadings (Marušić & Bodroža, 2015). The whole scale has acceptable reliability -.70 and intends to measure behaviors typical for different stages of career development (Fessler, 1995). Both scales are given in the form of a five point Likert scale. The instrument also covered demographic data.

Data analysis. In previous work, the characteristics of career cycles of teachers employed in two sectors – general and special education - were described and compared. The principal component analysis with Promax rotation and parallel analysis was performed on the data collected by the scale, and a five-factor solution was obtained. The characteristics of each factor: *induction, competency building and enthusiasm, career frustration, stagnation* and *career wind down* were described in the introductory part. In further analysis of the data we will use the factor scores calculated for these five factors.

Therefore, the first step of data analysis is a hierarchical cluster analysis – in order to describe categories of teachers according to the motives of their career choice. The criteria for the analysis are the answers of the respondents on the whole *Career choice scale*. After that, the arithmetical means of the factor scores obtained at each of five factors were compared between the clusters on the whole sample, using t-test for independent samples. The same procedure was applied for the subsamples of general and special education teachers, in order to see if some differences appear between the identified clusters, in terms of professional behavior.

RESULTS

The groups of teachers according to the reasons of their professional choice. On the whole sample it is possible to identify three groups of teachers, according to the importance they give to different reasons of career choice. In Table 1 we present the answers of the three groups, named realists, opportunists and idealists.

Table 1. Clusters of teachers according to the reasons of their professional choice

Reasons to choose the job	Cluster 1-realists N=144		Cluster 2-oportunists N=22		Cluster 3-idealists N=43	
	AM	SD	AM	SD	AM	SD
Influence of family values	3.02	1.392	1.68	.995	3.23	1.360
Pressure made by the family	1.61	.940	1.14	.468	1.21	.742
Influence of parents' interests	1.94	1.069	1.27	.550	1.98	1.336
Family surroundings and friends' influence	2.57	1.216	1.73	.883	2.37	1.363
Influence of teachers	2.76	1.414	1.36	.790	2.72	1.533
Influence of books and media	2.81	1.264	1.32	.568	2.56	1.278
Suits personality traits and abilities	4.44	.755	2.27	1.162	4.60	.583
Personal interests	4.38	.765	2.41	1.008	4.67	.522
Love for work with children	4.53	.757	2.64	.902	4.72	.630
Opportunity to find employment	3.99	1.090	3.55	1.654	2.26	1.197
Income	2.87	1.160	1.95	1.214	1.53	.827
Job location	2.63	1.267	1.73	1.032	1.07	.258
Permanent job	3.78	1.018	2.73	1.279	1.37	.578
Working time	3.94	1.066	2.95	1.618	1.91	1.087

As in previous research on general schoolteachers (Marušić, 2014) three clusters of both general and special school employees are to be identified, which suit to the categories named *realists*, *opportunists* and *idealists*. We can see that the first cluster, and the largest one consists of teachers who were inclined to join the profession for both – their own characteristics and interests as well as the external factors connected with the job (finding a permanent job or suitable working hours). Teachers belonging to the second and the smallest cluster (10.5%) show a low level of all kinds of motivation other then the opportunity to find employment. Therefore, they did not have any interest or affinity towards the professional role they perform at the moment and they were called *opportunists*. Finally, the cluster named *idealists* consisting of 20.6% of teachers, encompasses individuals with the highest level of intrinsic motivation, who also perceive that their family values have facilitated their professional choice. In this category of teachers, existential motives (considering job characteristics and employment opportunity) don't play a signifiant role.

Comparison of realists', idealists' and opportunists' career cycle characteristics: all teachers. In the next step, the career cycle properties of the respondents were compared between the indentified clusters: realists, idealists and opportunists, by performing a t-test for independent samples on the factor scores they obtained for different stages of career development. The results are presented in the Table 2.

	Comparison of cluster factor scores -t test values-			
Stages	realists (N=144)- opportunists (N=22)	opportunists (N=22)- idealists (N=43)	realists (N=144)- idealists (N=43)	
Induction	.767	767	.000	
Competency building and enthusiasm	4.158**	-5.367**	-1.882	
Career frustration	-1.909	3.178**	2.483*	
Stagnation	-1.252	1.808	1.014	
Career wind-down	328	1.469	1.716	

^{**} t test is significant at level .01, * t test is significant at level .05

When the three clusters are compared according to the prevailing characteristics of their professional behavior, interesting results occur. Namely, teacher *opportunists*, have less favorable behavior, in comparison with other two categories. They are less devoted to their job, less enthusiastic about everyday tasks, and less willing to obtain new competencies or share their knowledge with colleagues. Also, in terms of career frustration, teachers belonging to this cluster have higher factor scores then the cluster of teachers named *idealists*, which implies that they are less satisfied with their job, feel more unsuccessful, tired and/or disappointed. The most favorable characteristics of job behavior are present in the cluster named *idealists* – the teachers who were inspired to work with children because of their own affinities and by the values they were brought up with. The differences appear also between the *idealists* group and the *realists* group in terms of *career frustration*, which implies that the intrinsic motivation achieves different influence when associated with existential factors (i.e. when the choice of job comes as a realistic compromise).

Comparison of realists, idealists and opportunists career cycle characteristics: general education teachers and special education teachers. In the next step, we presented the professional behavior of three groups of teachers on the first subsample – the subsample of general education teachers.

If we consider separately teachers who work in general education schools (Table 3), it is clear that the *opportunist* category preserves less auspicious characteristics, in comparison to other two categories. They have smaller factor scores on the factor named *competency building and enthusiasm*, in comparison with both *realists* and *idealists*. Also, they show more signs of stagnation in their professional development, compared to the group of idealists. It is interesting to mention, although there were no significant differences found between the two intrinsically motivated groups, in terms of *career frustration*, the difference has almost reached the significant level, speaking in favor of *idealists*.

Table 3. Comparison of professional behavior of three clusters – general education teachers

	Comparison of cluster factor scores -t test values-				
Stages	realists (N=83)- opportunists (N=14)	opportunists (N=14)- idealists (N=22)	realists (N=83)- idealists (N=22)		
Induction	1.211	954	.585		
Competency building and enthusiasm	4.655**	-5.448**	-1.526		
Career frustration	583	1.712	1.832		
Stagnation	625	.875	.503		
Career wind-down	-1.283	2.473*	1.285		

^{**} t test is significant at level .01, * t test is significant at level .05

Similar results are obtained for the subsample of special education teachers (Table 4). Those who were attracted to school without any personal motives, only due to the chance to find employment and get a regular salary, are less active in attaining new knowledge, enjoy preparing for the classes and participating in other daily activities less, in comparison to teacher-idealists. Also, there are more indicators of *career frustration* present in this group of teachers, compared to both, *realists* and *idealists*, while the difference is bigger between externally motivated teachers and the teachers who were inspired by the family values and their own affinities (*opportunists* and *idealists*).

Table 4. Comparison of professional behavior of three clusters – special education teachers

	Comparison of cluster factor scores -t test values-				
Stages	realists-(N=61) opportunists (N=8)	opportunists- (N=8) idealists (N=21)	realists (N=61)-idealists (N=21)		
Induction	173	107	393		
Competency building and enthusiasm	1.612	-2.526*	-1.436		
Career frustration	-2.510*	4.025**	1.771		
Stagnation	-1.233	1.771	.929		
Career wind-down	1.041	028	1.421		

^{**} t test is significant at level .01, * t test is significant at level .05

DISCUSSION

The results we have obtained are in line with previous works indicating that the motives integrated in the career choice are significant predictors of job satisfaction, retention, devotion etc. Sortheix and associates found that intrinsic career values constitute an more important contribution to work engagement than other factors, like life and financial circumstances or person-organization fit (Sortheix et al., 2013). Bruinsma and Jansen, and Watt and associates (Bruinsma & Jansen, 2010, Watt et al., 2012) have confirmed that the strength of intrinsic motivation can account for the level of teacher job satisfaction, retention and work motivation.

Since we are already familiar with the significance intrinsic motivation has for the further professional development in the case of teachers, it was interesting to see how this relationship is maintained in certain groups of teachers. Namely, it seems that teachers are rarely motivated solely by one motive, and intrinsic motives are shown to appear simultaneously with both environmental motivation and extrinsic motivation. Namely, the biggest group of teachers (realists) has come to the decision to work in this professional field driven by two forces - their affinities and conditions the job offers. The other group, with slightly higher intrinsic motivation (idealists), estimates that the family values have also played significant role in their decision to become teachers. And, these two groups, in spite of being both authentically motivated to work in the field of education, express somewhat different job attitudes - idealist teachers seem to be less inclined to develop career frustration. Therefore, we conclude that intrinsic motivation does prevent the appearance of career frustration (according to Marušić, 2014), but it has smaller "protective power" if it comes as the result of a reasonable decision, a compromise between a person's aspirations and the actual circumstances, than as a choice inspired by interests and values the individual was raised with. Further on, it is clear that individuals who have chosen this working place exclusively due to extrinsic motives, develop less auspicious characteristics of work behavior, implying that the initial lack of interest for a job can barely be compensated for in the years to come.

It is worth considering the differences that appear in the results obtained in general and special schools. Namely, in both settings the cluster of *opportunists* shows less devoted and enthusiastic behavior, but in general education sector they seem more eager to retire, while in the sector of special education these teachers feel to a higher degree that their job is repulsive and wish to change it, being more predisposed to develop career frustration. So, we can conclude that depending on the working conditions (in this case, general or special education), the factors of initial motivation of professional choice can have different influences on work behavior. In the context of special education, the

lack of authentic, intrinsic motivation to work as a teacher can bring bigger risks of stress and burnout occurrence.

The conclusions we came to have value firstly for teachers themselves, since they imply how initial motivation to become a teacher plays a role in further developments of professional life. This stays especially important for individuals who decide to work in special education. Namely, it has been established that the job of special education teachers is particularly stressful. Novice special education teachers confront different problems in comparison to their colleagues in the general education sector - they feel less prepared, more frustrated, and exhausted (Kilgore & Griffin, 1998). A study conducted on a sample of teachers who work with children with severe emotional and behavioral impairments found that this group of special educators sees their job less rewarding, in comparison with general educators. The authors look for an explanation in many places. The children teachers meet are often suffering from multiple problems of somatic, psychological or educational origins, which makes the situation difficult for the teacher, who usually gets prepared to work with a certain kind of disability. They also need to cooperate with and guide parents, who might have serious difficulties in dealing with the restrictions their child meets (Stempien & Loeb, 2002). Having in mind the developing practice of inclusive education in Serbian schools, we can expect the same risk to occur in the professional lives of teachers who work in inclusive classroom, given that their preparation for working with children with special needs is in any case not substantial.

The sense of self-efficacy is also proved to be related to teachers' attrition. Individuals who perceive that they do make a significant change and influence on the lives of children they are working with, are more inclined to remain at their work place and not to change the teaching profession (Morvant et al., 1995). This is where we face another sensitive spot in the lives of special education teachers, and teachers who work in inclusive classrooms, as well. Namely, teachers might feel unsuccessful, not only due to the actual problems their students have, but also because their own expectations are not realistic. This particularly accounts for newly employed teachers. Therefore, it is very important that teachers are introduced to the capacities and limitations of each child s/he works with, in order to adjust her/his expectations and practice (Stempien & Loeb, 2002, Marušić & Bodroža, 2015). In this way, special educators might overcome the problem of low self-efficacy, by focusing on progress, rather than on failure, i.e. by redefining the meaning of success (Stempien & Loeb, 2002). The same recommendation applies to teachers in the general education sector who confront a variety of problems that children with disabilities might have.

CONCLUSIONS

When the three clusters realists, opportunists and idealists are compared, they show different characteristics in terms of career cycle. These differences tend to appear in different ways in the whole sample and the two subsamples. Namely, if we do not separate general and special teachers we can conclude that motivation plays a significant role for behaviors relevant for competency building and enthusiasm and career frustration stages. But, when the relations of motivation and career cycle are observed on the two subsamples separately, it becomes clear that initial motivation of career choice does not have the same influence in the two educational sectors. For general education, the motives of professional choice seem to differentiate teachers in competency building and enthusiasm and career wind-down stage. But they do not matter for career frustration. However, in the context of special education, career frustration becomes the stage in which the most differences occur. Therefore, we can conclude that the extrinsic motives are more maladaptive if a person makes his/her path through special education, and we can expect from the group of opportunists to encounter the risk of burnout if they find employment in schools for special education rather than if they get employed in the general education sector. Finally, we can conclude that in general education, the intrinsic motivation has stronger stimulating power, differentiating the teachers in the competency building and enthusiasm stages, while in the context of special education, its "protective" power counts more, having more influence on the career frustration stage.

Certainly, it is worth noticing – if an individual has already found himself/herself in a working context he was not attracted to – that it does not necessarily mean that he/she cannot develop affinities and discover his own style of teaching by relying on the strengths and qualities he/she posseses.

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Milica Andevski, PhD, full professor at Faculty of Philosophy University of Novi Sad for constricted scientific area – Pedagogy for Bachelor, Master and PhD degrees. Participating in scientific projects financed by the Ministry of Science, Technology and Development of the Republic of Serbia. Publications: Over 300 scientific papers and 15 monographies.

Nikola Baketa, PhD student at the Faculty of Political Science at the University of Zagreb. Graduated from the Faculty of Political Science at the University of Zagreb with a specialization in Public policy, as well as at the Central European University in 2011 with a specialization in Comparative politics. He is a participant of the international project of the University of Oslo, University of Zagreb and University of Belgrade called "European Integration in higher education and research in the Western Balkans".

Spomenka Budić, PhD, Associate Professor at the Faculty of Philosophy, University of Novi Sad, for constricted area – Pedagogy for BA, MA and PhD degrees. Participating in a number of national and international projects. Bibliography and participation in scientific conferences: 7 monographs and over 140 papers in periodical journals and proceedings of national and international significance. Participated with reports in more than 25 conferences.

Lidija Bukvić, is a special education teacher and a master student at the University of Belgrade – Faculty for Special Education and Rehabilitation. She is the author of more than 30 scientific papers and she participated in more than 10 applied professional projects in the field of promoting positive development and preventing behavioural problems of children and youth.

Ignazia Bartholini, PhD, is a senior researcher of Sociology (tenured professor) at the University of Palermo, Department of "Culture and Society" where she is also an adjunct professor of "Sociology", "Sociology of Deviance" and "Social Policies". Her main scientific interests are the sociology of violence, a field that she helped start in Italy and where she provided a major scientific contributions. In this field, she analyzed the following topics in detail: gender violence (indicators, performance and triadic relationship); memory and social construction of gender identities in Eastern Europe; bullying and deviant behaviour in adolescence.

Janez Drobnič, PhD, assistant professor at the University of Primorska, Faculty of Education, is an established expert in the field of inclusive education, vocational and career guidance, and vocational rehabilitation of persons with special needs. In his career path he has linked theoretical knowledge with practice while counselling, or has

developed operational models, forms and approaches to these persons in education and employment.

Rajka Djević, PhD, has been a research assistant at the Institute for Educational Research since 2005. She studies inclusive education through various projects at the Institute. She is especially focused on examining various participants' in the education process attitudes towards inclusive education, as well as examining social relationships of students with developmental disabilities. She has published several scientific papers and participated at numerous conferences in our country and abroad.

Olivera Gajić, PhD, full professor at Faculty of Philosophy, University of Novi Sad for constricted scientific area – Pedagogy at Bachelor, Master and PhD degree. Engaged as an expert on a few projects of national and international significance. Bibliography and participation in scientific conferences: 10 monographs and over 100 papers in periodical journals. Participated with reports and papers in more than 30 national and international conferences.

Dragana Gundogan received MA degree in Sociology and Social Anthropology at Central European University Budapest, and she is currently a PhD student of sociology at University of Belgrade. She is currently working as a research trainee at the Institute for Educational Research in Belgrade and as a PhD student she is engaged in teaching at Faculty of Philosophy. Main research fields: sociology of education, economic sociology, and political sociology.

Nikoleta Gutvajn, PhD, is a pedagogist, research associate and director of the Institute for Educational Research, Belgrade, Serbia. She studies the identity of unsuccessful students and application of the psychology of personal constructs for improving quality and access to education. Her research approach is based on the contemporary paradigm of qualitative research in education. She has published over 40 scientific papers and participated in numerous international conferences both in our country and abroad. She participated in the realization of several national and international projects in the field of education, as a team manager or a team member.

Tijana Jokić is a researcher in the Centre for Education Policy in Belgrade, Serbia and a PhD student at the Faculty of Philosophy, University in Belgrade, Serbia where she assists in teaching. She has published and participated in a number of national and international projects in the field of inclusive and intercultural education.

Vitomir Jovanović, PhD, is a researcher in the Centre for Education Policy in Belgrade. He obtained his PhD in Educational Psychology, analyzing factors of school progress in PISA tests. He has worked as an assistant in the Department of Psychology, University of Belgrade. He has participated in various educational projects regarding inclusive education, higher education and primary education. He published several research papers and publications and participated in huge number of international conferences.

Olja Jovanović is a research assistant and PhD student at the Faculty of Philosophy, University of Belgrade, where she also assists in teaching. As a researcher she has participated in numerous research projects in the field of educational and social psychology. Her primary research interest lies in examining social barriers to inclusion of marginalized groups, particularly in an educational context.

Vanja Kiswarday, PhD in special needs education, assistant professor of special needs and inclusive education in the Primorska University, Faculty of Education. Her main fields of interest are related to empowering student teachers and teachers to promote inclusive education and fostering resilience and positive educational approaches in inclusive settings.

Isidora Korać, PhD, is a pedagogist, a professor at Preschool Teacher Training and Business Informatics College of Applied Studies, Sremska Mitrovica, Serbia, and an external expert associate of the Institute for Education Quality and Evaluation and the Institute for the Improvement of Education. She is a coordinator and member of task forces of numerous international projects in the field of education. Her interests include the field of school and preschool teachers' professional development, teachers' competences, and aesthetic education.

Tinde Kovač-Cerović, PhD, is assistant professor of Educational Psychology and Education Policy at Belgrade University. She has conducted numerous applied education research studies, and one of her sustained research interest is integration of vulnerable groups into mainstream society. She served as State Secretary (2008-2012) and Assistant Minister (2001-2004) for education in Serbia, where she was leading the reforms in pre-university education, especially focusing on inclusive education and Roma integration. She has been involved in the establishment and first years of operation of the Roma Education Fund.

Biljana Lungulov, PhD, works at the Department of Pedagogy, at the Faculty of Philosophy, University in Novi Sad. Her fields of interest are higher education, quality of education, competencies and learning outcomes, and development of the curriculum. She also works as a researcher on projects of both international and national importance. She has participated in many scientific conferences, published one book and a number of papers in journals and proceedings of papers. She is a member of the Higher Education Reform Expert Team (HERE Team) named by the Ministry of Education, Science and Technological development of the Republic of Serbia.

Vedrana Marković, PhD, has worked at the Music Academy in Cetinje as Assistant Professor since 2009. Her special area of interest is the music education of children with visual impairment. She has published an exercise book for solfeggio classes and around twenty studies. She is a member of committees for the syllabi of Music Culture in primary school and Solfeggio in primary music school.

Milica Marušić, PhD, psychologist and doctor of andragogy, is research associate at the Institute for Educational Research in Belgrade. She obtained her PhD by conducting a comparative research of teachers' education and professional development in Serbia and Greece, as a holder of the scholarship granted by Greek Ministry of Education. She has published 17 papers (two of them referred on the SSCI list), participated in more than 10 conferences and held 5 lectures at different faculties of the University of Belgrade. Her main professional interests are: teacher education, teachers' career cycle and values – structure and hierarchy.

Lidija Miškeljin, PhD of pedagogical sciences, docent for the scientific field of Preschool Pedagogy. Assistent professor in the field of pre-school pedagogy in the undergraduate and postgraduate studies of pedagogy at the Department of Pedagogy and Andragogy of the Faculty of Philosophy University in Belgrade. Main fields of interest are the theory and practice of kindergarten and early childhood education, childhoosd and studies of childhood, action research, and narrative-discursive analysis.

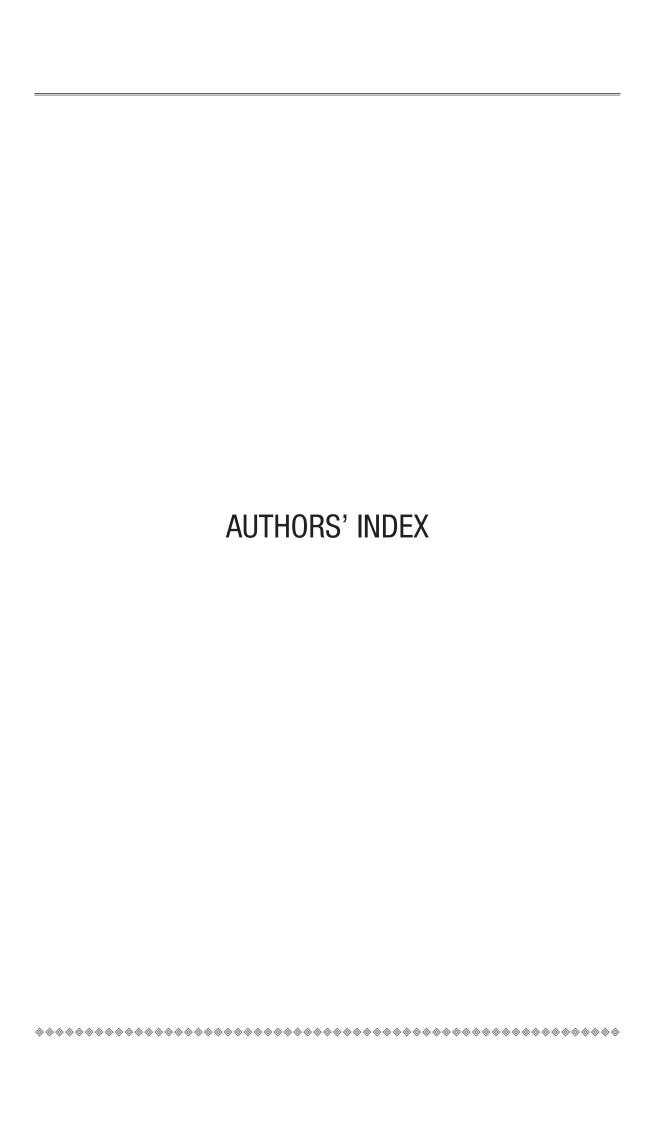
Tatjana Novović, PhD, professor, works at the Faculty of Philosophy in Nikšić, departments of Pedagogy and Preschool Education. She teaches a pedagogical group of courses in these departments. She is Director of Master Studies for Inclusive Education at the Faculty of Philosophy. She was a coordinator of the Tempus Project at the University of Montenegro as well as the project "Monitoring of Preschool Education Reforms in Montenegro". She is the author of numerous articles in national and international journals.

Dragica Pavlović-Babić, PhD, is a senior researcher at the Institute of Psychology, Faculty of Philosophy, Belgrade. She teaches several courses in the Department of Psychology and Faculty of Mathematics in Belgrade. Her area of expertise is quality and equity of education and assessment of academic achievements. She has been coordinating a numerous research projects at national and international level. Since 2001 she has been National Project Manager for the OECD/PISA study. She is the president of the Educational Research Association of Serbia.

Branislava Popović-Ćitić, PhD, is a special pedagogist and an associate professor at the University of Belgrade – Faculty for Special Education and Rehabilitation. She has published more than 150 scientific papers and participated in over 20 research and applied professional projects in the field of promoting positive development and preventing behavioural problems of children and youth.

Tina Štemberger, PhD, is an assistant professor of education research methodology at the Faculty of Education, University of Primorska. Her main research areas are web-based research, combining and integrating of quantitative and qualitative research, creativity in preschool education, inclusive education, school leadership, and teacher professional development.

Milja Vujačić, PhD, is a senior research associate and has worked at the Institute for Educational Research since 2005. She is studying inclusive education, particularly examining the possibilities and limitations of the realization of inclusive education in mainstream schools in Serbia. Within this subject, she pays special attention to the work of teachers, their attitudes and implicit pedagogies. She has published over 30 scientific papers and participated at numerous conferences both in our country and abroad. She also participated in the realization of several national and international projects in the field of education, as a team manager or team member.



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Milja Vujačić

Nowadays inclusive education is seen as a priority field in development of the system of education for children with disabilities. The authors use relevant research materials and apply modern methodology. Each article shows long-term research interest of its author, reflecting their scientific interests and priorities. The edited book can be recommended not only to researches and educators, but also to students, undergraduates, graduate students, who only begin their path in science and in need of expanding research horizons.

Professor Nikolay M. Borytko (from review)

This book as a whole provides information on several countries in the wider Balkan area, for which there is limited relevant information available and communicates both commonalities and diversity. The mission of inclusive education is propelled throughout the entire book and many of the challenges discussed, are of interest of wider readership. It is certainly a useful book for anyone who is interested in inclusive education.

Professor Susana Padeliadu (from review)

The chapters follow the framework of the scientific papers with clear objectives, adequately described methodology of the studies, consist of clear descriptions of results with discussion and conclusions and also include information how results may affect the practice. Reader of the book will also find the review of relevant literature in the field of inclusive education.

Professor Marija Kavkler (from review)

