Editors Nikoleta Gutvajn Milja Vujačić

CHALLENGES AND PERSPECTIVES

OF INCLUSIVE EDUCATION



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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

AN EXAMINATION OF TEACHERS' ATTITUDES TOWARDS INCLUSIVE EDUCATION'

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In theoretical considerations of inclusive education, it is the ethical dimension of this concept and the humane principle of equality springing from the concept of human rights that come to the foreground. That is the reason why the majority of research in this field is focused on examining the attitudes of various educational participants towards this process. Considering the fact that teachers have a key role in the process of including students with developmental disabilities in regular schools, their attitudes have frequently been the subject of research studies, both here and worldwide. Data shows that education policies in the field of inclusive education are successful only when teachers strongly support planned changes and show a positive attitude towards them (Avramidis, Bayliss & Burden, 2000). Bearing in mind research results which signify that negative teachers' attitudes towards inclusive education can present a key barrier to the realization of this process (Glazzard, 2011), examination of their attitudes can identify the required methods of support and sensitization of teachers in this field. Gaining insight into teachers' attitudes towards inclusion and towards children with developmental disabilities is also significant because their attitudes are directly related to other dependent variables regarding teachers and their work in the context of inclusive education. Namely, positive teachers' attitudes are a precondition for a higher level of motivation, commitment and readiness for professional development in this field, which leads to higher quality inclusion of students with disabilities in regular schools (Woodcock, 2013). Surveying teachers' attitudes is also important because their attitudes towards inclusion and towards students with developmental disabilities influence to a great extent the attitudes of other key participants in the education process, especially other students in the class and their parents (Bunch & Valeo, 2004; Djević, 2009; Vujačić, 2010).

¹ 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).

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Examinations on teachers' attitudes towards inclusion are more focused on their general attitude towards this idea, and less towards understanding teachers' attitudes through consideration of their experiences in working with children with developmental disabilities (Cameron, 2014). A dominant methodological approach to studying attitudes mainly implies the use of quantitative methodology. Therefore, teachers' attitudes towards inclusive education are mainly examined by means of various questionnaires in the form of a rating scale, commonly Likert-type scales.

In previous examinations, the influence of different types of variables on teachers' attitudes is taken into consideration: years of service, age and the place where they live and work, gender, previous personal or/and professional experience, teachers' training, self-assessment of efficacy, additional support that has been provided at school, the type and level of disability of the child, conditions at schools, as well as the current education policy. (Agran, Alper & Wehmeyer2002; Avramidis & Norwich, 2002; Djević, 2009; Heung, 2006; Hrnjica & Sretenov, 2003; Kalyva, Gojkovic & Tsakiris, 2007; Lifshitz, Glaubman & Issawi, 2004; Malinen & Savolainen, 2008; Rajović & Jovanović, 2010; Sharma & Sokal, 2015; Suzić, 2008; Vujačić, 2010). Results of previous research studies conducted in our country and worldwide, show that teachers' attitudes towards inclusive education mainly range from neutral to moderately positive. A more detailed insight, through examining the influences of different independent variables on respondents' attitudes, shows inconsistency in teachers' clear commitment to inclusion. Therefore, teachers' attitudes vary to a great extent, depending on the type and level of developmental disability a child displays, and they are more ready to accept children with physical disabilities (Alghazo & Gaad, 2004; Djević, 2009), while they have negative attitudes towards inclusion of children with behavioural disorders (Avramidis et al., 2000; Hrnjica & Sretenov, 2003). Also, teachers' attitudes vary depending on their previous experience of working with children with developmental disabilities, their perceptions of self-efficacy and qualifications for working with these children, as well as the support provided by the school and required conditions (Lambe & Bones, 2007; Suzić, 2008).

This study will analyze the results of research focused on examining teachers' attitudes towards inclusive education. This research, besides frequently studied variables such as gender, years of service, the type of teacher (class teaching or single subject teaching), and previous experience of working with children with developmental disabilities, also examines the relationship between attitudes and teachers' implicit pedagogies, and that is what distinguishes our research from the majority of related research studies in our country, since that relationship has only been examined within one research study so far (Vujačić, 2010). The results of the above-mentioned research say that there is a strong statistical relationship between teachers' implicit pedagogies and their attitudes towards inclusive education. Those teachers whose implicit pedagogies are in accordance with

the contemporary education paradigm have more positive attitudes towards inclusion and vice versa. The starting point of our research is that implicit pedagogies represent "a set of mutually related opinions, attitudes, beliefs, expectations and notions about a child, its development, learning process and its own roles, formed under the influence not only of a teacher's personal characteristics, his or her previous knowledge and experience in teaching practice, but also under the influence of sociocultural context in which the teacher works and lives" (Vujačić, 2010: 170). While examining the correlation of teachers' attitudes towards inclusion and their implicit pedagogies we started from a hypothesis that teachers' attitudes towards inclusion can be influenced by their notions about the child, development, learning and their own roles in the process. In other words, it is assumed that those teachers whose opinions about these phenomena are in accordance with a "new education paradigm" will have more positive attitudes towards inclusion (Joksimović et al., 2012). Unlike the traditional education paradigm based on the idea that teaching is conveying knowledge and that the teacher has a key role in the education process, a "new education paradigm" is based on contemporary notions about learning and development: learning is an interaction, all children can learn and make progress, a student is active in the learning process, it is important to create a stimulating learning environment and respect students' individual characteristics (also).

METHODOLOGY

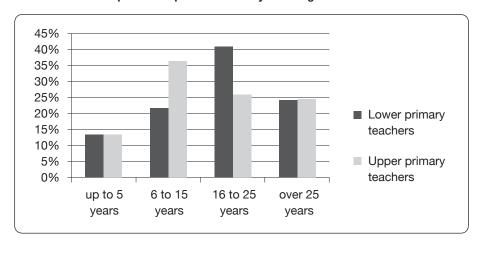
Research goals. The goal of this research was to examinine class and single subject teachers' attitudes toward inclusive education. We were interested in the influence of the following variables on teachers' attitudes towards inclusive education: implicit pedagogy, years of service, gender, the type of teacher (a class or single subject teacher) and previous experience of working with children with developmental disabilities.

Research sample size. A total of 219 teachers from 11 elementary schools in Belgrade participated in this research. Out of that number, 84 were class teachers (38.4%) while the rest were single subject teachers (61.1%). The sample predominantly consists of women (79.9%), while the percent of men is significantly lower (20.1%)/

When it comes to years of service, the majority of class teachers have between 16 and 25 years of service (31.5%), while only a small percent of them have up to 5 years of service (13.3%). The average length of service of all the teachers in the sample is 17 years (M=17.5; SD=9.57). (Graph 1).

Methodology and instruments. In this research a correlation technique has been used and it encompassed six variables: a teacher's attitude towards inclusion, implicit pedagogies, years of service, a teacher's gender, the type of teacher (a class teacher or a single subject teacher) and previous experience of working with children with developmental

disabilities. The attitude towards inclusion was measured by means of a questionnaire consisting of 10 items taken from the instrument used for previously published research (Sretenov, 2000; Vujačić, 2010). The level of agreement of the respondents with each item of the instrument was examined by means of Likert scale ranging between 1 and 5, where 1 indicates the lowest level of agreement ("I strongly disagree") and 5 the highest level of agreement ("I strongly agree"). Teachers' implicit pedagogies were examined by means of a questionnaire created for the purpose of the research conducted by Joksimović et al. (Joksimović et al., 2012). The questionnaire consists of 36 statements by means of which teachers express the level of their agreement on a five-point Likert-type scale, where number 1 signifies the lowest level of agreement ("I strongly disagree") and number 5 the highest level of agreement ("I strongly agree"). The statements in this questionnaire refer to teachers' opinions about teaching, learning process, students' roles, as well as their own roles in the process of education. This rating scale, as a whole, examines whether a "new education paradigm", based on modern notions about a child, teaching, learning process and roles of key actors (students and teachers), had been accepted.



Graph 1. Sample structure by the length of service

Appropriate statistical techniques have been applied, depending on the nature of the analysed variables. Apart from descriptive statistics, the t-test has been used, the linear correlation coefficient (r) as well as the preceding factor analysis and assessment of the instrument reliability.

RESULTS

Internal consistency of the attitude scale towards inclusive education is at a satisfactory level of α =.88. Representativeness of the sample of items used in the research is also at a satisfactory level, (KMO=0.870), which still justifies the favouring of the instrument.

In order to examine the latent structure of the scale, a factor analysis was used, by a method of a principal component analysis with a *varimax*rotation. Two factors were found that account for 61.46% of the variance (Table 1). The first factor saturates six items that talk about the rights of children with developmental disabilities to education in regular schools, benefits of inclusion for teachers and positive effects this process has on children's social development. The second factor contains four items related to difficulties concerning the realization of inclusive education in a real-world context in which teachers work (Table 2). That is why we decided to name the first factor *social and humanistic aspects of inclusive education*, and the second factor *inclusive education practice in real context*.

Table 1. Parameters of two-factor structure of inclusive education attitudes scale

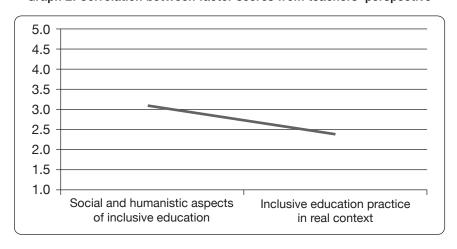
Component	Initial solution			Rotated solution		
	Eigenvalue	Variance percentage	Cummulative percentage of variance	Eigenvalue	Variance percentage	Cummulative percentage of variance
1	4.75	47.49	47.49	3.55	33.55	33.55
2	1.40	13.99	61.47	2.79	27.91	61.46

Table 2. Pattern matrix – attitudes towards inclusion

Motives		Component	
		1	2
1.	I think that inclusion of children with developmental disabilities in regular schools has a positive effect on other children in the class.	.827	
2.	I think that the presence of children with developmental disabilities encourages development of desirable social skills of other children in the class.	.793	
3.	I am satisfied and proud when I have the opportunity to help children with developmental disabilities.	.791	
4.	Children with developmental disabilities have the right to attend regular schools, together with other children.	.697	
5.	I think that the presence of children with developmental disabilities is stimulating for a teacher in the sense of the implementation of new methods that can be useful to all children in the class.	.673	
6.	Children with developmental disabilities can get a successful education and they can develop successfully in regular classes in elementary schools.	.714	
7.	I think that inclusion of children with developmental disabilities in regular schools is unattainable in practice because other children's parents soon find out that their children are neglected.		.848
8.	I think that working with children with disabilities is difficult for teachers.		.884
9.	I doubt that it is possible to organize work in the classroom in a manner that is suitable to both children with developmental disabilities and other children at the same time.		.797
10.	Inclusion of children with developmental disabilities in regular schools is a utopian concept in our context.		.641

^{*} Saturation levels lower than .25 have not been shown

During further analysis we wanted to find out the correlation of the obtained factors and how they were perceived by the respondents. That is why we established two average scores, based on factor analysis, obtained through the average of all values on items that had saturation on a certain factor. Each score, thus, signifies one of the two aspects of teachers' attitudes towards inclusion. As it can be seen in Graph 2, when we observe the first factor where items discussing social and humanistic aspects of inclusive education dominate (rights of children with disabilities to education in regular schools, benefits of inclusion for teachers and positive effects of this process on children's social development), it is noticeable that teachers do not have extreme attitudes. In other words, their answers are mainly around the point 3 ("I can't decide"). But, when it comes to the second factor, where the difficulties of realization of inclusive education in real context are mainly highlighted, teachers on average tend to agree less with the statements that are the basis of this factor. Obtained differences in the perception teachers express are statistically significant (t(218)=12,353, p<.001).



Graph 2. Correlation between factor scores from teachers' perspective

Thus, when teachers are expected to express their agreement with the items regarding social and humanistic aspects of inclusive education, a certain amount of caution is noticeable as well as indecisiveness regarding inclusive education. It is unusual that the majority of teachers expressed their indecisiveness when it came to the right of children with developmental disabilities to attend regular schools, although it could be expected that teachers would agree to a great extent with the statement that the right to education in regular schools is an inalienable right of every child. Still, their prevalent disagreement with the statements that express difficulties in realization of inclusive education in a real gives us room to conclude that the teachers' attitudes are moderately positive, which is also the result of other research studies on teachers' attitudes towards inclusion conducted in our own and neighbouring countries (Borić, 2012; Djević, 2009; Kolić, 2012; Rajović & Jovanović, 2010; Vujačić, 2010).

Further analysis meant establishing a correlation between teachers' attitudes towards inclusive education and variables that were taken into account in this research: teachers' implicit pedagogies, years of service, gender, the type of teacher (a class teacher or a single subject teacher) and previous experience of working with children with developmental disabilities.

When it comes to teachers' implicit pedagogies³, research results show that they are related to attitudes towards inclusive education. The relationship between overall scores toward inclusion and teachers' implicit pedagogies displays a positive correlation. Although this relationship is not strong, it is statistically significant (r=0.394, p<.01). In other words, the closer implicit pedagogies are to a modern educational paradigm, the more positive teachers' attitudes towards inclusion are. This result was obtained in research which was also conducted in our country (Vujačić, 2010). These results can indicate the importance and the need for re-examination of and a deeper insight into teachers' implicit pedagogies, which would lead to creating activities that would support changes, if it is proven that they are still close to the traditional education paradigm. Since attitudes and implicit pedagogies are a complex phenomenon, whose formation is based on influences from various personal and contextual factors, examination and observation of their relationship should imply the use of various research methods which would enable a detailed and deeper insight into the nature of this relationship.

The results show that factor 1 (*social and humanistic aspects of inclusive education*) is negatively correlated with respondents' length of service (r=-.16, *p*<.05). In other words, the more years of service teachers have, the lower scores they get on the factor 1 and vice versa; teachers with fewer years of service get higher scores on the same factor. Thus, teachers with fewer years of service have more positive attitudes towards inclusive education in comparison to their colleagues with more years of service. These results have been confirmed by other research studies (Avramidis & Norwich, 2002; Bhatnagar, 2014). It is possible that changes in the field of inclusive education which have taken place over the past few years, and which partly referred to teachers' initial education, resulted in their better preparedness for this process, which could be related to their more positive attitudes towards inclusion. Lower scores of teachers with more years of service on factor 1 can be interpreted by an assumption that they have had certain negative experiences and difficulties in inclusive education practice so far, which could influence their attitudes towards this process in a less positive way.

We were also interested in whether gender affects teachers' attitudes towards inclusive education. The findings show that attitudes do not differ regarding the respondents' gender, neither when it comes to factor 1 (social and humanistic aspects

Internal consistency of the implicit pedagogies scale (α =.86), as well as the representativeness of sample items (KMO=0.764) are satisfactory.

of inclusive education) nor factor 2 (realization of inclusive education in real context). Similar results were obtained from other research studies in our and neighbouring countries (Djević, 2009; Vukajlović, 2004). There are some rare research studies that show more positive attitudes of male teachers in comparison to the attitudes of their female colleagues (Main & Hammond, 2008; Sharma, Shaukat & Furlonger, 2015). Unlike these findings, the results of many research studies conducted in various countries of the world show that female teachers have more positive attitudes in comparison to attitudes of their male colleagues (Alghazo & Gaad, 2004; Ellins & Porter, 2005; Fokolade & Adeniyi, 2009; Romi & Leyser, 2006; Sharma Forlin & Loreman, 2008; Woodcock, 2011). The results of certain research studies show that on a sample of students (future teachers) the same result was obtained - female students have more positive attitudes towards people from sensitive groups (Avramidis et al., 2000). Also, the results obtained from research studies in which the focus was on examining students' attitudes towards their classmates with developmental disabilities showed that girls had more positive attitudes (Hrnjica & Sretenov, 2003). The results of our research differ from the results of the majority of research studies from around the world which showed that female teachers have more positive attitudes in comparison to attitudes of male teachers. We have no clear and reasonable interpretation of these differences, so it would be interesting and useful that future research studies in our education environment examine in detail the relationship between gender and attitudes towards inclusive education, with a larger sample size.

Also, the results of the research show that there is no statistically significant difference between class teachers and single subject teachers when it comes to attitudes towards inclusion, which was also the result of another research study conducted in our country (Vujačić, 2010). It can be said that this information is unusual if we bear in mind differences regarding initial teacher education, which is to a great extent more substantial in a didactic, methodical, pedagogical and psychological sense when we compare it to initial education of single subject teachers. Also, it could be expected that class teachers are more sensitized toward children with disabilities they work with, bearing in mind the continuity of the relationship and a greater responsibility, since they manage one class on their own. On the other hand, initiatives in the field of inclusive education introduced in recent years, especially when it comes to teachers' professional development, and which also implied a larger offer of seminars from this field and an obligation for professional development of all teachers, could give an explanation for such findings.

Teachers' previous experience of working with children with developmental disabilities did not stand out as a significant variable which affected teachers' attitudes towards inclusive education, which was also the result obtained in some other research studies (Rajović & Jovanović, 2010; Woodcock, 2013). However, the results of numerous research studies show that more intensive contacts with students with developmental

disabilities, as well as the experience of working with them, still influence teachers' attitudes towards inclusion (Avramidis et al., 2000; Avramidis & Norwich, 2002; Koutrouba, Vamvakari & Steliou, 2006; Lambe & Bones, 2007; Yazbeck, McVilly & Parmenter 2004). Actually, findings from these research studies show that the previous experience of working with children with developmental disabilities leads to more positive teachers' attitudes towards inclusive education.

CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

The results of our research show moderately positive teachers' attitudes towards inclusive education. Bearing in mind that teachers' attitudes are one of the key variables that determines the success and quality of the process of inclusion of children with developmental disabilities in regular schools (Avramidis & Norwich, 2002; Forlin, 2010), additional support for teachers within education system and the school itself, which would imply teachers' sensitization to accepting children with developmental disabilities and a proper training for working with this children, has become necessary. An important link in the chain of training teachers for inclusive education can be observed in initial education which, as certain research findings show (Campbell, Gilmore & Cuskelly, 2003), can help to sensitize future teachers and develop positive attitudes towards inclusion. Appropriate training of future teachers during initial education makes them more ready to accept children with developmental disabilities during their professional career (Forlin & Chambers, 2011; Oswald & Swart 2011). On the other hand, if negative attitudes towards inclusion and children with disabilities develop during initial education of future teachers, it is very hard to change them later (Murphy, 2996), which can be a barrier to working with these children during teachers' professional career.

The findings of our research show that teachers with more years of service display more negative attitudes, which means that they need support when it comes to changing their attitudes towards inclusive education in their professional development. On one hand, that would mean additional training of teachers in terms of encouraging and sensitizing them for realization of inclusive education. On the other hand, during professional development teachers should be encouraged towards reflective practices and a re-examination of their opinions about the process of education, which would help them change their attitudes towards children with developmental disabilities.

A significant finding that we have obtained in this research refers to the relationship between teachers' implicit pedagogies and their attitudes towards inclusive education. The results show that teachers' notions about a child, development, learning and roles of teachers in the process of education are an important variable which determines teachers' attitudes towards inclusion. The activities aimed at teachers' preparation for the implementation of inclusive education should also encompass re-examination of their pedagogical beliefs, which would lead to their changing in accordance with modern education concepts. Therefore, teachers' training, both during initial education and during professional development, should provide an adequate corpus of pedagogical and psychological knowledge that is part of a modern education paradigm, and accepting it means laying the foundations for inclusion of children with developmental disabilities in regular schools (Florian, 2009).

In further examination of teachers' attitudes towards inclusion, in order to gain a better insight into their nature, it is necessary to include other variables which to a great extent define teachers' attitudes towards inclusion of children with developmental disabilities in regular schools. It was established that teachers' readiness to accept children with developmental disabilities to a great extent is influenced by the child's type and level of disability (Alghazo & Gaad, 2004; Avramidis et al., 2000), thus in further research it would be useful to analyze the relationship of those two variables with teachers' attitudes towards inclusion. It is particularly important because inclusive education implies the equal rights and acceptance of every child, so any kind of discrimination on the part of teachers, even regarding their attitudes towards children with various developmental disabilities, could indicate shortcomings in implementation of this humane idea in practice.

Since we used quantitative methodology with rating scales for examination of teachers' attitudes towards inclusion in this research, we are aware of its limitations regarding a deeper understanding of this phenomenon. Taking into consideration these limitations, further examinations of teachers' attitudes should encompass various methodological tools and ways of collecting information. The use of qualitative methodology such as focus groups, interviews and systematic observation would enable a deeper insight into teachers' attitudes towards inclusion and their relationship with teaching practice. It is not possible to analyse teachers' attitudes independently of the wider social context in which teachers live and work, nor independently of teachers' attitudes towards education, their job, and social equality, so further research should encompass these segments of analysis. Finally, further research studies of teachers' attitudes towards inclusion in our country could be created to include comparative analysis with neighbouring countries, as is frequently the focus of research studies which examine teachers' attitudes in other parts of the world (Forlin & Chambers, 2011; Sharma et al, 2006; Sharma et al, 2014).

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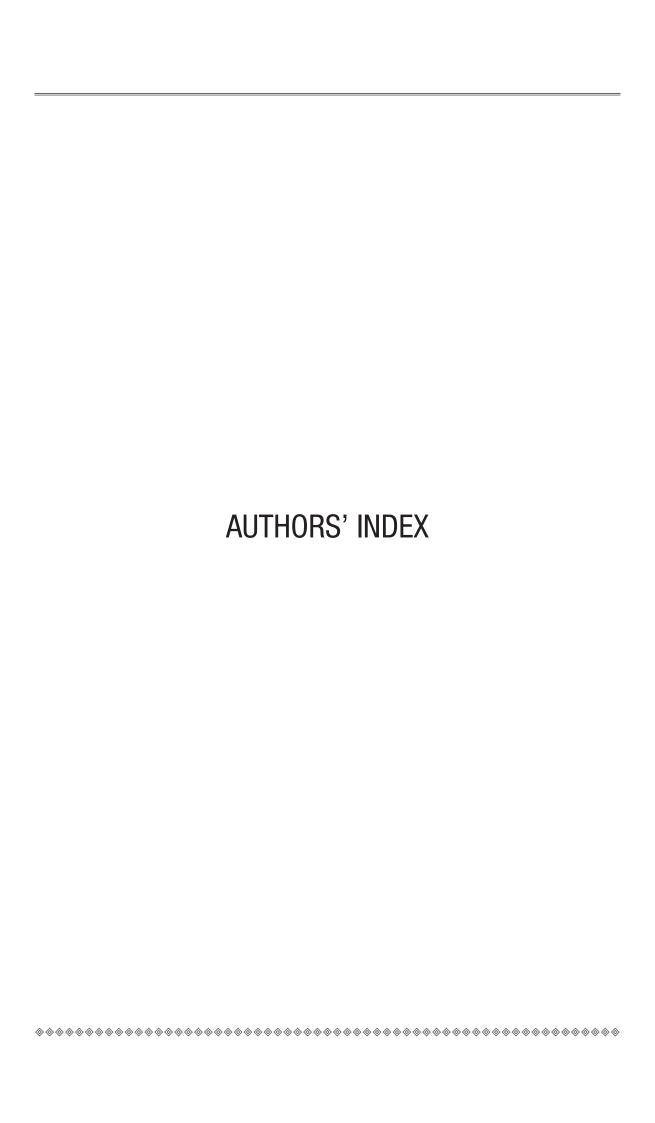
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Milja Vujačić

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)

