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**TOWARDS A MORE
EQUITABLE EDUCATION:
FROM RESEARCH TO CHANGE**

BOOK OF PROCEEDINGS

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December 1st, 2023

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TEACHERS' PERSPECTIVES ON CHALLENGES IN INCLUSIVE EDUCATION – A RESEARCH OVERVIEW¹

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Introduction

In 2009, the adoption of the Law on the Fundamentals of the Education System in Serbia established a legal framework for the implementation of inclusive education. Thus, conditions were met for ensuring educational equity and access for all children, including children with developmental disabilities. This legal framework provided a starting point for the practical implementation of inclusive education in which different actors, teachers in particular, face numerous challenges and adopt new roles. Generally, research has shown that during the implementation of inclusive education, teachers face various difficulties that greatly affect their overall attitude towards the process and their success in performing the new roles they are expected to fulfill (Shen et al., 2015). Some of the key problems researchers have highlighted include teachers' insufficient or inadequate preparation for teaching in inclusive settings (Weiss et al., 2018), along with a lack of adequate support at the school and education system levels (Kupper et al., 2020; as cited in Leijen et al., 2021). Teachers tend to struggle with the incongruity between what is expected of them in an inclusive setting and their pre-established understanding of the educational process based on the traditional pedagogical paradigm. Since teachers do not feel sufficiently competent and prepared to adopt a differentiated approach to teaching, what emerges as their greatest concern is how to simultaneously organize joint learning activities for all students in a class (McTighe & Brown, 2005). Insufficient teacher training and a lack of adequate support negatively affect teachers' motivation and lead to various forms of resistance and negative attitudes towards the implementation of inclusive education (Shen et al., 2015).

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Exploring different teacher experiences in the process of implementing inclusive education can aid the development of further activities and the fulfillment of conditions necessary for a quality and efficient inclusive practice at schools. Hence, in this paper, we present the results of an analysis of research conducted in our country after the introduction of inclusive education in regular schools. The aim of the analysis was to gain an insight into teachers' experiences and the challenges they face in the implementation of this process.

Method

In accordance with the research aim, the methodological procedure of systematic literature review was applied (Littell et al., 2008). The review process encompassed scientific journals from the Psychology, Pedagogy, Andragogy, and Special Education sections of the List of Categorized Scientific Journals for 2022 provided by the Ministry of Education, Science, and Technological Development of the Republic of Serbia³. Within 29 journals, a total of 774 issues were analyzed. The selection criteria were as follows: a) original research papers; b) research conducted in Serbia after 2010; c) papers pertaining to inclusive education experiences of subject and class teachers employed at regular primary and secondary schools. The application of these criteria resulted in the selection of 22 papers published in 12 journals from the List, which constituted the material for the analysis (see Appendix). Most of the selected papers were published in the *Pedagogija* journal (6) and *Studies in Teaching and Education* (4).

Analysis Results and Discussion

The analysis of the research presented in the selected papers revealed several key challenges teachers face in the process of implementing inclusive education. First and foremost, in multiple studies, teachers reported a lack of adequate support at the school and education system levels, such as providing the necessary resources, tools, and working conditions, greater availability of defectologists, key actors' team work, and

3 The List of Categorized Scientific Journals for 2022 is available at the following link: <https://prosveta.gov.rs/wp-content/uploads/2022/10/Lista-naucnih-casopisa-domacih-izdavaca-za-2022.pdf>

remedying the shortcomings of the work of interdepartmental commissions (Bogner et al., 2014; Krstić, 2017; Jovanović-Popadić, 2016; Milošević & Maksimović, 2022; Stanisavljević et al., 2013).

Research findings indicate that subject and class teachers are not adequately trained and prepared for the implementation of inclusive education, which negatively affects their competency self-evaluation and readiness to engage in this process (Đorđević & Đorđević, 2014; Jablan et al., 2011; Krstić, 2019; Milačić-Vidojević et al., 2012; Milošević & Maksimović, 2022; Spasenović & Matović, 2015; Stanisavljević et al., 2013). Teachers do not seem to fully understand the concept and essence of inclusion, often reducing this process to designing and formulating individualized education plans (Lazić & Muškinja, 2012). Teachers' insufficient training reduces their capacity to recognize the significance of the application of certain teaching strategies in inclusive education, such as differentiated instruction and individualization (Ilić-Stošović et al., 2014; Milošević & Maksimović, 2022). In some of the selected studies, teachers stated that they were not sufficiently trained for recognizing and identifying students' developmental disabilities in practice (Knežević-Florić et al., 2018; Obradović et al., 2013), devising individualized education plans (Knežević-Florić et al., 2018), and selecting and employing assistive technology in inclusive education (Arsenić et al., 2022).

A study reported on teachers exhibiting anxiety and overwhelming concern as emotional reactions to the challenges and problems they faced in the implementation of inclusive education (Stanković-Đorđević, 2016). In the same vein, other findings indicate that teachers' emotional reactions and attitudes towards students with developmental disabilities depend on the type and severity of students' developmental disabilities (Zobenica & Kolundžija, 2019). What teachers seem to find particularly challenging is working with students with autism and behavioral and emotional functioning difficulties (Ilić-Stošović et al., 2014; Knežević-Florić et al., 2018; Krstić, 2019; Zobenica & Kolundžija, 2019). Hence, teachers tend to support the idea of partial inclusion (Karić et al., 2014) and have a selective approach to accepting students with developmental disabilities. Teachers' insufficient readiness to accept students with developmental disabilities stems from their pre-established, implicit beliefs that are in discord with the contemporary pedagogical paradigm at the core of inclusive education (Vujačić, 2014). It diminishes their readiness and motivation for professional

development in this field (Tančić, 2022) and shapes their beliefs on the benefits of this process for all students in a class (Japundža-Milosavljević et al., 2014), along with their perceptions of social relations between students with developmental disabilities and their peers. Teachers who participated in the analyzed research emphasized that students with developmental disabilities were not equally accepted at school (Stanisavljević, et al., 2013), disrupted the educational process (Japundža-Milosavljević et al., 2014), and required teachers to dedicate a significant portion of their time and attention to them, at the expense of other students in the class (Bogner et al., 2014).

Hence, Serbian teachers' experiences with the implementation of inclusive education align with the experiences of their colleagues in education systems in other countries, having in mind the challenges they most commonly face in this process (McTighe & Brown, 2005; Shen et al., 2015; Weiss et al., 2018). The results of the analysis indicate that the main challenges teachers face in the implementation of inclusive education pertain to a lack of adequate support from their schools and the education system, which has a ripple effect on the teaching practice and causes a myriad of other difficulties teachers face in their work. This lack of support is also reflected in teachers' insufficient training and preparation for working with students with developmental disabilities, due to which teachers feel anxious, insecure, overly concerned, and insufficiently prepared to show full acceptance of all students in a class. Due to the abovementioned challenges, when working with such children, teachers exhibit resistance and a lack of desire to further engage in the process of inclusive education.

Conclusions and Implications

The continuity and persistence of the previously discussed challenges is reflected in the fact that over the analyzed 12-year period, studies consistently reported similar findings. Although the system continuously introduces additional measures aimed at supporting teachers and schools in the implementation of inclusive education, these measures fall short of the mark, since they do not alleviate the perceived problems and challenges teachers face in their practice and do not effect fundamental changes in teachers' fulfillment of their roles in this process. Therefore, the system should ensure that teachers receive not only professional but also emotional and motivational support

through a series of activities that would help improve teachers' competences and fulfill the conditions necessary for the successful implementation of inclusive education.

Keywords: inclusive education, teachers, challenges, research overview, Serbia

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Appendix

Analyzed Papers

- Arsenić, I., Jovanović-Simić, N., & Daničić, Z. (2022). Primena asistivne tehnologije za komunikaciju u edukaciji učenika sa smetnjama u razvoju: samoprocena nastavnog osoblja. *Nastava i vaspitanje, 71*(2), 267–282. <https://doi.org/10.5937/nasvas2202267A>
- Bogner, I., Jablan, B., & Praštalo-Dimitrov, B. (2014). Barijere u inkluzivnom obrazovanju. *Beogradska defektološka škola, 20*(2), 367–379.
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