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Adapted Physical Education

CLASS TEACHERS', SUBJECT TEACHERS' AND PHYSICAL  
EDUCATION TEACHERS' ATTITUDES TOWARDS INCLUSIVE  
EDUCATION IN PRIMARY SCHOOLS IN SERBIA

Master thesis

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## **Abstract**

Implementation of the children with disabilities into regular educational system is the basic requirement for academic and social integration of these specified children. Teachers are seen as the important key in development and implementation of inclusive education. Previous studies indicate that inclusion affects teachers' attitudes towards teaching students with Special Educational Needs (SEN) therefore this study was conducted with the aim of determining teachers' competences and attitudes towards teaching students having emotional/behavioral disorder, specific learning disability and mental impairment, being included in primary schools in Serbia. Competences and attitudes were examined in class teachers, subject teachers and physical education teachers, all teaching in primary schools. The study involves 96 (N=96) teachers (65 females and 31 males), with the mean age of  $43.8 \pm$  (for female) and  $49.3 \pm$  (for male) from nine regular primary schools of the municipality of Niš. The findings show the teachers' positive view on the process of inclusive education but different attitudes toward specific types of student's disabilities. The need for further clarification and implementation of inclusion is discussed.

**Key words:** inclusive education, teacher's attitudes, students with disabilities, special educational needs (SEN), primary education in Serbia

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**Jméno a příjmení autora:** Milena Vagaja

**Název diplomové práce:** Postoje třídních učitelů, učiteletů teoretických předmětů a učitelů tělesné výchovy k inkluzivnímu vzdělávání na základních školách v Srbsku

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## **Abstrakt**

Zařazení dětí se zdravotním postižením do běžného vzdělávacího systému je základním požadavkem akademické a sociální integrace těchto dětí. Učitelé jsou vnímáni jako důležitý klíč ve vývoji a implementaci inkluzivního vzdělávání. Předchozí studie ukazují, že inkluzi ovlivňuje přístup učitelů ke studentům se speciálními vzdělávacími potřebami (SVP). Proto byla provedena tato studie s cílem stanovit u učitelů kompetence a postoje k výuce studentů s emočními poruchami, poruchami chování, specifickými poruchami učení a mentálními poruchami u dětí, které jsou zařazeny v základních školách v Srbsku. Kompetence a postoje byly zkoumány u třídních učitelů, učitelů teoretických předmětů a učitelů tělesné výchovy, kteří učí na základních školách. Studie zahrnuje 96 (N = 96) učitelů (65 žen a 31 mužů), s průměrným věkem  $43,8 \pm$  (u žen) a  $49,3 \pm$  (u mužů) z devíti základních škol z obce Niš. Výsledky ukazují pozitivní pohled učitelů na proces inkluzivního vzdělávání, ale odlišné postoje vůči konkrétním typům postižení studenta. V práci je pak diskutována potřeba dalšího objasnění a realizace inkluze.

**Klíčová slova:** inkluzivní vzdělávání, postoj učitele, studenti s postižením, speciální vzdělávací potřeby, základní vzdělávání v Srbsku

Souhlasím s půjčováním diplomové práce v rámci knihovních služeb od 1. 9. 2015.

I hereby declare that I have completed this Master thesis independently under the supervision and help of prof. PhDr. Hana Válková, CSc., who adhered to the principles of scientific ethics.

In Olomouc, 30. 6. 2015

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## **1 INTRODUCTION**

Historically, back in the former Yugoslavia, quality public education had an important social role (Pantić & Wubbels, 2010). Teachers' profession had a strong authority and reputation, together with the whole educational system which was on the highest institutional level. Teachers were seen with the respect and trust and as an inseparable part of the successful educational system. During the political conflicts in 1990's, the quality of education started to decrease. Social and material status of teachers was dropping, and the teachers' profession as it was starting to fade. Yet, the effect which was negatively influencing teachers' work and attitude towards work was not just lower salaries, but loss of prestige, which directly impacted teachers' motivation, and therefore the quality of teaching (Pantić & Wubbels, 2010). Then again, later in the post-Yugoslav period, governments were building up the national identity together with the educational system, but there was still a concern in teachers' performing ability.

In early 2000's, Serbia began to open its door for social and educational inclusion. The process of deinstitutionalization and decentralization were greatly helping to facilitate the social inclusion in general. Educational reform started with the independent project developed by the government, but also by the UNICEF, SCF and local NGO's. Still, the system was segregated, including both educational system - divided into two types of public schools (regular and special), and social system, referring to individuals living in isolated residential institutions having none support except the health care. Special school education was organized only for the children with special needs (more precisely, different special schools were existing for specific disabilities - school for children with hearing impairment, school for children having intellectual disability, school for children with visual impairment, etc.). Also, those schools were located only in big cities, therefore the access to basic education for the children with special educational needs (including children from the vulnerable groups) which lived in the poor and/or rural areas was not affordable. This further meant exclusion for those children from the society. A similar issue was referring to children having behavioral disorder and/or learning disability, which were living in urban areas and went to regular schools but were educated without any additional support. Last but not least, the school legislation did not include any additional professional education to general education teachers who were faced to teach students with various types of special educational needs (in further text SEN) in their regular classes, so teacher's competencies

to work with such children were criticized, nonetheless, special educators were trained to work with children with SEN more as a clinical practice than the classroom practice (Rajović, 2008).

Social services reform in Serbia began with an adoption of the “Social welfare developmental strategy” (“Official Gazette of RS”, no. 55/ 2005 i 71/ 2005), which included child care system reform and children’s right (including right to live in the family, both biological and foster). Yet, adoption of the *Law on the foundation of the educational system – LoF*, also known as “ZOSOV” in 2009, is considered as the beginning of the implementation of the inclusive education in Serbia.

To become a society which accepts the inclusion model, i.e., a society in which every individual has equal rights and opportunities, despite individual differences, it is necessary to change attitudes towards people with special needs and disabilities. Inclusion usually involves full participation in the social life of all people, regardless of gender, ethnics, religious and socio-economic background, abilities and health. Inclusive education implies that all the children should receive equal quality education in regular schools. At the same time, this means that schools and kindergartens should adapt to the educational needs of children, not only to educate those children who can comply with the existing educational system. Inclusion principle is based on the respect for everybody’s right to be educated. Every child has the right to a quality education, according to their abilities and skills. Inclusive education provides an opportunity for every child to be a part of the school community so they could be prepared for equal participation in everyday social life as any others. Proponents for inclusion indicate its benefit for students with disabilities stating that the inclusion leads to social and academic goals, better quality of life in the community and at the same time avoids all negative effects caused by the exclusion (Begeny & Martens, 2007). They also believe that professional skills of teachers thrive as a result of teaching in an inclusive environment. Successful inclusion which increases the possibility of establishing social principles based on equality ensures the promotion of harmonious society, but also helps children with „typical development“ (typical population of students) to develop and broaden positive attitudes towards people with disabilities (Milačić-Vidojević, Glumbić, & Đorđević , 2008). In order to create opportunities for children with disabilities and to realize their needs, it is necessary from their early age to include them in the community and to provide the possibility of active participation in all aspects of social life.

The success of inclusion on the preschool and primary school level does not only depend on the people who work with children, i.e. on educators and teachers, but also on children's parents and other children's readiness to cooperate (Avramidis, Bayliss, & Burden, 2000). Yet, since one of the most important factors affecting the successful implementation of inclusive education are the people (teachers) who work with children, it is very important to evaluate their attitudes and to discover the factors which influence their formation and transformation.

The results from this research will present the current teachers' experience and attitude toward the inclusive education of regular primary schools in Serbia. In addition, the study will provide better understanding of an educational system in Serbia, but also will contribute to further research and development of inclusive education in Serbia.

## 2 LITERATURE REVIEW

### 2.1 Terminology

Terminology of the persons with disabilities differs in Serbian and English language because of the different linguistic structures. The term “children with special needs” is taken from the English language but is not entirely suitable for the Serbian speaking. It is not sufficiently clear and precise, and it creates some confusions. In fact, it is used when referring to a child with disabilities, but also to children from marginalized and vulnerable groups (Rapaić, Nedović, Ilić, & Stojković, 2008). Therefore, the terms: a “child with special needs” and “children with disabilities” are not synonymous, because the “children with disabilities” refer to only one group of the children with special needs. The term “children with special needs” is much wider and it contains: *children with disabilities (children with physical, mental or sensory disability); children with behavioral disorders; children with severe chronic illnesses and other sick children on long-term hospitality or on home care; children with emotional disturbances; children from socially, culturally and materially deprived communities; children without parental care; abused children; children disturbed by war, refugee and displaced children; but also gifted children.* Therefore, more practical and acceptable terminology to use is “special educational needs” – also known as the SEN, which describes all of those children who have learning difficulties, which may be due to disability or other adverse circumstances and they require special support and assistance during education. It should also be noted that gifted students (talented children) are recognized and educated under the SEN.

*The Law on Primary Education of the Republic of Serbia* (The Law on Amendments to the Law on Education, 22/2001), (Article 84) defines the children with disabilities as the children with physical and sensory impairments (physical disability, blind, visually impaired, deaf and hearing impairment), then the children with mental disabilities and children with multiple disabilities (with two or more impairments, autism, etc.). The classification of children with disabilities was done according to the criteria of the decisions taken by the Executive Council of the Republic of Serbia in 1986.

## *Definitions*

According to the World Health Organization [WHO], (1980) the *child with disabilities* is a child who has difficulties in development and is unable to achieve or maintain a satisfactory level of health and development or whose health and development can significantly aggravated without additional support or special services in the field of health care, rehabilitation, education, social welfare or other forms of support.

An emotional and behavioral disorder is an emotional disability characterized by an inability to build or maintain satisfactory in the relationships with peers and/or teachers; an inability to learn which cannot be adequately explained by intellectual, sensory or health factors; a consistent or chronic inappropriate type of behavior or feelings under the normal conditions.

According to the American Psychiatric Association (APA, 2013), Specific learning disorder is “diagnosed when there are specific deficits in an individual's ability to perceive or process information efficiently and accurately. The individual's performance of the affected academic skills is well below average for age, or acceptable performance levels are achieved only with extraordinary effort” (pp. 32).

Intellectual disability is characterized by “deficits in general mental abilities, such as reasoning, problem solving, planning, abstract thinking, judgment, academic learning, and learning from experience. The deficits result in impairments of adaptive functioning, such that the individual fails to meet standards of personal independence and social responsibility in one or more aspects of daily life, including communication, social participation, academic or occupational functioning, and personal independence at home or in community settings” (APA, 2013), (pp. 31).

## **2.2 Existing educational system for children with disabilities in Serbia**

The system of education for children with disabilities in Serbia is organized in three basic forms: 1. Special Education in special schools for children with disabilities; 2. Special Education in special classes of regular schools that are composed of students with the same type of disability; 3. Regular Education in the same class with other students (integration) but without full systematic support and adaptation to the special educational needs of students.

Children with disabilities are attending special schools, based on the decision of the Commission for classification of children with disabilities, which assesses the degree and type of disability (Lazor, Marković, & Nikolić, 2008). But, such procedures are largely discriminatory. Teachers in classes are not sufficiently prepared or motivated to work with these groups of children. There are also children with severe and multiple disabilities, permanently put in closed or semi-closed institutional type, with minimal or not at all implemented education and rehabilitation work. An interesting fact is that special schools operate as independent and parallel systems from the regular school system without organized inter-connection/collaboration. For the child who once went into a special educational system it is difficult to switch to regular educational system, while changing from regular educational system into the special educational system is more open procedure (Lazor et al., 2008).

Team of experts for inclusive education - “STIO” (Stručni tim za inkluzivno obrazovanje) promotes and improves the inclusive education in institutions, provides counseling and practical help to employees, parents and students. In this context, most of the activities are carried out by professional service (the pedagogical-psychological services). There is also the Additional support to the child team - “PDP” (Pružanje dodatne podrške detetu) in schools, which is cooperating with the STIO. PDP make educators (class teachers, subject teachers), parents and professional services (i.e. the pedagogical-psychological services). The main role of the PDP team is providing the IEP (Individual Educational Plan) for every student with SEN, work with students and monitoring student’s progress. However, (Stefanović et al., 2013) in certain number of schools in Serbia the STIO and the PDP still do not exist.

IEP is an educational program that is designed to meet the unique needs of the children/students with SEN, which is individualized document. It describes the objectives of accommodation, modification and services which will be provided to a student with SEN. Every student should have their own IEP that will enable the child to achieve maximum of their own potentials. Every student with SEN implemented in regular school, no matter of type of disability (mental impairment, sensory, physical disabilities) has the IEP.

## 2.3 Educational legislation in Serbia

System of education that seeks to quality education for all is to ensure that all children have adequate access to such education (Stefanović et al., 2013), which increases their chances for quality life, regardless of nationality, gender and/or social groups to which they belong. The right to a quality education, as one of the basic human rights, provides basis for building an equitable society.

The *Law on the foundations of the educational system - "ZOSOV"* (Zakon o osnovama sistema obrazovanja i vaspitanja) was adopted by the National Assembly of the Republic of Serbia on 31 of August, in 2009. "ZOSOV" is introducing measures which should contribute to the achievement of equal rights to education and access to education for all citizens of Serbia. Those measures should enable the access to education without discrimination and isolation of children, students and adults from marginalized and vulnerable groups and persons with disabilities.

The legislative framework in Serbia guarantees equal rights and access to quality education for all children. It is important to highlight that Serbia's legislative framework is in line with the international documents and represents basis for equal participation of children in general education. Also, Serbia as a UN member is obliged to apply the conventions and treaties.

The *UN Convention on the Rights of the Child* (UNCRC) (1989), (Resolution 44/25 of the UN General Assembly) is the first international document that deals with children's rights and is of the great importance to inclusive education. Article 23 defines the rights of children with disabilities, including the right to a dignified and decent life, special adequate care and assistance and access to the education system.

The *UN Convention on the Rights of Persons with Disabilities* (CRPD) (2006), (Resolution A/RES/61/106 UN General Assembly) recognizes education as the way of the realization of all human rights and freedom which persons with disabilities have. Article 24 of the Convention specifies the provision of inclusive education as the way of realization of the right to education without discrimination, with the aim of achieving full human potential, enabling participation in society and developing physical and mental capabilities.

*The Law on the foundations of the educational system* (2009) - "ZOSOV" (Article 6) makes it clear that all the children have an equal right to education regardless of their nationality, race, gender, age, wealth physically and mental constitution, impairments and disability, political affiliation. This law regulates the foundations of education; preschool, primary and secondary educational systems; regulates the goals, standards and principles of education; ways of conducting activities and educational programs, and funding and supervision of the operation of educational institutions.

The *Constitution of the Republic of Serbia* ("Official Gazette of RS", no. 98/06) guarantees the right to education. Constitution (Article 1) says that the Republic of Serbia is based on the rule of law and social justice, civil democracy, human and minority rights and freedoms to European principles and values. *Anti-Discrimination Law*, ("Official Gazette of RS", no. 22/09) guarantees the right to education under equal conditions and is fully compliant with European directives.

#### **2.4 Barriers to successful inclusive education in Serbia**

Serbian schools are confronting systematic barriers, such as not having officially adopted concept of inclusive regulations, lack of additional resources available to teachers, followed by the lack of teacher's training, the number of professional associates, school equipment, etc. A large number of schools do not possess adequate didactical materials which teachers should use to adapt the curriculum for students with SEN (specific materials adapted for cognitive, sensoric and physical impairments of students, such as braille, sign language guidelines, alternative communication instruments - stickers, drawings and photographs, computers and customized keyboards, etc...). The issue which should not be ignored is that inclusive education seminars, provided by the Ministry of Education, Science and Technological Development of Republic of Serbia, are not compulsory for the teachers. It should also be noted that the successful inclusion is not possible because of the large number of students in classes, therefore teachers are unable to successfully realize the curriculum when more than one student with SEN is included in one class. In this case, neither personal or class assistant help is provided.

The architectural accessibility requires for all facilities, institutional and residential buildings to be specifically designed and constructed in order to comply with the standards for physical accessibility. It implies to the standardized surface (curb ramps, walking surface),



doors and gates, elevators, entrance and exit approach (ramps), toilet facilities, etc. The existence of the ramp in front of the entrance of the educational institutions (in this case primary schools) in Serbia is present in the majority of schools. However, there are still schools which are not accessible for students with physical disabilities. The reason for this is a very small number of students (almost none) with physical disabilities integrated in the regular educational school system, therefore it is general opinion that ramps are still not needed. Also, a very small number of schools had adapted toilets for students who use wheelchairs. The lack of a parking space in front of the schools for parents and their children using wheelchairs is also one of the issues considered as a problem. Finally, local governments do not have a solution for transportation of students who need moving support to their schools.

## **2.5 Teachers' attitudes toward Inclusive education**

Worldwide, as well as in Serbia, the care of education of the children with disabilities and developmental disabilities has historically passed through several stages - from direct discrimination, rejection and exclusion, through compassionate approach to the final recognition and regulation of education. The main form of education for children with disabilities and developmental disabilities has traditionally been training in special educational institutions, where experts/special education teachers of different profiles were dealing with the rehabilitation treatment and education of children with disabilities and developmental difficulties, apart from the other children. Then, (Borić & Tomić, 2012) society attitude towards people with special needs was changing during the socio-historical development.

The most striking change refers to regular education system access to all the children, regarding their disability, social deprivation, etc. Teachers are faced with the reality to work in inclusive classrooms, including all the challenges that such work entails (Đorđić & Tubić, 2011). One of the most important factors contributing to successful inclusive education is teachers' attitudes towards inclusion (Folsom-Meek & Rizzo, 2002). It is generally acceptable that more training in education and more experience in teaching students with SEN effects on teachers' positive attitudes, which further leads to more positive perception of their own competence when it comes to teaching these students. In the discussion on implementing inclusive education, several authors suggest aspects which are seen to be important in this process, such as training,

resources, legislation and teachers, pointing to teachers as the important key in development and implementation of inclusive education.

De Boer, Pijl, & Minnaert, (2011) conducted a meta-analysis in which they were examining 26 previous studies all related to teachers' attitudes towards inclusive education and the variables which affect social participation of students with special needs in regular schools. The results of the study showed that the majority of teachers were undecided or negative in their beliefs about inclusive education and do not feel competent to educate students with SEN. Further, studies regarding behavioral component showed that teachers hold negative or neutral behavioral intentions towards students with SEN; concluding that review revealed the majority of teachers hold neutral or negative attitudes towards the inclusion of students with special needs in regular primary education.

### **2.5.1 The impact of previous experience on teachers' attitude toward inclusion**

It has been shown that teachers who have worked with children with SEN in an inclusive setting tend to hold more positive attitudes towards inclusion than teachers without relevant experience (Avramidis, Bayliss, & Burden, 2000; LeRoy & Simpson, 1996).

Study from Kurniawati, Minnaert, Mangunsong, & Ahmed, (2012) investigated attitudes of 208 teachers from three special schools, four inclusive schools, and six regular schools. Study found general strong willingness of teachers to include students with SEN into their classes. The questionnaire by which attitudes were measured contained an attitude scales, with disregarded categorization of disabilities. Differences were shown in teachers having special education training, teaching experiences in special education, and having students with SEN in regular classes, resulting that teachers with special education training scored higher than their counterparts without such training. It suggests that group of teachers educating students with SEN were more favorable towards the inclusion compared to the other group of teachers educating without students with SEN in their classroom. A similar finding was also shown for groups of teachers with and without teaching experiences in special education.

Avramidis and Kalyva (2007) were assessing attitudes of 155 teachers from primary education. Ten of thirty schools from which teachers were selected were already operating with inclusive education and were purposely selected, meaning that 25% of teachers already had experience in work with students with SEN, opposite of the other 75% of participants drawn

from other twenty schools which were randomly selected. More than one third of all participants had attended seminars related to special education, as opposed to the majority of teachers (almost 60%) which did not have any professional training. Yet, schools with and without integration unit were very similar in terms of teachers experience and average age of teachers. Study revealed the result showing general positive attitude towards inclusive education.

Rajović & Jovanović (2010) reported that experience in working with children with disabilities has a positive impact on the attitudes of teachers towards inclusion, but also indicating that programs for professional staff development and additional contacts with persons with disabilities are able to improve teacher attitudes toward inclusion. They noted that private experience, which takes place in the context of different degrees of social distance (of a family member, close friends, or just a single meeting with person with disabilities) has positive influence in formation of attitudes toward inclusion. For example, they found that the importance of private experience of forming teachers' attitudes towards inclusion depend on the socio-cultural context. Their investigation took part in Serbia, which was determining whether the previous experience of teachers, both private and professional, with people with disabilities varies in attitudes toward teaching students with disabilities. From the total number of 105 teachers from five elementary schools in Belgrade, 44,2% of them has professional experience in working with students with special needs, while private experience with people with disabilities has 40%. It was concluded that both professional and personal experience are affecting teachers' attitude towards the inclusion, and are resulting positive impact on their attitudes toward inclusion.

However, study from Kalyva, Gojković, & Tsakiris (2007) found generally slightly negative attitudes towards the inclusion of children with special needs, from the overall sample of 72 teachers in twelve Belgrade elementary schools. They noted that not all the teachers with experience in teaching children with special needs hold equally positive attitudes towards inclusion, and it may be probably due to their varying degree of teaching experience, which correlates with their age. Older teachers with many years of teaching experience are often characterized by lack of enthusiasm, fatigue, but also with lack of professional courses attended related to special education, which is further suggesting that younger teachers with less years of teaching experience may have attended more specialized courses that have positively impacted on their attitudes towards inclusion.

### **2.5.2 Attitudes towards different types of students' disabilities**

Regarding teachers' attitudes towards the inclusion of students with specific disabilities, researches have shown that teachers' attitudes differ according to the type of disability. The number of students with emotional/behavioral disorder who are being included into general educational setting is increasing. Teacher's relationships with students having emotional/behavioral disorder (in further text EBD) significantly impact their overall attitudes toward including them into the classes. Avramidis et al. (2000) discovered that teachers identified students with EBD as being the most difficult to serve and cause the most stress in the mainstream classes. He suggests that those who do not fully agree with inclusion are less likely to individualize lesson plans according to student's needs and are less confident when implementing the requirements of individualized education plans. Avramidis and Kalyva (2007) found that teachers have generally more positive view on including students with physical disabilities, mild intellectual disabilities and sensory impairment into their regular classes, but are more skeptical towards teaching students with severe intellectual impairment and emotional/behavioral problems.

It is found that the majority of teachers are not fully receptive to the inclusion education because of not knowing how to differentiate instruction or what kind of support to provide to students with disabilities. It further means that the type and severity of the children's disabilities affect teachers' willingness to accommodate certain students into their classes (Cassady, 2011). She reported that teachers have expressed concerns about having students with autism and emotional/behavioral disorder in their classes because of the student's lack of social skills, behavioral outbursts, modifications made to the curriculum, and lack of training and supports. She came to the conclusion that both autism and EBD in the same class certainly negatively influence teachers' attitude toward educating them. More specifically, students with autism are more acceptable than the children having EBD.

### **2.5.3 Teachers in the Inclusive Physical education classes**

Meegan & MacPhail (2006) focused their research on physical education teachers' (in further text P.E. teachers) attitudes towards specified student's types of SEN. The main goal of the research was based on the problematic of P.E. teachers having lack of knowledge and training on how to include and teach students with various types of SEN in their regular classes. 745 secondary school P.E. teachers were participating in the study, all from the Republic of Ireland. Finding of this study indicates that P.E. teachers were undecided when it comes to teaching students with Specific Learning Disability (in further text SLD), Emotional/Behavioral Disorder (in further text EBD) and Mild Mental Impairment (in further text MMI). Also, teacher attitudes were less favorable about teaching students with Severe Mental Impairment (in further text SMI). The assumption about being no differences in male and female teachers' attitudes towards teaching students with various types of SEN was partly proven in this study. No differences in attitudes between genders were found related to the EBD and MMI groups of students, but were found in SLD and SMI groups; specifically, in both SLD and SMI groups female teachers had higher scores than male teachers for the same groups, respectively.

Đorđić & Tubić (2012) conducted a research related to competences, experience and attitudes toward inclusive P.E. Based on the employment status (number of years working in education) of teachers, the authors came to the results which show that the majority of teachers had the opportunity to be familiarized with people/students with disabilities (61%) from the total number of 132 participants, and 47% of them which have taught students with SEN. Still, only 9.1% of them were participating in the inclusive P.E. seminars. Results also indicate the majority of teachers (58.3%) do not trust their selves when it comes to teaching student with SEN. Yet again, previous teaching experience in working with students with SEN had positive results. Perceived effectiveness of teachers to work in the inclusive P.E. classes, and teachers who attended seminars on the inclusive P.E. was not significantly different in the assessed self-efficacy than those which did not attend such seminars. Study concludes that less than 10% from the total number of teachers attended professional training about the inclusive P.E., and these facts further suggest the necessity of intensive education and empowerment of professional competence of teachers, regarding the inclusive P.E. Nonetheless, it was indicated that P.E. teachers without APE specialists support are able to include students with SEN into their classes

with any negative consequences to the students without SEN (Obrusnikova, Block, & Válková, 2003).

One of the issues which affect successful inclusion but also put the question and interrupt teachers' stance to students with SEN in their regular classes is grading system of those students. When determining student's grades, it is important to determine which criteria to use and how to process it. Based on the results from Duncane & French (1998), educational objectives recommended by P.E. experts are not the basis for grading students with SEN in regular P.E. It was reported that P.E. teachers educating in secondary schools use different standards for grading nondisabled students by putting more emphasize on physical and mental abilities than for students with disabilities. Further, the pressure from colleagues, administrators, or parents can influence teacher's grading criteria, but also showing that pressure to assign higher grades to students with SEN may additionally affect teacher's attitude. Finally, results from their study indicated no differences between female and male P.E. teachers in relation to grading methods toward students with and without SEN in regular education settings.

### 3 THE AIM

#### 3.1 Purpose and rationale of the research

The introduction and implementation of inclusive education require a good analysis of the opportunities and needs related to planning, materials and financial resources, so it is necessary to endeavor the support for children/students with special educational needs. The advent of inclusion has led to an increasing number of students with disabilities being included in general educational settings. Therefore, the purpose of this research is **to determinate the current inclusive educational system in Serbia**, since Serbia is in the process of leveling school legislation. It is necessary to know the current legislative status, the present teachers' knowledge and experience, and school environment in reality.

#### 3.2 Aims

The **main aim** is to *analyze/evaluate* the current teachers' attitudes towards Inclusive education in regular primary schools in general, as well as teachers' perception towards students with different types of SEN (*Emotional/behavioral disorder (EBD)*, *Specific learning disability (SLD)*, *Mild-Moderate mental impairment (MMI)* and *Moderate-Severe mental impairment (SMI)*), separately. The examination is related to class teachers'<sup>1</sup>, subject teachers'<sup>2</sup> and P.E. teachers, educating in general education settings.

The majority of students who are integrated in regular primary education in Serbia are the students with mental disabilities. Considering the nature and extent of the problems which are facing the inclusion of the students with mental disabilities in regular schools and classes, and considering the fact that minority of studies were examining this exact issue, it is necessary to evaluate teacher's experience and attitudes towards those students.

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<sup>1</sup> Class teachers educate in 1-4 grades of primary school, including children aged 7-10.

<sup>2</sup> Subject teachers educate in 5-8 grades of primary school, including children aged 11-14.

The **sub aims** are:

1. To describe the current Serbian legislation related to European inclusive recommendation in school education.
2. To gather, examine and summarize all the necessary information related to present teachers' knowledge and experience toward teaching students with SEN.
3. To formulate recommendation for practice to the Ministry of Education, Science and Technological Development of Republic of Serbia.

### **3.3 Hypotheses**

1. It is assumed that there will be significant statistical *differences between* class teachers', subject teachers' and P.E. teachers' *attitude* toward teaching students with different types of SEN<sup>3</sup>, respectively.

*H1 Assumption:* Some previous studies have found mostly negative attitudes in relation to teaching students with emotional and behavioral disabilities, hearing and/or visual disabilities, an intellectual disabilities (Avramidis et al., 2000; Yuen & Westwood, 2001), in contrast of some previous studies which found positive attitudes towards inclusive education in general (Avramidis & Kalyva, 2007).

2. It is assumed that there will be no significant statistical differences between the *attitudes of female and male teachers* in all three groups of P.E. teachers, class teachers and subject teachers' towards teaching children with different types of SEN<sup>3</sup>, respectively.

*H2 Assumption:* Gender differences were reported in previous studies, indicating less positive attitudes in male teachers than females, but also showing no differences in attitudes between genders (Alghazo and Naggar Gaad, 2004; Parasuram, 2006).

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<sup>3</sup> Attitudes refer to four types of SEN: Emotional/behavioral disorder (EBD), Specific learning disability (SLD), Mild-Moderate mental impairment (MMI) and Moderate-Severe mental impairment (SMI). Attitudes will be studied both separately and in general.



3. It is assumed that there will be significant statistical *difference in attitudes* towards student with different types of SEN<sup>3</sup>, respectively, among P.E. teachers, class teachers and subject teachers who have *previous professional experience in teaching* and/or *participation in adapted physical education/special education courses* and those who have not.

*H3 Assumption:* Based on results from previous studies related to teachers' previous experience, there is positive attitude in teaching students with SEN in teachers having previous experience, but also negative in teachers having none (Gilmore, Campbell, & Cuskelly, 2003; Kalyva et al. 2007).

## 4 METHODS

### 4.1 Participants

The sample of participants of a study group consists 96 teachers (34 class teachers, 32 subject teachers and 30 P.E. teachers), aged 25 to 65. The research intervention took place in Niš, in nine regular elementary schools, located in four regions of Niš and one local village. Niš is the largest city of southern Serbia and the third-largest city in Serbia\_(260,237 inhabitants) (Statistical Office of Republic of Serbia, Belgrade, 2014). Of the number of 100 respondents who were asked to participate in the study, 96 of them (96 %) successfully replied. Table 1 shows the general structure of participants, including types of teachers, number of participants and gender, presented in percentage, and the mean age of participants.

\*Primary education in Serbia is Elementary education which lasts eight (8) years and it is compulsory. At the age of seven (7) children enter the primary school. Primary education is divided into two four-year cycles; first cycle includes grades from 1-4 (classroom teachers education) and the second cycle, grades from 5-8 (subject teachers education) (World Data of Education. 7<sup>th</sup> edition, 2010/11).

**Table 1** The sample of participants: types of teachers, number of participants and gender (%), the mean age

<b>Participants</b>	<b>No. (%)</b>	<b>Mean Age</b>
		Male / Female
Class teachers	35.4%	48.1± / 43.5±
Subject teachers	33.3%	51± / 43.9±
P.E. teachers	31.2%	49± / 44.2±
Male / Female		
<b>Total</b>	<b>32.2% / 67.7%</b>	<b>[49.3± / 43.8±]</b>

## **4.2 Data collection**

### **4.2.1 Instrument**

The original version of the questionnaire used for this study is the **Physical Educators' Attitude Toward Teaching Individuals with Disabilities-III (PEATID-III)**, created by Terry L. Rizzo (1993).

The PEATID-III questionnaire is used to measure P.E. teachers' attitudes towards teaching inclusionary classes. The PEATID-II was originally developed by Rizzo in 1983 (originally known as the PEATH) and has been revised twice (Rizzo, 1986; 1993). Evidence of validity and reliability of the PEATID-III items can be found in Rizzo's (1984) study describing the original PEATH.

The questionnaire includes standardized definitions of four disabilities: emotional behavioral disorder, specific learning disability, mild-moderate mental impairment and moderate-severe mental impairment. The questionnaire does not investigate attitudes toward the inclusion of students with physical disabilities, hearing disabilities and visual impairment.

The PEATID III consists two basic sections. The first section assesses attitude toward teaching students with disabilities in regular classes. The second part of the questionnaire is related to demographic characteristics of the participants, including information about gender, age, academic level, coursework in APE and/or special education, and experience with teaching individuals with disabilities.

#### *Questionnaire modification and pilot verification*

For the purpose of this study, this PEATID-III version was modified for both class teachers and subject teachers. The minimal change was made by exclusion of the “physical education” part from the questionnaire. Instead of “physical education classes”, “regular classes” part is put (see appendix).

The translation was constructed both in Serbian and English languages using standard translation procedures. Two translators were asked to independently translate the English version of PEATID-III into Serbian. After the Serbian version of the questionnaire was made, another two translators were asked to independently translate the Serbian version back into English. After this procedure, the English version of the questionnaire was made. Both versions were compared with the original version of PEATID-III and no factual mistakes were found. For the purpose of this study, the logistical translation of the questionnaire was done.

Reliability test-retest was established on 15 teachers, who received two of the same questionnaires on two occasions, separated by one week (one questionnaire per week). In each case, more than 50% of the answered questions (more than 6 of 12 questions survey has) were the same. Specifically, in 10 of 15 cases, 80% of the answered questions were the same (9 of 12 questions). In the other 5 cases, 60% of the answered questions were the same (7 of 12 questions). Therefore, it was concluded that the Serbian version of the PEATID-III questionnaire is validated and usable for the purpose of this study.

### *Scoring*

The first section of the PEATID-III consists of 12 statements with embedded blanks such as, *Students labeled \_\_\_\_\_ will not be accepted by their nondisabled peers in my regular physical education classes* and *Students labeled \_\_\_\_\_ in my regular classes with nondisabled students will disrupt the harmony of the class*. Under each of the 12 statements, labeled disabling conditions are listed along with a 5-point Likert scale (i.e., 1 =strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree). “Respondents are instructed to insert the appropriate label into the blank when answering a given item. Scale mean scores are based on the sum of item scores for each scale divided by the number of items within the scale so that they are interpreted about the original 5-point Likert scale. To derive proper scale mean scores for negatively phrased statements, the scores were reversed (i.e., 5=strongly disagree, 4=disagree, 3=undecided, 2=agree, 1=strongly agree). “

Referring to the scoring of this questionnaire, we have to mention the difference between Likert type and Likert scale questionnaire, which lays in different construction of the questions, different measurement and conclusion. Likert type uses single questions for which there is no attempt to combine all the responses in order to get the final conclusion. On the other hand, Likert scale uses combination of all responses in order to provide a quantitative measure of a

character or personality trait. Boone & Boone (2012) indicate that Likert scale data are analyzed by parametric statistics, where interval measurement scale and descriptive statistics recommended for interval scale items include the mean for central tendency and standard deviations. Since the PEATID-III questionnaire is based on the Likert scale, data analysis procedures appropriate for interval scale items, important for the results of the study, include one-way ANOVA and *t*-test.

#### **4.2.2 Data analysis**

Descriptive statistics was used to present characteristics of participants, which was expressed in mean, standard deviation and percentages. For comparison of attitudes among the class teachers, subject teachers and P.E teachers, analysis of variance (one-way ANOVA) was used. Significant ANOVA results were followed up by using the Tukey's post hoc test. Scores which show opinions were calculated based on a 5 point-Likert scale. Also, statistical analysis software STATISTICA 12 was used to analyze the data and to determine significant differences between the groups. Differences in groups between gender and experiences were tested by *t*-test for independent samples.

The level of significance was set at .05 for all statistical tests.

#### **4.3 Research process**

##### *Mailing and collecting*

After the approval of school principals, all the surveys, including administration instruction, was given to the school secretary in order to distribute them to participants. All the teachers who agreed to participate in the research were kindly asked to fill in the survey within one week (from two days up to one week) from the day they receive the survey. Completed surveys were then collected by the school secretary and given back to the researcher. All the surveys were printed, and personally given to the secretary of the school. The researcher (me) was responsible for mailing and collecting the data. Daily organization, including when the surveys will be given to the school and will be taken back was depending on the agreement between school secretary and the researcher. The same procedure was done in all nine primary

schools. Of the number of 100 respondents who were asked to participate in the study, 96 of them (96 %) successfully replied.

### *Ethics*

This study was conducted in the Republic of Serbia after the approval by the Ethical Committee of the rector's office of the University of Niš. Participation in the study was voluntary and without any incentives. Information about the aims, objectives and methods of the study was given to the participants before filling in the survey. Data was used anonymous and confidential, and data protection was considered at all times.

## 5 RESULTS

### 5.1 Descriptive characteristics of participants

The sample of the study considers 96 participants, 34 class teachers, 32 subject teachers and 30 P.E. teachers. From the total number of participants, 65 respondents (67.7%) are female teachers and 31 respondents (32.2%) are male teachers included in the study. Demographic data is presented in table 2.

**Table 2** The sample of participants: types of teachers, number of participants, gender and average age

<b>Participants</b>	<b>No.</b>	<b>Mean Age</b>
	Male / Female	Male / Female
Class teachers	7 / 27	$\pm 48.1 / \pm 43.5$
Subject teachers	2 / 30	$\pm 51 / \pm 43.9$
P.E. teachers	22 / 8	$\pm 49 / \pm 44.2$
<b>Total</b>	<b>96 (31 / 65)</b>	<b><math>[\pm 49.3 / \pm 43.8]</math></b>

Considering the age of the participants (the mean value for male  $\pm 49.3$  and the mean value for female  $\pm 43.8$ ) it is concluded that teacher's average experience in general education varies from 15 years to 20 years. The questionnaire further provides information about courses and additional education related to teaching children with special condition. 31 teacher (32.2%) have been attended some of the Adapted Physical Education and/or Special education courses, which are provided by the Ministry of Education, Science and Technological Development of Republic of Serbia.

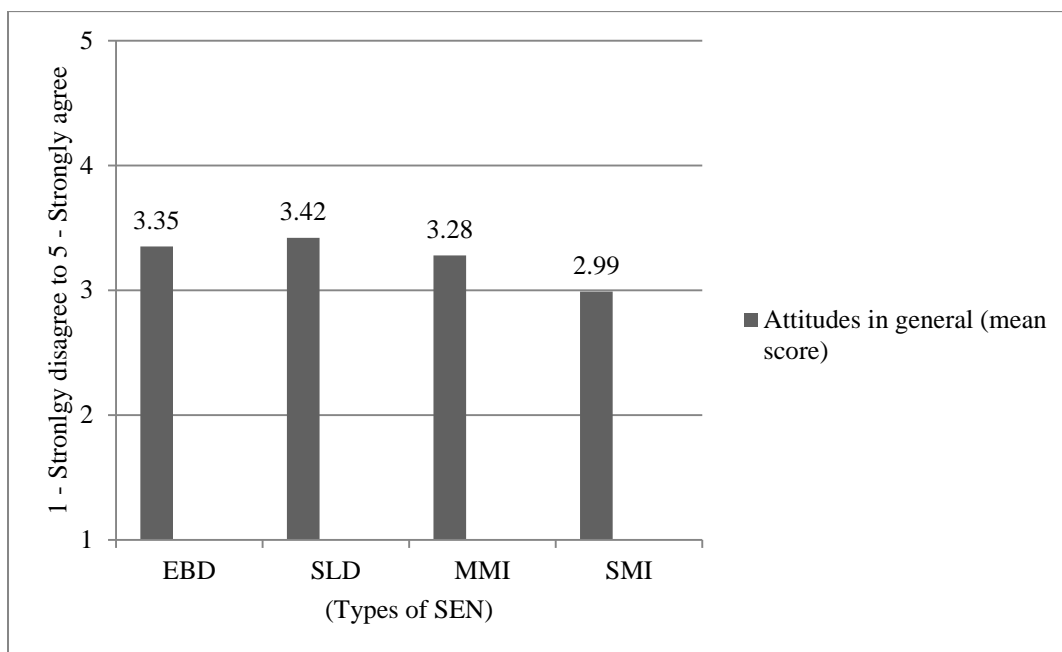
**Table 3** Number of teachers with previous professional and personal experience of the total number of participants

	<b>No. (%)</b>
<b>Professional experience</b>	<b>31 (32.2%)</b>
<b>Personal experience</b>	<b>36 (37.5%)</b>
<b>Total</b>	<b>67 (69.7%)</b>

## 5.2 Teacher's attitudes towards teaching students with emotional/behavioral disorder (EBD), specific learning disability (SLD), mild-moderate mental impairment (MMI) and moderate-severe mental impairment (SMI)

In further text, teachers' attitudes towards EBD, SLD, MMI and SMI are presented separately and respectively. The general result regarding teachers' attitude towards all four types of SEN are shown in figure 1. It is important to mention that all the figures have the scale from 1-5, representing the 5-point of Likert's scale (1 =strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree). Based on this scale, a teacher's attitudes are measured.

Based on the results to general teachers' attitudes, it is found that all the teachers have the most positive attitude towards teaching students with SLD followed by the positive attitudes to EBD while the less positive attitudes are related to teaching students with SMI.

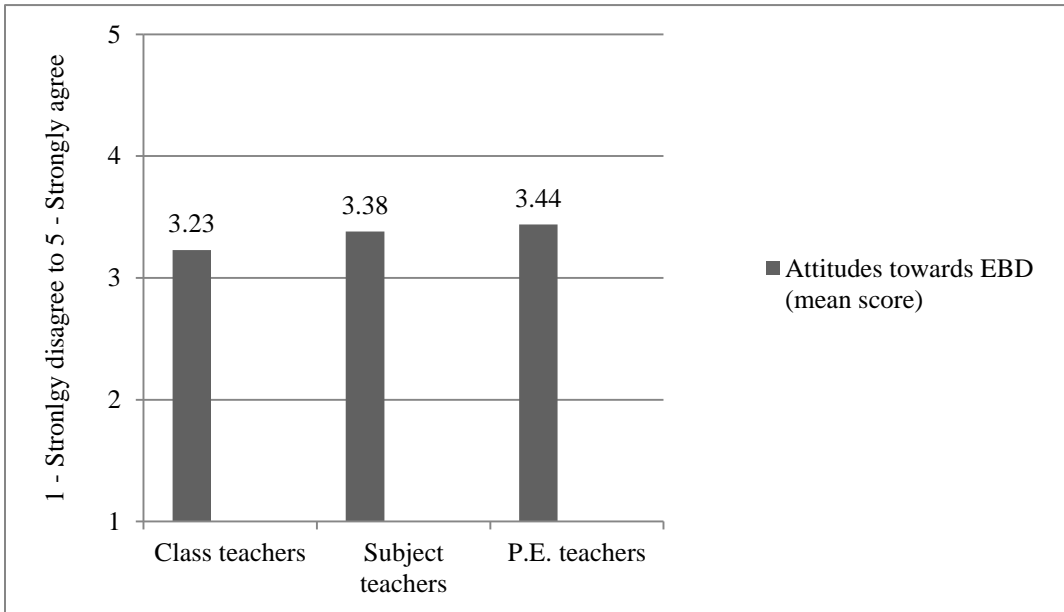


**Figure 1** Teachers attitude toward student with all four types of SEN (Special Educational Needs), respectively

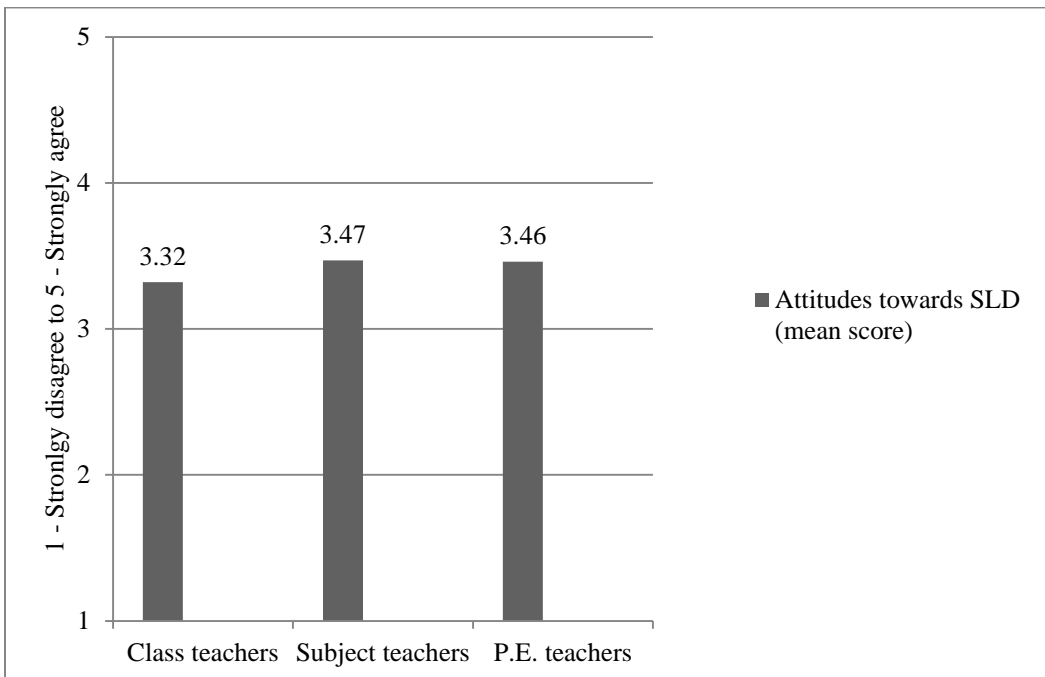
In Figure 2, teachers' attitudes results (teachers are divided in three groups) towards teaching students having EBD show physical educators expressing the most positive attitudes (M=3.44).



The results showing positive attitudes toward teaching students with SLD in subject teachers (M=3.47) and P.E. teachers (M=3.46) are followed by Figure 3.

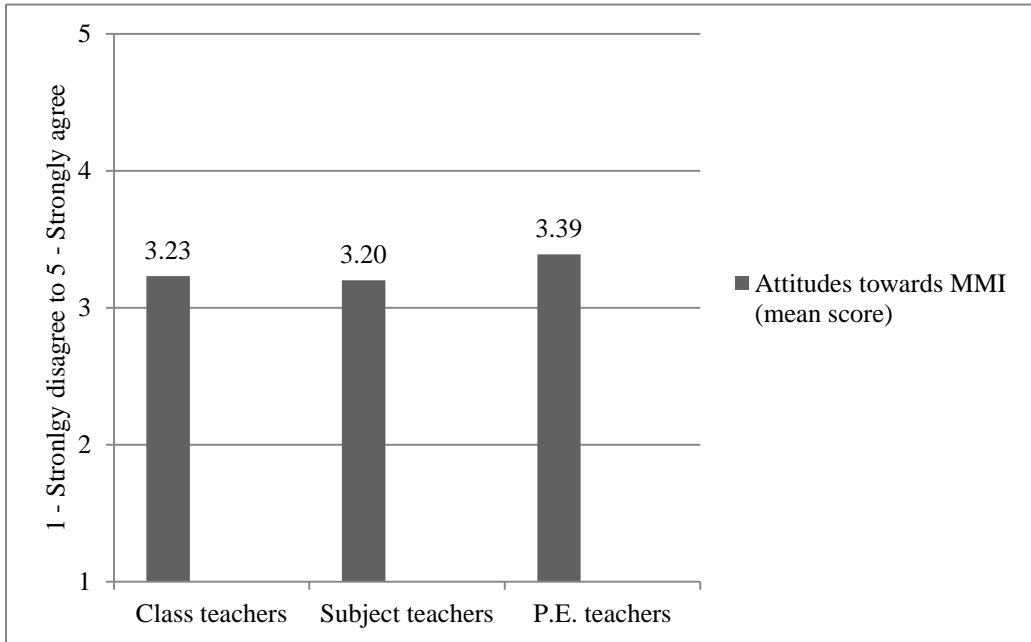


**Figure 2** Teachers attitude toward student with EBD (Emotional/behavioral disorder)

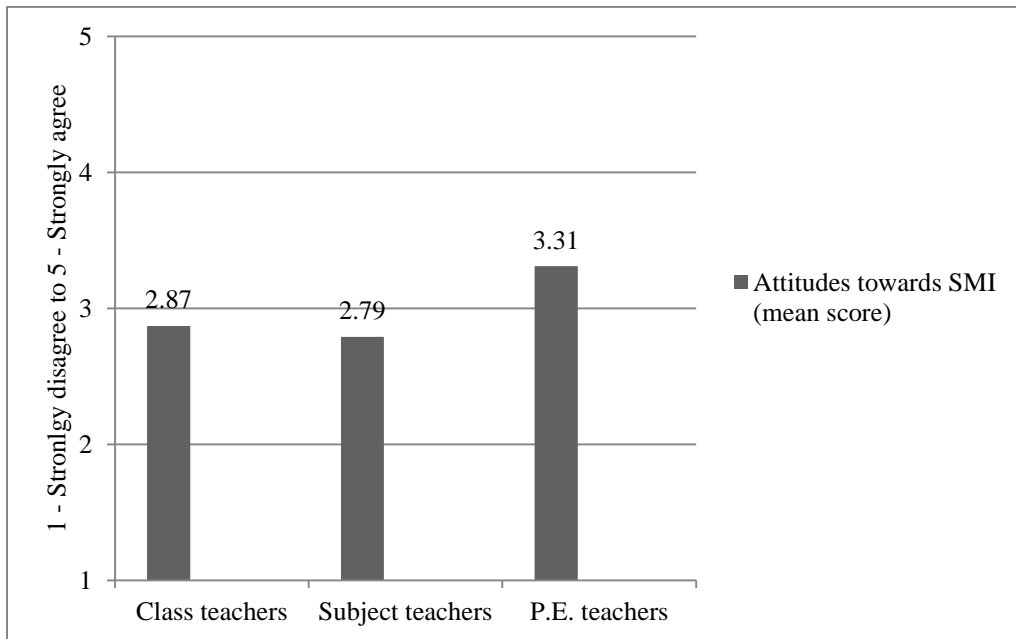


**Figure 3** Teachers attitude toward student with SLD (Specific learning disability)

Responses range between (M=3.39) for P.E teachers to (M=3.20) for subject teachers towards teaching students with MMI (figure 4), while teaching students with SMI in the class has declining interest of positive attitudes (figure 5).



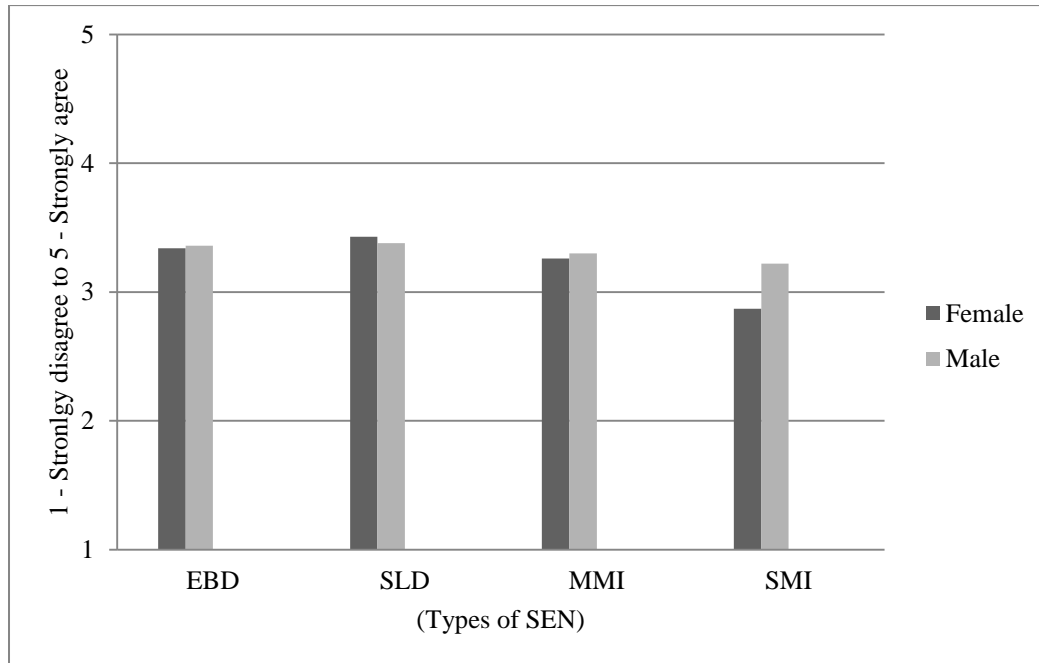
**Figure 4** Teachers attitude toward student with MMI (Mild-Moderate mental impairment)



**Figure 5** Teachers attitude toward student with SMI (Moderate-Severe mental impairment)

### 5.3 Teacher's attitudes between genders

Descriptive data of gender results shows difference between females and males teachers in attitudes towards teaching student having SMI. This suggests that male teachers have more positive scores than female teachers. Gender differences are presented in figure 6.



**Figure 6** Differences in attitudes of female and male teachers in all three groups of teachers related to children with all four types of SEN (Special Educational Needs), respectively.

#### 5.4 The differences in class teacher's, subject teacher's and P.E. teacher's attitudes toward teaching students with SEN

In order to see any significant differences among teachers in all three groups towards students with SEN, one-way ANOVA was used.

Significant statistical differences between teachers' attitude toward teaching students having SLD and MMI was not found, while P.E. teachers were more likely to teach students with EBD than class and subject teacher.

Having significantly different attitude toward teaching students with SMI where confirmed specifically in the relation between class teachers and P.E. teachers ( $p < 0.001$ ) and between subject teachers and P.E. teachers ( $p < 0.001$ ). These results are represented in Table 4.

**Table 4** Teachers' attitude toward student with all four types of SEN (Special Educational Needs)

<b>Total</b>	<b>Class t.</b> Mean (SD)	<b>Subject t.</b> Mean (SD)	<b>P.E.</b> Mean (SD)	<b>Class. /Subj.</b> <i>p</i> value	<b>Class./P.E.</b> <i>p</i> value	<b>Subj./P.E.</b> <i>p</i> value
<b>EBD</b>	3.23 (1.13)	3.38 (1.3)	3.44 (1.08)	0.19	0.04*	0.78
<b>SLD</b>	3.32 (1.10)	3.47 (1.21)	3.46 (0.98)	0.13	0.20	0.98
<b>MMI</b>	3.23 (1.13)	3.20 (1.19)	3.39 (1.05)	0.92	0.13	0.06
<b>SMI</b>	2.80 (1.26)	2.79 (1.3)	3.31 (1.07)	0.57	0.001***	0.001***

Legend: **Class t.** – Primary school class teachers, **Subject t.** – Primary school subject teachers, **P.E.** – Physical education teachers, **EBD** – Emotional/behavioral disorder, **SLD** – Specific learning disability, **MMI** – Mild-Moderate mental impairment, **SMI** - Moderate-Severe mental impairment, **Mean** – average, **SD** – standard deviation, *p*–significance level; \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$ .

### 5.5 Significant differences in teacher's attitudes related to gender

Differences between genders are tested by t-test for independent samples. Results show significant differences between females and males, respectively, in favor of male teachers (showing more positive attitudes) related to SMI group of students. Further differences have not been found.

**Table 5** Differences in attitudes of female and male teachers in all three groups of teachers related to students with all four types of SEN (Special Educational Needs)

<b>Total</b>	<b>Female</b> Mean (SD)	<b>Male</b> Mean (SD)	<b>p</b> value
<b>EBD</b>	3.34 (1.14)	3.36 (1.2)	0.75
<b>SLD</b>	3.43 (1.06)	3.38 (1.13)	0.42
<b>MMI</b>	3.26 (1.13)	3.30 (1.13)	0.59
<b>SMI</b>	2.87 (1.16)	3.22 (1.26)	0.001***

Legend: **EBD** – Emotional/behavioral disorder, **SLD** – Specific learning disability, **MMI** – Mild-Moderate mental impairment, **SMI** - Moderate-Severe mental impairment, **Mean** – average, **SD** – standard deviation, **p** – significance level; \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$ .

### 5.6 Significant differences in attitudes between the teachers having previous experience and teachers having none

No significant statistical differences were found in attitudes toward teaching students with all four types of SEN, respectively, between teachers who have previous experience in teaching, and/or participation in adapted physical education/special education courses and those who have not.

**Table 6** Difference in attitudes in teachers with and without previous experience towards children having all four types of SEN (Special Educational Needs)

Total	With experience	Without experience	<i>p</i> value
	Mean (SD)	Mean (SD)	
<b>EBD</b>	3.35 (1.28)	3.34 (1.12)	0.86
<b>SLD</b>	3.49 (1.17)	3.37 (1.07)	0.07
<b>MMI</b>	3.34 (1.22)	3.23 (1.08)	0.13
<b>SMI</b>	3.01 (1.32)	2.97 (1.19)	0.58

Legend: **EBD** – Emotional/behavioral disorder, **SLD** – Specific learning disability, **MMI** – Mild-Moderate mental impairment, **SMI** - Moderate-Severe mental impairment, **Mean** – average, **SD** – standard deviation, *p* – significance level; \**p*<0.05.

### 5.7 Significant differences in teacher’s attitudes towards teaching students with different type of SEN

Based on the results pertaining to general teachers’ attitudes, it is found that all types of teachers have the most positive attitude towards teaching students with SLD and the less positive towards teaching students with SMI. From the t-test for independent variables, significant difference was found in attitudes between EBD and SMI, between SLD and MMI, between SLD and SMI and between MMI and SMI (Table 7). Non-significant factors are excluded from the table.

**Table 7** Statistical differences of teachers’ attitudes between all four types of SEN (Special Educational Needs)

	Mean (SD)	Mean (SD)	<i>p</i> value
EBD/SMI	3.35 (1.18)	2.99 (1.24)	0.001***
SLD/MMI	3.42 (1.11)	3.28 (1.14)	0.01**
SLD/SMI	3.42 (1.11)	2.99 (1.24)	0.001***
MMI/SMI	3.28 (1.14)	2.99 (1.24)	0.001***

Legend: **EBD** – Emotional/behavioral disorder, **SLD** – Specific learning disability, **MMI** – Mild-Moderate mental impairment, **SMI** - Moderate-Severe mental impairment, **Mean** – average, **SD** – standard deviation, *p* – significance level; \**p*<0.05, \*\**p*< 0.01, \*\*\**p*< 0.001.

## **6 DISCUSSION**

### **6.1 Attitudes towards inclusion in primary schools in Serbia**

The purpose of this study was to evaluate the current teachers' experience and attitudes towards inclusive education in primary schools in Serbia. The study was gathering the information about teachers' attitude toward teaching student having four different types of SEN, including Emotional/behavioral disorder (EBD), Specific learning disability (SLD), Mild-Moderate mental impairment (MMI) and Moderate-Severe mental impairment (SMI), respectively. Differences between attitudes in class teachers, subject teachers and P.E. teachers have also been investigated.

Participants are the teachers educating in primary schools in Niš region (southern-east part of Serbia). Results are indicating more positive attitude towards teaching students with SLD and less positive towards teaching students with SMI, and showing positive attitudes to implementation of students with mental impairment in general. This is on the contrary to Kalyva et al. (2007) study about attitudes of teachers towards inclusion in schools from Belgrade (the capital of Serbia) where teachers have slightly negative attitude. We can notice that back in 2005 opinions were divided, since the „Save the Children“ raport from 2004 has been showing that teachers in Serbia have had a neutral stance. Back then, the inclusion was a new term in Serbia since its implementation was the experimental form since 1998 (Save the Children, 2004). Even teachers have generally positive attitude towards inclusion it doesn't mean that the whole process is the best practice for education of all the children (Scruggs & Mastropiero, 1996; Stoiober, 1998). It is generally accepted that more training in education and more experience in teaching the students with SEN affect teachers' positive attitudes.

### **6.2 Teacher's attitudes toward teaching students with SEN**

In the discussion on implementing the inclusive education, several authors suggest some aspects which are seen to be important in this process, such as additional training, resources, legislation and teachers, which are seen as an important key in development and implementation of inclusive education. The first hypothesis predicted that the significant differences between class teachers', subject teachers' and P.E. teachers' attitudes toward teaching students with different types of SEN, respectively, and both separately as well as in general, will be found. The



first hypothesis was confirmed by indicating the differences in attitudes towards EBD group and SMI group of student.

In order to see significant differences among teachers from all three groups towards students with SEN, one-way ANOVA procedure was used. The results from all three groups of teachers towards teaching students with EBD shows that physical educators express the most positive attitudes, followed by the class and subject teacher ( $M=3.44$ ;  $p<0.04^*$ ). Further, the subject teachers shows the most positive attitudes towards teaching students with SLD ( $M=3.47$ ) followed by the P.E. teachers ( $M=3.46$ ) (expressed by the mean score), but no significant difference has been found. Having significantly positive attitude toward teaching students with SMI where confirmed, specifically in relation between class teachers and P.E. teachers ( $p<0.001$ ) and between subject teachers and P.E. teachers ( $p <0.001$ ).

Turning to the results, regarding teaching students with different needs, P.E teachers attitudes were the most flexible to all types of disabilities. One of the reason why class teachers have less mean value than subject and P.E. teachers toward teaching children with SEN can be explained by the fact that class teacher educate the same children from the first grade to the fourth grade, 4 hours and 5 days per week. Also, barriers that prevent successful inclusion such as large size classes or children with SEN but without assistant can lead to negative attitudes. On the other hand, subject and P.E. teachers meet with the same students once to three times per week for 45 minutes.

Based on the results pertaining to general teachers' attitudes, it is found that all types of teachers have the most positive attitude towards teaching students with SLD and less positive attitudes related to students with SMI. T-test for independent variables found significant difference in attitudes between EBD, SLD and MMI groups, tend to negative attitudes toward teaching SMI ( $p<0.001$ ,  $p<0.001$ ,  $p<0.001$  ), as well between SLD and MMI, in favor to teach students with SLD ( $p<0.01$ ).

Similar to our findings, the stance towards self-efficacy and self-confidence of teachers to students with different type of disabilities is very similar in teachers from the United States and from Europe, mostly having higher attitudes towards teaching students with learning disorders comparing to students with physical disabilities, sensory disabilities and mental retardation (Hodge & Jansma, 2000; Hutzler, Zach & Gafni, 2005). In the research conducted by Đorđić

(2012), the majority of teachers (58.3%) from Vojvodina, the north of Serbia, confessed a lack of self-confidence in teaching children with developmental disabilities. Avramidis and Kalyva (2007) found that teachers have generally more positive view on including students with physical disabilities, mild intellectual disabilities and sensory impairment into their regular classes, but are more skeptical towards teaching students with severe intellectual impairment and emotional/behavioral problems (Cassady, 2011). In this study teachers held more positive attitudes to EBD than severe intellectual impairment ( $p < 0.001$ ).

### **6.3. Gender differences**

The aim of the second hypothesis was to examine and compare gender differences among male and female participants. Higher mean score ( $M=3.48$ ) in females pointed out higher attitudes in teaching children with SLD than males ( $M=3.38$ ), while on the other hand males have better mean value than females in attitudes toward teaching EBD ( $M=3.36$  vs.  $M=3.34$ ) and to MMI ( $M=3.30$  vs.  $M=3.26$ ). Significant statistical difference is noted in attitudes toward teaching student having SMI, in favor of males ( $M= 3.22$ ,  $p < 0.001$ ). By showing the differences between genders, the second hypothesis is disproved. Overall, both male and female teachers showed more positive attitude towards inclusion in general (above 3.0), except the difference related to the SMI group of students, where females had less positive attitude, as already mentioned.

The same findings in females' attitudes toward teaching SLD are confirmed in the paperwork by Megan & MacPhail (2006), but in the contrast to our study, the same author has been found significant differences in SMI in favor to females. Opposite to our findings, there are more positive attitudes among the females, in accordance with previous research related to attitudes towards participation of students with special needs in P.E. classes, summarized by Hutzler (2003). The same findings are confirmed regarding to female P.E. majors where more favorable attitudes toward teaching individuals with disabilities are expressed (Folsom-Meek & Rizzo, 2002). Hodge and Jansma (2000) found no significant differences between experiences in the attitudes of male and female PE majors.

## 6.4 Experiences

Teachers' experience plays an important role in successful implementation of inclusive education in regular schools. Teachers with teaching experience in inclusive classrooms have positive attitudes towards inclusion rather than teachers with no experience (Avramidis et al., 2000). In this study sample, teachers have average experience from 15 to 20 years of teaching in general education. Moreover we studied both teachers professional and personal previous experience with teaching children with SEN. 32.2% of all the teachers participating in this study had professional experience, against 37.5% of those who had personal experience, concluding that from the total number of participants, 69.7% had some experience with students with SEN, including mental disability, physical disability, specific learning disabilities and developmental and behavioral disorder, such as ADHD, Asperger's and Down syndrome, Dyslexia, Dyspraxia, Cerebral palsy, Spinal cord injury, etc. Rajović & Jovanović (2010) investigated the same issue with 105 teachers from Belgrade's primary schools, where 44, 2% of teachers has professional experience in working with students with special needs, while private experience with people with disabilities has 40%. It was concluded that rate of teachers to have some of experience is from 32% till 44% for both professional and personal experience.

However, statistics indicated no significant differences between those who had previous personal or private experience with children with disabilities, and those who had not, meaning that hypothesis three is disproved.

Even our study did not find experience or course as significant factor, various studies highlighted it as crucial for inclusion, by having impact on teachers attitude and self-confidence. For example, LeRoyB & Simpson (1996) have been indicated that the confidence of teachers in the practice and success in inclusion increases with the experience in the education of children with disabilities. Kurniawati et al. (2012) study have been shown differences in teachers having special education training, teaching experiences in special education and having students with SEN in regular classes, resulting that teachers with special education training scored higher than their counterparts without such training. Private experience, which takes place in the context of different degrees of social distance (of a family member, close friends, or just a single meeting with person with disabilities) has positive influence in formation of attitudes toward inclusion as well (Rajović & Jovanović, 2010).

In some schools, if additional free time was found, teachers were willing to talk with me about the current problem related to implementation of children with SEN. Usually, the interview did not last more than 5 minutes, but it was enough for teachers to express their feelings and attitudes. Particular group of respondents feels that professional training they attended, which Ministry of Education, Science and Technological Development of Republic of Serbia provides, is more theoretical and is not much applicable as specific work with children with SEN in reality. The majority of teachers have positive attitude towards the concept of I.E., but less positive when it comes to specific work with children/students, to which they have resistance because of not feeling enough competent to work with them. Some emphasized the reason for having lack of motivation to work with students with SEN is them not being enough paid for the job they are doing with students with SEN included in regular educational system, because it means additional responsible work, more preparation and less leisure time. Other issue teachers pointed out as current, regarding teaching student with SEN in their regular classes it systematic. Barriers to implementing successful inclusive education is lack of resources available to teachers, such as lack of curriculum, lack of equipment in schools related to specific subject they teach, bad time organization, too many children in the classrooms, professional training not being obligatory (not foreseen by the Law), etc.

However, there was a significant group of respondents who see benefits from inclusion, as possibility of socialization for children, not only to children/students with SEN, but also for all the other children from vulnerable and marginalized groups, and also better understanding and correlation between them and typical population of students.

#### *Limitations of the study*

Teacher's motivation to fill in the questionnaire is affecting the general score of the study, therefore it is necessary to ask for participation when all the teachers do not feel tired (for example, at the beginning of the school year or a day) because this is resulting more positive outcome. Also, teacher's age is reflecting the results of the study, meaning that older teachers have less motivation to participate. The study itself has its own limitations regarding to the primary school level in which they teach. Class teachers educate the same students during the school year and often have large size classes, comparing to the subject teachers, which is resulting less positive attitudes in the class teachers than the subject teachers.

### *Recommendations for the future practice*

The review of this study enables to broaden some insights into reform processes and to present recommendations that might be useful for policy makers, inclusive education trainers, future researchers and teachers themselves.

It is necessary:

- to ensure that students with SEN, depending on the type of disability, are included in the pre-school education in order to be better prepared for regular schools;

To develop:

- a procedure transition of children from special schools into mainstream schools;
- guidelines for teachers that will help them to adapt the curriculum for educational needs of all the students and to develop manuals for educators and teachers;
- to provide the training of professional pedagogical supervisors for teachers;
- systems for the exchange of good work models and positive experiences;
- to provide support for parents of children with SEN in terms of their organization and networking and
- to ensure that all the faculties train their students/future teachers, by providing appropriate academic courses related to special education and adapted physical education.

It is important to identify all the factors which can prompt successful inclusive education in Serbia. Future researches should continue to evaluate general educators' attitudes toward the inclusion of the students with different SEN in regular primary schools, in order to better understand the regulations and obstacles teachers meet.

## 7 CONCLUSION

Monitoring of inclusive education implementation into schools in Serbia will enable further creation of network of organizations and institutions that will help successful inclusion in the future. Also, the representation of the implementation of existing, as well as new legal regulations will increase active participation of institutions in inclusive education and contribute to socio-political development. Today, the education in the Republic of Serbia is faced with numerous challenges in scientific, humanistic, social and other developments; with great technological changes, globalization and global mobility. Circumstances which occur in the environment of the Republic of Serbia, especially in the European Union clearly show that the country needs a deliberated, organized and quality development of the education system because it is one of the key conditions for the development of the Republic of Serbia towards the knowledge-based society.

The evidences regarding teachers' attitudes over the inclusive primary education in Serbia, studied in the last 10 years, were changing from the point of showing generally negative attitudes towards inclusion, which might be influenced by the economic crisis in Serbia which were resulting in general dissatisfaction of the educational staff, but also influenced by the lack of support and resources available to teachers, to the point of indicating extremely homogeneous and slightly positive teacher's stance.

Results from this study indicate teachers' having the most positive attitude towards teaching students having specific learning disabilities and less positive towards teaching students having severe mental impairment, but also presenting the overall general positive attitudes to implementation of the students with mental disabilities. It is important to emphasize that the findings of this study, from the sample of nearly 100 teachers, are not generally referring to the views of all the teachers in primary educational institutions in Serbia, but they certainly represent the views of teachers in Niš and its districts.

Effects of inclusive education are not yet fully explored and visible, given the fact that it is still the beginning of the "ZOSOV" application. However, based on previous studies and literature, we can come to the conclusion that all the teachers in the educational institutions in Serbia are not yet ready for the full inclusion, because of the sense of fear of failure, and their lack of preparation for work with children with SEN.

Yet, quality training, good will, but first of all the government assistance, are needed to make inclusive education come to life in Serbia.

## 8 SUMMARY

The inclusion means full participation in the social life of all people, regardless of gender, ethnics, religious and socio-economic background, abilities and health. In order to create opportunities for children with disabilities and to realize their needs, it is necessary from their early age to include them in the community and to provide the possibility of active participation in all aspects of life. Inclusive education implies that all the children should receive equal quality education in regular schools. One of the most important factors affecting the successful implementation of inclusive education are the people who work with children, therefore it is very important to evaluate their attitudes and to discover the factors which influence their formation and transformation.

This study was conducted with the aim of determining teachers' competences and attitudes towards teaching students having emotional/behavioral disorder, specific learning disability and mental impairment, being included in primary schools in Serbia. Competences and attitudes were examined in class teachers, subject teachers and P.E. teachers, all teaching in primary schools. The study involved 96 (N=96) teachers (65 females and 31 males), with the mean age of  $43.8 \pm$  (for female) and  $49.3 \pm$  (for male) from nine regular primary schools of the municipality of Niš.

The results indicate teachers' holding more positive attitude towards teaching students having specific learning disabilities and less positive towards teaching students having severe mental impairment. Finally, the whole study concludes the overall positive attitudes of primary school teachers to the process of inclusion of students with mental disabilities in primary educational settings in Serbia.



## SOUHRN

Inkluze znamená plnou účast na společenském životě všech lidí, bez ohledu na pohlaví, etniku, náboženské či socio-ekonomické zázemí a zdraví. Z důvodu vytvoření příležitostí pro děti se zdravotním postižením a realizování jejich potřeby, je nutné, aby byli od jejich útlého věku zahrnuti do společnosti a aby byla zajištěna možnost aktivní účasti ve všech aspektech života. Inkluzivní vzdělávání znamená, že by se mělo dostat všem dětem rovného a kvalitního vzdělávání v běžných školách. Jedním z nejdůležitějších faktorů ovlivňujících úspěšnou implementaci inkluzivního vzdělávání jsou lidé, kteří pracují s dětmi, a proto je velmi důležité ohodnotit jejich postoje a zjistit faktory, které ovlivňují vznik těchto postojů a jejich transformaci.

Tato studie byla provedena s cílem stanovit u učitelů kompetence a postoje k výuce studentů s emočními poruchami, poruchami chování, specifickými poruchami učení a duševními poruchami u dětí, které jsou zařazeny v základních školách v Srbsku. Kompetence a postoje byly zkoumány u třídních učitelů, učitelů teoretických předmětů a učitelů tělesné výchovy, kteří učí na základních školách. Studie zahrnuje 96 (N = 96) učitelů (65 žen a 31 mužů), s průměrným věkem  $43,8 \pm$  (u žen) a  $49,3 \pm$  (u mužů) z devíti základních škol z obce Niš.

Výsledky ukazují, že nejvíce pozitivní postoj učitelů je k výuce studentů, kteří mají specifické poruchy učení. Postoj učitelů k výuce studentů s vážnou duševní poruchou je již méně pozitivní. Tato práce poukazuje na celkově pozitivní postoje učitelů základních škol k procesu začleňování žáků s mentálním postižením ve všeobecném vzdělávání v Srbsku.

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## 10 APPENDIX

### Appendix 1

the Questionnaire (English – original version for P.E. teachers)

Respected,

my name is Milena Vagaja and I am a postgraduate student at the Faculty of physical culture, at the University of Palackeho in Olomouc (Czech Republic), department of Adapted Physical Activity. My research focus is based on primary school teachers' attitudes towards Inclusive education in Serbia, related to work with students with *emotional/behavioral disorder, specific learning disability, mild-moderate mental impairment and moderate-severe mental impairment* in general educational settings.

This survey has 12 questions which you will have to circle, based on your opinion. The last part of the survey is related to demographics, and you are asked to fill in the gaps.

All of your answers will be treated anonymously and will be used for specified purposes only.

Thank you in advance for completing the survey.

Please do not hesitate to contact me for any additional information.

Milena Vagaja,

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### **Information about the PEATID-III**

The PEATID-III is a revision of the PEATH-II. A minor change was made to specific expressions in the survey. Specifically, the terms "disabling condition" replaced "handicapping condition" and "nondisabled" replaced "nonhandicapped" in the belief statements. The change represents language describing individuals with disabilities and is consistent with current (USA) law and professional practice. Please note this minor change will not affect the validity of the survey because the target behavior, context and time in the belief statements were not altered.

### **Scoring the PEATID-III**

The first portion of the PEATID-III consists of 12 statements with embedded blanks such as, "Teaching students labeled as \_\_\_\_\_ in regular physical education classes with nondisabled students will disrupt the harmony of the class," and "Having to teach students labeled \_\_\_\_\_ in regular physical education classes with nondisabled students places an unfair burden on teachers." Under each of the 12 statements, labeled disabling conditions are listed along with a 5-point Likert scale (i.e., 1 =strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree). Respondents are instructed to mentally insert the appropriate label into the blank when answering a given item. Scale scores are derived from the items, one for each disabling condition and a total score. The labels of disabling conditions and demographics (last page) can be altered to fit individual research needs.

Scale mean scores are based on the sum of item scores for each scale divided by the number of items within the scale so that they are interpreted about the original 5-point Likert scale. To derive proper scale means reverse the scores for negatively phrased statements (5,6,7,8,9,10,11). The second portion of the PEATID-III consists of items about selected demographics.

### **Validity and Reliability of the PEATID-III**

The PEATID-III was originally evaluated for content relevance (Messick, 1989) by a panel of six experts, all of whom had doctoral degrees--four in kinesiology (physical education), one in special education, and one in educational psychology. Four of the six experts were national



scholars and faculty members at a premier mid-west research university in the USA, the fifth was employed by the USA National Institute on Disability and Rehabilitation Services, and the sixth was the director of physical education for a large mid-western urban school district in the USA. The experts were told the purpose of the survey and were asked to review it for face and content validity. They commented on the content of the items, suggested improvements in the wording of certain items, and concluded that the survey had sufficient validity because it adequately sampled the beliefs of physical educators toward teaching individuals with disabilities. Construct validity was supported by factor analysis (Rizzo, 1988). Alpha coefficients (Cronbach, 1951) for the present study based on severe, profound and all PEATID-III items were .89, .91, and .94, respectively. Additional evidence of validity and reliability related to PEATID-III items can be found in Rizzo's (1984) study describing the original PEATH.

## **Physical Educators' Attitude Toward Teaching Individuals with Disabilities-III**

*(PEATID-III)*

Terry L. Rizzo, 1993

### General Directions:

This study contains a series of statements which express beliefs about teaching individuals with disabilities in your regular physical education classes. There are no right or wrong responses. Circle the response that best describes your beliefs about each statement for each disability.

Enclosed is an explanation of four disabling conditions found in the survey to assist you in your response. Read the descriptions carefully before you begin the study. It is important to respond to the statements using only these descriptions.

**DO NOT SKIP ANY QUESTIONS.**

**CIRCLE ONLY ONE RESPONSE PER DISABILITY.**

**ALL RESPONSES WILL BE KEPT CONFIDENTIAL.**

## DESCRIPTIONS OF DISABILITIES

**Emotional/Behavioral Disorder:** The term refers to a condition characterized by one or more of the following behavior clusters: severely deviant disruptive, aggressive or impulsive behaviors, withdrawn or anxious, general pervasive unhappiness, depressed or wide mood swings, delinquency, hyperactivity, social maladjustment, hypersensitivity. It is usually serviced with a behavior management program.

**Specific Learning Disability:** " A specific learning disability is a disorder within the individual which affects learning relative to that individual's potential. The disability interferes with the acquisition, organization, and/or expression of information such as in listening, reading, writing, thinking, and movement. In physical education this student could have difficulty with spacial awareness."

**Mild-Moderate Mentally Impaired:** This student would be considered to have an IQ score in the range of 50 to 80 on standardized intellectual tests. The student will probably develop communication skills and social skills but will lag behind their peers. The student usually can learn vocational and daily living skills but may need guidance and/or assistance in these areas. These students may have difficulty in performing motor skills, and exhibit a short attention span.

**Moderate-Severe Mentally Impaired:** This student would be significantly sub-average in intellectual functioning. They would have an IQ score below 50 on standardized tests. They may or may not be able to verbally communicate. There is little socialization or interaction. They are totally dependent on others for self -care.

Please circle the response which best corresponds to your agreement with each statement and for each labeled disability. Do NOT skip any.

---

**KEY**

**SD=STRONGLY DISAGREE**

**D=DISAGREE**

**U=UNDECIDED**

**A=AGREE**

**SA=STRONGLY AGREE**

---

One advantage of teaching students labeled \_\_\_\_\_ in my regular physical education classes with nondisabled students is that all students will learn to work together toward achieving goals.

- |                                      |    |   |   |   |    |
|--------------------------------------|----|---|---|---|----|
| 1. Emotional/behavioral disorder     | SD | D | U | A | SA |
| 2. Specific learning disability      | SD | D | U | A | SA |
| 3. Mild-moderate mentally impaired   | SD | D | U | A | SA |
| 4. Moderate-severe mentally impaired | SD | D | U | A | SA |

Teaching students labeled \_\_\_\_\_ in my regular physical education classes will motivate nondisabled students to learn to perform motor skills.

- 5. Emotional/behavioral disorder                      SD   D   U   A   SA
- 6. Specific learning disability                        SD   D   U   A   SA
- 7. Mild-moderate mentally impaired                SD   D   U   A   SA
- 8. Moderate-severe mentally impaired             SD   D   U   A   SA

Students labeled \_\_\_\_\_ will learn more rapidly if they are taught in my regular physical education class with nondisabled students.

- 9. Emotional/behavioral disorder                      SD   D   U   A   SA
- 10. Specific learning disability                        SD   D   U   A   SA
- 11. Mild-moderate mentally impaired                SD   D   U   A   SA
- 12. Moderate-severe mentally impaired             SD   D   U   A   SA

Students labeled \_\_\_\_\_ will develop a more favorable self-concept as a result of learning motor skills in my regular physical education class with nondisabled peers.

- 13. Emotional/behavioral disorder                      SD   D   U   A   SA
- 14. Specific learning disability                        SD   D   U   A   SA
- 15. Mild-moderate mentally impaired                SD   D   U   A   SA
- 16. Moderate-severe mentally impaired             SD   D   U   A   SA

Students labeled \_\_\_\_\_ will not be accepted by their nondisabled peers in my regular physical education classes.

- 17. Emotional/behavioral disorder           SD   D   U   A   SA
- 18. Specific learning disability           SD   D   U   A   SA
- 19. Mild-moderate mentally impaired   SD   D   U   A   SA
- 20. Moderate-severe mentally impaired   SD   D   U   A   SA

Students labeled \_\_\_\_\_ in my regular physical education classes with nondisabled students will disrupt the harmony of the class.

- 21. Emotional/behavioral disorder           SD   D   U   A   SA
- 22. Specific learning disability           SD   D   U   A   SA
- 23. Mild-moderate mentally impaired   SD   D   U   A   SA
- 24. Moderate-severe mentally impaired   SD   D   U   A   SA

Having to teach students labeled \_\_\_\_\_ in my regular physical education classes with nondisabled students places an unfair burden on teachers.

- 25. Emotional/behavioral disorder           SD   D   U   A   SA
- 26. Specific learning disability           SD   D   U   A   SA
- 27. Mild-moderate mentally impaired   SD   D   U   A   SA
- 28. Moderate-severe mentally impaired   SD   D   U   A   SA

As a physical education teacher, I will not have sufficient training necessary to teach students labeled \_\_\_\_\_ with nondisabled students in my regular physical education classes.

- 29. Emotional/behavioral disorder           SD   D   U   A   SA
- 30. Specific learning disability           SD   D   U   A   SA
- 31. Mild-moderate mentally impaired   SD   D   U   A   SA
- 32. Moderate-severe mentally impaired   SD   D   U   A   SA

Teaching students labeled \_\_\_\_\_ in my regular physical education classes with nondisabled students will mean more work for me.

- 33. Emotional/behavioral disorder           SD   D   U   A   SA
- 34. Specific learning disability           SD   D   U   A   SA
- 35. Mild-moderate mentally impaired   SD   D   U   A   SA
- 36. Moderate-severe mentally impaired   SD   D   U   A   SA

Students labeled \_\_\_\_\_ should not be taught in my regular physical education classes with nondisabled students because they will require too much of my time.

- 37. Emotional/behavioral disorder           SD   D   U   A   SA
- 38. Specific learning disability           SD   D   U   A   SA
- 39. Mild-moderate mentally impaired   SD   D   U   A   SA
- 40. Moderate-severe mentally impaired   SD   D   U   A   SA

As a physical education teacher, I need more course work and training before I will feel comfortable teaching physical education classes with students labeled \_\_\_\_\_ with nondisabled students.

41. Emotional/behavioral disorder           SD   D   U   A   SA

42. Specific learning disability           SD   D   U   A   SA

43. Mild-moderate mentally impaired   SD   D   U   A   SA

44. Moderate-severe mentally impaired   SD   D   U   A   SA

Students labeled \_\_\_\_\_ should be taught with nondisabled students in my regular physical education classes whenever possible.

45. Emotional/behavioral disorder           SD   D   U   A   SA

46. Specific learning disability           SD   D   U   A   SA

47. Mild-moderate mentally impaired   SD   D   U   A   SA

48. Moderate-severe mentally impaired   SD   D   U   A   SA

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A FEW FINAL QUESTIONS ABOUT YOURSELF

Identify your gender.      Female \_\_\_\_\_      Male \_\_\_\_\_

What is your age?      \_\_\_\_\_

Have you taken any Adapted Physical Education courses?

Undergraduate?      Yes \_\_\_\_\_      No \_\_\_\_\_      If so, how many courses? \_\_\_\_\_

Graduate?      Yes \_\_\_\_\_      No \_\_\_\_\_      If so, how many courses? \_\_\_\_\_

Have you taken any Special Education courses?

Undergraduate?      Yes \_\_\_\_\_      No \_\_\_\_\_      If so, how many courses? \_\_\_\_\_

Graduate?      Yes \_\_\_\_\_      No \_\_\_\_\_      If so, how many courses? \_\_\_\_\_

If you have been around or worked with individuals with disabilities, what disability (ies) did the have?

THANK YOU FOR YOUR HELP AND COOPERATION!

## Appendix 2

the Questionnaire (Serbian version for P.E. teachers)

Poštovani/na,

moje ime je Milena Vagaja i studentka sam Fakulteta fizičke kulture na Univerzitetu Palackeho u Olomoucu (Češka Republika), na departmentu Adaptivnog fizičkog vaspitanja. Fokus mog master istraživanja je usmeren ka ispitivanju stavova nastavnika osnovnih škola prema Inkluzivnom obrazovanju u Srbiji, koji se konkretno odnosi na rad sa učenicima sa emocionalno/bihejvioralnim poremećajem, specifičnim poremećajima u učenju, blago-umerenoj i umereno-teškoj mentalnoj zaostalosti.

Ovaj upitnik se sastoji od 12 pitanja koja biste morali da zaokružite, na osnovu Vašeg mišljenja. Poslednji deo upitnika se odnosi na demografiju, te Vas molim da popunite praznine.

Svi Vaši odgovori će biti anonimni i koristiće se samo u navedene svrhe.

Molim, ne oklevajte da me kontaktirate za sve dodatne informacije.

Unapred zahvalna.

Milena Vagaja,

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## **Informacija o PEATID-III**

(Physical Educators' Attitude toward Teaching Individuals with Disabilities III)

PEATID-III je revizija PEATH-2. Načinjena je minimalna izmena specifičnih izraza u anketi. Konkretno, izraz „stanje ometenosti“ upotrebljen je umesto termina „stanje hendikepa“, a umesto „ne-hendikepa“ stoji „neometenost“ u rečenicama o uverenjima. Izmjena predstavlja jezik koji opisuje pojedince sa smetnjama u razvoju i u skladu je sa važećim (SAD) zakonom i profesionalnom praksom. Molimo Vas da imate u vidu da ova minimalna izmena neće uticati na verodostojnost ankete jer ciljno ponašanje, kontekst i vreme u rečenicama o ubedenjima nisu izmenjeni.

### **Sabiranje rezultata PEATID-III**

Prvi deo PEATID-III sastoji se od 12 izjava sa umetnutim prazninama kao što su, „Podučavanje učenika označenih kao \_\_\_\_\_ na redovnim časovima fizičkog vaspitanja zajedno sa neometenim učenicima narušice harmoniju časa,“ i „Obaveza da predaju učenicima označenim kao \_\_\_\_\_ na redovim časovima fizičkog vaspitanja zajedno sa neometenim učenicima predstavlja nepravedan teret za nastavnike.“ Ispod svake od 12 izjava, označeni uslovi ometenosti su nabrojani zajedno sa Likertovom skalom od 5 poena (npr. 1= uopšte se ne slažem, 2= ne slažem se, 3= neodlučan sam, 4= slažem se, 5= potpuno se slažem). Anketirani su upućeni da pretpostave i ubace odgovarajuću oznaku u prazninu kada odgovaraju na datu stavku. Rezultati skale proističu iz stavki, po jedan za svaki uslov ometenosti i ukupni rezultat. Oznake uslova ometenosti i demografskih uslova (poslednja stranica) mogu se izmeniti da bi se prilagodili individualnim potrebama istraživanja. Međuzbir skala zasniva se na zbiru bodovanih stavki za svaku skalu podeljenim sa brojem stavki u okviru skale, tako da odgovaraju originalnoj petobodnoj Likertovoj skali. Da bi se izvela odgovarajuća skala, treba preokrenuti rezultate za negativno sročene izjave (5, 6, 7, 8, 9, 10, 11). Drugi deo PEATID-III sastoji se od stavki o odabranim demografskim uslovima.

### **Verodostojnost i pouzdanost PEATID-III**

Procenu PEATID-III na osnovu relevantnosti sadržaja (Mesik, 1975.) izvršila je grupa od 6 eksperata od kojih su svi imali doktorske diplome, četvorica iz oblasti kineziologije (fizičko vaspitanje), jedan iz oblasti specijalnog vaspitanja i jedan iz oblasti edukativne psihologije. Četvorica od šest eksperata bili su nacionalni akademici i članovi fakulteta na vodećem istraživačkom institutu na Srednjem zapadu SAD-a, peti je bio upošljen u SAD Nacionalnom institutu u službi za ometenost i rehabilitaciju, a šesti je bio direktor za fizičko vaspitanje u velikoj srednjepozapadnoj urbanoj školskoj oblasti u SAD. Stručnjacima su ukazali na cilj ankete i zamolili ih da izvrše reviziju po pitanju verodostojnosti sadržaja. Oni su

kometnarisali sadržaj stavki, predložili poboljšanja u formulisanju određenih stavki i zaključili da je anketa verodostojna jer adekvatno prikazuje ubedenja nastavnika fizičkog vaspitanja po pitanju podučavanja pojedinaca sa smetnjama u razvoju. Konstruktivna verodostojnost podržana je analizom faktora (Rizo, 1988.). Alfa koeficijenti (Kronbah, 1951.) za sadašnju studiju zasnovani na ozbiljnim, temeljnim i svim PEATID-III stavkama bili su 89, 91 i 94. Dodatni podaci o verodostojnosti i pouzdanosti po pitanju PEATID-III stavki mogu se pronaći u Rizovoj studiji (1984.) koja opisuje originalni PEATH.

### **Stav nastavnika fizičkog vaspitanja prema podučavanju osoba sa smetnjama u razvoju III (PEATID-III)**

Teri L. Rizo, 1993.

Opšte smernice:

Ova studija sadrži niz izjava koje izražavaju uverenja o podučavanju osoba sa smetnjama u razvoju na Vašim redovnim časovima fizičkog vaspitanja. Ne postoje tačni i netačni odgovori. Zaokružite odgovor koji najbolje opisuje Vaša uverenja o svakoj izjavi za svaku vrstu ometenosti.

U prilogu su objašnjenja 4 stanja ometenosti u razvoju koja se nalaze u anketi u cilju da Vam pomognu u odgovoru. Pročitajte opise pažljivo pre nego počnete sa popunjavanjem. Važno je da odgovorite na izjave koristeći jedino ove opise.

**NE PRESKAČITE NIJEDNO PITANJE;**

**ZAOKRUŽITE SAMO JEDAN ODGOVOR ZA JEDNU VRSTU OMETENOSTI;**

**SVI ODGOVORI ĆE BITI STROGO POVERLJIVI;**

## Opis vrsta ometenosti

**Emocionalno/bihejvioralni poremećaj** - termin se odnosi na stanje koje karakteriše jedna ili više od sledećih bihejvioralnih grupa: snažno devijantno disruptivno, agresivno ili impulsivno ponašanje, povučenost ili anksioznost, opšteprožimajuće osećanje nesreće, depresivno ili promenljivo raspoloženje, delikvencija, hiperaktivnost, društvena neprilagođenost, hipersenzitivnost. Obično se tretira kroz program bihejvioralnog menadžmenta.

**Specifični poremećaj u učenju** - je poremećaj ličnosti koji utiče na učenje relevantno za potencijal te ličnosti. Poremećaj se odnosi na usvajanje, organizaciju i/ili izražavanje informacija kao što su slušanje, čitanje, pisanje, razmišljanje i kretanje. U fizičkom vaspitanju takav učenik može imati poteškoće sa poimanjem prostora.

**Blaga/umerena mentalna zaostalost** - smatra se da ovakav učenik ima IQ u rasponu od 50 do 80 na standardizovanim testovima inteligencije. Učenik će verovatno razviti veštinu komunikacije i društvene veštine ali će zaostajati za svojim vršnjacima. Ovakav učenik obično može da nauči vokacione i svakodnevnne životne veštine ali mu može biti potrebno vođenje i/ili asistencija u ovim oblastima. Ovakvi učenici mogu imati poteškoća u motoričkim veštinama i ispoljiti kratak raspon pažnje.

**Umerena/teška mentalna zaostalost** - ovakvi učenici bili bi znatno ispod proseka u intelektualnom funkcionisanju. Oni bi imali IQ ispod 50 na standardizovanim testovima. Oni mogu ili ne mogu biti sposobni za verbalnu komunikaciju. Postoji veoma mala socijalizacija ili interakcija. Po pitanju brige o sebi u potpunosti zavise od drugih.

Molimo, zaokružite odgovor koji najbolje odgovara Vašem stavu po pitanju svake izjave i za svaku označenu vrstu ometenosti.

---

## KLJUČ

**1= UOPŠTE SE NE SLAŽEM**

**2= NE SLAŽEM SE**

**3= NEODLUČAN SAM**

**4= SLAŽEM SE**

**5= POTPUNO SE SLAŽEM**

---

Jedna od prednosti u podučavanju učenika sa \_\_\_\_\_ na mojim redovnim časovima fizičkog vaspitanja zajedno sa neometenim učenicima je što će svi učenici naučiti da rade zajedno na ostvarenju ciljeva.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1) Emocionalno/bihejvioralni poremećaj | 1 | 2 | 3 | 4 | 5 |
| 2) Specifični poremećaj u učenju       | 1 | 2 | 3 | 4 | 5 |
| 3) Blaga/umerena mentalna zaostalost   | 1 | 2 | 3 | 4 | 5 |
| 4) Umerena/teška mentalna zaostalost   | 1 | 2 | 3 | 4 | 5 |

Podučavanje učenika sa \_\_\_\_\_ na mojim redovnim časovima fizičkog vaspitanja motivisaće neometene učenike da nauče kako da obavljaju motoričke veštine.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 5) Emocionalno/bihejvioralni poremećaj | 1 | 2 | 3 | 4 | 5 |
| 6) Specifični poremećaj u učenju       | 1 | 2 | 3 | 4 | 5 |
| 7) Blaga/umerena mentalna zaostalost   | 1 | 2 | 3 | 4 | 5 |
| 8) Umerena/teška mentalna zaostalost   | 1 | 2 | 3 | 4 | 5 |

Učenici sa \_\_\_\_\_ učiće brže ako ih podučavam na svojim redovnim časovima fizičkog vaspitanja zajedno sa neometenim učenicima.

- |  |           |
|--|-----------|
| 9) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 10) Specifični poremećaj u učenju      | 1 2 3 4 5 |
| 11) Blaga/umerena mentalna zaostalost  | 1 2 3 4 5 |
| 12) Umerena/teška mentalna zaostalost  | 1 2 3 4 5 |

Učenici sa \_\_\_\_\_ razviće prihvatljiviji pojam o sebi kao posledicu učenja motoričkih veština na mom redovnom času fizičkog vaspitanja zajedno sa neometenim vršnjacima.

- |   |           |
|---|-----------|
| 13) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 14) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 15) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 16) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Učenici sa \_\_\_\_\_ neće biti prihvaćeni od strane njihovih neometenih vršnjaka na mojim redovnim časovima fizičkog vaspitanja.

- |   |           |
|---|-----------|
| 17) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 18) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 19) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 20) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Učenici sa \_\_\_\_\_ na mojim redovnim časovima fizičkog vaspitanja sa neometenim učenicima narušiće harmoniju časa.

- |   |           |
|---|-----------|
| 21) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 22) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 23) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 24) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Obaveza podučavanja učenika sa \_\_\_\_\_ na redovnim časovima fizičkog vaspitanja sa neometenim učenicima predstavlja nepravedan teret za nastavnike.

- |   |           |
|---|-----------|
| 25) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 26) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 27) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 28) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Kao nastavnik fizičkog vaspitanja, neću imati dovoljno obuke neophodne za podučavanje učenika sa \_\_\_\_\_ zajedno sa neometenim učenicima na svojim redovnim časovima fizičkog vaspitanja.

- |   |           |
|---|-----------|
| 29) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 30) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 31) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 32) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Podučavanje učenika sa \_\_\_\_\_ na mojim redovnim časovima fizičkog vaspitanja sa neometenim učenicima značiće više posla za mene.

- |   |           |
|---|-----------|
| 33) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 34) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 35) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 36) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Učenici sa \_\_\_\_\_ ne bi trebalo da budu podučavani na mojim redovnim časovima fizičkog vaspitanja sa neometenim učenicima jer bi to zahtevalo previše mog vremena.

- |   |           |
|---|-----------|
| 37) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 38) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 39) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 40) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |



Kao nastavniku fizičkog vaspitanja potrebno mi je više kurseva i obuke pre nego što se osetim sposobnim da predajem fizičko vaspitanje učenicima sa \_\_\_\_\_ zajedno sa neometenim učenicima.

- |   |           |
|---|-----------|
| 41) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 42) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 43) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 44) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Učenici sa \_\_\_\_\_ bi trebalo da budu na mojim redovnim časovima fizičkog vaspitanja zajedno sa neometenim učenicima kad god je to moguće.

- |   |           |
|---|-----------|
| 45) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 46) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 47) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 48) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Pitanja koja se tiču Vas i Vaših studija

1) Pol:    Ž - M    (zaokružite)

2) Starost:    \_\_\_\_\_

3) Da li ste išli na neki od kurseva Adaptivnog Fizičkog Vaspitanja (“APE”) ?

Za vreme studija?    Da\_\_\_\_\_ Ne \_\_\_\_\_                      Ukoliko je odgovor da, koliko kurseva? \_\_\_\_\_

Nakon diplomiranja? Da\_\_\_\_\_ Ne \_\_\_\_\_                      Ukoliko je odgovor da, koliko kurseva? \_\_\_\_\_

4) Da li ste išli na neki od kurseva specijalnog obrazovanja?

Za vreme studija?    Da\_\_\_\_\_ Ne \_\_\_\_\_                      Ukoliko je odgovor da, koliko kurseva? \_\_\_\_\_

Nakon diplomiranja? Da\_\_\_\_\_ Ne \_\_\_\_\_                      Ukoliko je odgovor da, koliko kurseva? \_\_\_\_\_

5) Ukoliko ste bili u kontaktu ili radili sa osobama sa smetnjama u razvoju, koju vrstu smetnji/invaliditeta su imali?

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HVALA NA VAŠOJ POMOĆI I SARADNJI!

### Appendix 3

the Questionnaire (Serbian version for class and subject teachers)

Poštovani/na,

moje ime je Milena Vagaja i studentka sam Fakulteta fizičke kulture na Univerzitetu Palackeho u Olomoucu (Češka Republika), na departmentu Adaptivnog fizičkog vaspitanja. Fokus mog master istraživanja je usmeren ka ispitivanju stavova nastavnika osnovnih škola prema Inkluzivnom obrazovanju u Srbiji, koji se konkretno odnosi na rad sa učenicima sa emocionalno/bihejvioralnim poremećajem, specifičnim poremećajima u učenju, blago-umerenoj i umereno-teškoj mentalnoj zaostalosti.

Ovaj upitnik se sastoji od 12 pitanja koja biste morali da zaokružite, na osnovu Vašeg mišljenja. Poslednji deo upitnika se odnosi na demografiju, te Vas molim da popunite praznine.

Svi Vaši odgovori će biti anonimni i koristiće se samo u navedene svrhe.

Molim, ne oklevajte da me kontaktirate za sve dodatne informacije.

Unapred zahvalna.

Milena Vagaja,

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### **Informacija o PEATID-III**

Ovaj upitnik je modifikovani PEATID-III upitnik (Physical Educators' Attitude toward Teaching Individuals with Disabilities III), koji je revizija PEATH-2. Načinjena je minimalna izmena specifičnih izraza u anketi. Konkretno, izraz „stanje ometenosti“ upotrebljen je umesto termina „stanje hendikepa“, a umesto „ne-hendikepa“ stoji „neometenost“ u rečenicama o uverenjima. Izmjena predstavlja jezik koji opisuje pojedince sa smetnjama u razvoju i u skladu je sa važećim (SAD) zakonom i profesionalnom praksom. Molimo Vas da imate u vidu da ova minimalna izmena neće uticati na verodostojnost ankete jer ciljno ponašanje, kontekst i vreme u rečenicama o ubeđenjima nisu izmenjeni.

### **Sabiranje rezultata PEATID-III**

Prvi deo upitnika sastoji se od 12 izjava sa umetnutim prazninama kao što su, „Podučavanje učenika označenih kao \_\_\_\_\_ na redovnim časovima, zajedno sa neometenim učenicima, narušiče harmoniju časa,“ i „Obaveza da predaju učenicima označenim kao \_\_\_\_\_ na redovim časovima zajedno sa neometenim učenicima predstavlja nepravedan teret za nastavnike.“ Ispod svake od 12 izjava, označeni uslovi ometenosti su nabrojani zajedno sa Likertovom skalom od 5 poena (npr. 1= uopšte se ne slažem, 2= ne slažem se, 3= neodlučan sam, 4= slažem se, 5= potpuno se slažem). Anketirani su upućeni da pretpostave i ubace odgovarajuću oznaku u prazninu kada odgovaraju na datu stavku. Rezultati skale proističu iz stavki, po jedan za svaki uslov ometenosti i ukupni rezultat. Oznake uslova ometenosti i demografskih uslova (poslednja stranica) mogu se izmeniti da bi se prilagodili individualnim potrebama istraživanja. Međuzbir skala zasniva se na zbiru bodovanih stavki za svaku skalu podeljenim sa brojem stavki u okviru skale, tako da odgovaraju originalnoj petobodnoj Likertovoj skali. Da bi se izvela odgovarajuća skala, treba preokrenuti rezultate za negativno sročene izjave (5, 6, 7, 8, 9, 10, 11). Drugi deo upitnika sastoji se od stavki o odabranim demografskim uslovima.

### **Verodostojnost i pouzdanost PEATID-III**

Procenu PEATID-III na osnovu relevantnosti sadržaja (Mesik, 1975.) izvršila je grupa od 6 eksperata od kojih su svi imali doktorske diplome, četvorica iz oblasti kineziologije (fizičko vaspitanje), jedan iz oblasti specijalnog vaspitanja i jedan iz oblasti edukativne psihologije. Četvorica od šest eksperata bili su nacionalni akademici i članovi fakulteta na vodećem istraživačkom institutu na Srednjem zapadu SAD-a, peti je bio upošljen u SAD Nacionalnom institutu u službi za ometenost i rehabilitaciju, a šesti je bio direktor za fizičko vaspitanje u velikoj srednjoj urbanoj školskoj oblasti u SAD. Stručnjacima su ukazali na cilj ankete i zamolili ih da izvrše reviziju po pitanju verodostojnosti sadržaja. Oni su kometarisali sadržaj stavki, predložili poboljšanja u formulisanju određenih stavki i zaključili da je

anketa verodostojna jer adekvatno prikazuje ubedenja nastavnika fizičkog vaspitanja po pitanju podučavanja pojedinaca sa smetnjama u razvoju. Konstruktivna verodostojnost podržana je analizom faktora (Rizo, 1988.). Alfa koeficijenti (Kronbah, 1951.) za sadašnju studiju zasnovani na ozbiljnim, temeljnim i svim PEATID-III stavkama bili su 89, 91 i 94. Dodatni podaci o verodostojnosti i pouzdanosti po pitanju PEATID-III stavki mogu se pronaći u Rizovoj studiji (1984.) koja opisuje originalni PEATH.

Ovim upitnikom želimo da saznamo Vaš stav prema podučavanju osoba sa smetnjama u razvoju.

Opšte smernice:

Ova studija sadrži niz izjava koje izražavaju uverenja o podučavanju osoba sa smetnjama u razvoju na Vašim redovnim časovima. Ne postoje tačni i netačni odgovori. Zaokružite odgovor koji najbolje opisuje Vaša uverenja o svakoj izjavi za svaku vrstu ometenosti.

U prilogu su objašnjenja 4 stanja ometenosti u razvoju koja se nalaze u anketi u cilju da Vam pomognu u odgovoru. Pročitajte opise pažljivo pre nego počnete sa popunjavanjem. Važno je da odgovorite na izjave koristeći jedino ove opise.

**NE PRESKAČITE PITANJA;**

**ZAOKRUŽITE SAMO JEDAN ODGOVOR ZA JEDNU VRSTU OMETENOSTI;**

**SVI ODGOVORI ĆE BITI STROGO POVERLJIVI;**

## Opis vrsta ometenosti

**Emocionalno/bihejvioralni poremećaj** - termin se odnosi na stanje koje karakteriše jedna ili više od sledećih bihejvioralnih grupa: snažno devijantno disruptivno, agresivno ili impulsivno ponašanje, povučenost ili anksioznost, opšteprožimajuće osećanje nesreće, depresivno ili promenljivo raspoloženje, delikvencija, hiperaktivnost, društvena neprilagođenost, hipersenzitivnost. Obično se tretira kroz program bihejvioralnog menadžmenta.

**Specifični poremećaj u učenju** - je poremećaj ličnosti koji utiče na učenje relevantno za potencijal te ličnosti. Poremećaj se odnosi na usvajanje, organizaciju i/ili izražavanje informacija kao što su slušanje, čitanje, pisanje, razmišljanje i kretanje. U fizičkom vaspitanju takav učenik može imati poteškoće sa poimanjem prostora.

**Blaga/umerena mentalna zaostalost** - smatra se da ovakav učenik ima IQ u rasponu od 50 do 80 na standardizovanim testovima inteligencije. Učenik će verovatno razviti veštinu komunikacije i društvene veštine ali će zaostajati za svojim vršnjacima. Ovakav učenik obično može da nauči vokacione i svakodnevnne životne veštine ali mu može biti potrebno vođenje i/ili asistencija u ovim oblastima. Ovakvi učenici mogu imati poteškoća u motoričkim veštinama i ispoljiti kratak raspon pažnje.

**Umerena/teška mentalna zaostalost** - ovakvi učenici bili bi znatno ispod proseka u intelektualnom funkcionisanju. Oni bi imali IQ ispod 50 na standardizovanim testovima. Oni mogu ili ne mogu biti sposobni za verbalnu komunikaciju. Postoji veoma mala socijalizacija ili interakcija. Po pitanju brige o sebi u potpunosti zavise od drugih.

Molimo, zaokružite odgovor koji najbolje odgovara Vašem stavu po pitanju svake izjave i za svaku označenu vrstu ometenosti.

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## KLJUČ

**1= UOPŠTE SE NE SLAŽEM**

**2= NE SLAŽEM SE**

**3= NEODLUČAN SAM**

**4= SLAŽEM SE**

**5= POTPUNO SE SLAŽEM**

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Jedna od prednosti u podučavanju učenika sa \_\_\_\_\_ na mojim redovnim časovima zajedno sa neometenim učenicima je što će svi učenici naučiti da rade zajedno na ostvarenju ciljeva.

- |  |           |
|--|-----------|
| 49) Emocionalno/bihevioralni poremećaj | 1 2 3 4 5 |
| 50) Specifični poremećaj u učenju      | 1 2 3 4 5 |
| 51) Blaga/umerena mentalna zaostalost  | 1 2 3 4 5 |
| 52) Umerena/teška mentalna zaostalost  | 1 2 3 4 5 |

Podučavanje učenika sa \_\_\_\_\_ na mojim redovnim časovima motivisaće neometene učenike da nauče kako da obavljaju zadate zadatke.

- |  |           |
|--|-----------|
| 53) Emocionalno/bihevioralni poremećaj | 1 2 3 4 5 |
| 54) Specifični poremećaj u učenju      | 1 2 3 4 5 |
| 55) Blaga/umerena mentalna zaostalost  | 1 2 3 4 5 |
| 56) Umerena/teška mentalna zaostalost  | 1 2 3 4 5 |

Učenici sa \_\_\_\_\_ uči će brže ako ih podučavam na svojim redovnim časovima zajedno sa neometenim učenicima.

- |   |           |
|---|-----------|
| 57) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 58) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 59) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 60) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Učenici sa \_\_\_\_\_ razviće prihvatljiviji pojam o sebi kao posledicu učenja motoričkih veština na mom redovnom času zajedno sa neometenim vršnjacima.

- |   |           |
|---|-----------|
| 61) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 62) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 63) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 64) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Učenici sa \_\_\_\_\_ neće biti prihvaćeni od strane njihovih neometenih vršnjaka na mojim redovnim časovima.

- |   |           |
|---|-----------|
| 65) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 66) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 67) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 68) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Učenici sa \_\_\_\_\_ na mojim redovnim časovima sa neometenim učenicima narušiće harmoniju časa.

- |   |           |
|---|-----------|
| 69) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 70) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 71) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 72) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |



Obaveza podučavanja učenika sa \_\_\_\_\_ na redovnim časovima sa neometenim učenicima predstavlja nepravedan teret za nastavnike/učitelje.

- |   |           |
|---|-----------|
| 73) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 74) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 75) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 76) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Kao nastavnik/učitelj, neću imati dovoljno obuke neophodne za podučavanje učenika sa \_\_\_\_\_ zajedno sa neometenim učenicima na svojim redovnim časovima.

- |   |           |
|---|-----------|
| 77) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 78) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 79) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 80) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Podučavanje učenika sa \_\_\_\_\_ na mojim redovnim časovima sa neometenim učenicima značiće više posla za mene.

- |   |           |
|---|-----------|
| 81) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 82) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 83) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 84) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Učenici sa \_\_\_\_\_ ne bi trebalo da budu podučavani na mojim redovnim časovima sa neometenim učenicima jer bi to zahtevalo previše mog vremena.

- |   |           |
|---|-----------|
| 85) Emocionalno/bihejvioralni poremećaj | 1 2 3 4 5 |
| 86) Specifični poremećaj u učenju       | 1 2 3 4 5 |
| 87) Blaga/umerena mentalna zaostalost   | 1 2 3 4 5 |
| 88) Umerena/teška mentalna zaostalost   | 1 2 3 4 5 |

Kao nastavniku/učitelju potrebno mi je više kurseva i obuke pre nego što se osetim sposobnim da predajem učenicima sa \_\_\_\_\_ zajedno sa neometenim učenicima.

- |  |           |
|--|-----------|
| 89) Emocionalno/bihevioralni poremećaj | 1 2 3 4 5 |
| 90) Specifični poremećaj u učenju      | 1 2 3 4 5 |
| 91) Blaga/umerena mentalna zaostalost  | 1 2 3 4 5 |
| 92) Umerena/teška mentalna zaostalost  | 1 2 3 4 5 |

Učenici sa \_\_\_\_\_ bi trebalo da budu na mojim redovnim časovima zajedno sa neometenim učenicima kad god je to moguće.

- |  |           |
|--|-----------|
| 93) Emocionalno/bihevioralni poremećaj | 1 2 3 4 5 |
| 94) Specifični poremećaj u učenju      | 1 2 3 4 5 |
| 95) Blaga/umerena mentalna zaostalost  | 1 2 3 4 5 |
| 96) Umerena/teška mentalna zaostalost  | 1 2 3 4 5 |
-

Pitanja koja se tiču Vas i Vaših studija

6) Pol:    Ž - M    (zaokružite)

7) Starost:    \_\_\_\_\_

8) Stepen obrazovanja: VI-1, VI-2, VII-1, VII-2, VIII    (zaokružite)

Naziv fakulteta / više škole: \_\_\_\_\_

9) Da li ste išli na neki od kurseva specijalnog obrazovanja?

Za vreme studija?    Da \_\_\_\_\_ Ne \_\_\_\_\_                      Ukoliko je odgovor da, koliko kurseva? \_\_\_\_\_

Nakon diplomiranja? Da \_\_\_\_\_ Ne \_\_\_\_\_                      Ukoliko je odgovor da, koliko kurseva? \_\_\_\_\_

10) Ukoliko ste bili u kontaktu ili radili sa osobama sa smetnjama u razvoju, koju vrstu smetnji/invaliditeta su imali?

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HVALA NA VAŠOJ POMOĆI I SARADNJI!