

Metodički obzori 6(2011)2

*Original scientific article*

UDK: 371.3:373.3](497.1 Niš)

Received: 12. 12. 2010.

## INCLUSIVE EDUCATION AS A CONSEQUENCE OF THE GLOBALISATION PROCESS

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### *S u m m a r y*

After the industrial revolution seen as a modernization process, globalization has caused the greatest ideological – theoretical controversies. It is an objective and spontaneous process on the planet-wise scale, which covers a wide spectre of economic, political and cultural tendencies in the contemporary world. The consequences of the globalization are numerous. One of them is the Bologna Declaration which has initiated a thorough reform of the higher education in all countries of Europe. At the same time, the school reform at all levels has been continued, which in fact is not only a change of the schooling system, but also the replacement of the old, currently existing schools with schools featuring a new teaching organization, i.e. schools and classrooms of the 21<sup>st</sup> century. A significant place in these schools has been given to the inclusive education which foresees inclusion of children with special educational needs (i.e. individuals with minor development difficulties, as well as the gifted and other pupils, into all aspects of educational activities, lectures, extra-curricular, socially useful and cultural – public activities, in accordance with their individual potentials (cognitive, cognitive, social-moral, affective and psycho-motor) and the highest expected results of learning, creativity and teaching. Firstly, the inclusive education is significant both for children with learning difficulties and for the participation of their parents, as well as for children with normal development and their parents. It is also significant for the school itself, for the teachers and social environment within which the school operates. Secondly, up – to – date researches have indicated that the inclusive education has neither too great nor too significant contribution. On the other hand, its educational effectiveness is yet to be reviewed. The research in this study has been based on these assumptions. The Scale- SNOSIOKPG has comprised 157 teachers of class and subject teaching in the primary schools of the City of Nis. The data analyzed by factor analyses, t-test and variable analyses have shown a greater level of inclusiveness with class teachers than with subject teachers.

**Key words:** *globalization, inclusive education, inclusion, inclusive school, inclusive class, inclusive teaching, teacher, primary teaching, subject teaching*

## Theoretical approach to the research problem

Following the industrial revolution seen as a modernization process, there has not been other social phenomenon that caused greater consequences and ideological - theoretical controversies than the globalization or mundialization. It covers a wide spectre of economic, political and cultural tendencies in the contemporary world. It is an objective and spontaneous worldwide process; in fact it is a project of America, i.e. the West domination (Mimica and Bogdanović, 2007, p. 163). In everyday speech, the terms of globalization or mundialization represent various phenomena, such as a growing domination of the West, especially the USA, of economic, political and cultural issues, which is expressed by terms *westernization* or *Americanization*.

The consequences of the globalization are numerous. One of them is the Bologna Declaration which has initiated a thorough reform of the higher education in all countries of Europe. At the same time, the all-level school reform that commenced in most countries of Europe in the 1970's has continued. This reform "...is not only a change of the schooling system, but also the replacement of the old, currently existing schools with schools featuring a new teaching organization, i.e. schools and classrooms of the 21<sup>st</sup> century" (Milenovic, 2009b, p. 114). These schools have been designed as schools where teachers would learn to see a change more as a chance than as a problem, to see diversity more as a potential than as a weakness, and they would represent "...fundamental differences opposed to the significantly different schools and classrooms from the 19<sup>th</sup> and 20<sup>th</sup> centuries" (Kouchner and associates, 1996, p. 15). These differences are not products of pure changes within the school itself, but they are, primarily, reflection of the significant differences which serve as foundation for one or another school type.

Numerous changes within society have appeared before the inclusive education. Just to remind that A. Toffler in *The Third Wave* (Toffler, 1983) defined three types of civilization through which the humanity had been going through (1) First Wave civilization – pre-industrial age, (2) Second Wave civilization – industrial age, and (3) Third Wave civilization –post-industrial age. In the Second Wave civilization, the teachers were mainly treated as *producers*, whereas the pupils were *raw material*. The teachers' job was to give lectures, ask questions and give instructions aiming to produce a pupil of a certain profession and citizens' characteristics. The model of education and schools in the Third Wave civilization is no longer seen as a model of a factory, but as of a *learning community*. The community is composed of "...teachers, pupils, school staff, parents, management, local community and all the others who share the same goals and objectives – *learning*" (Paasalic Kreso, 2003, p. 5). The aim of the learning is thus not just to collect and attain factual knowledge, but primarily to provide for development of the critical thinking abilities, problem solving as a kind of knowledge application, research and understanding of relations amongst phenomena, as well as the learning process itself.

The educational reform represents transformation and restoration of education. It is at the same time a social and pedagogic process. Firstly, it thoroughly changes the educational policy and position, status of pupils and teachers within education, educational system organization and its contents (Vigman, 2005; Krivsenko, 2005; Milenovic, 2009c, p. 88). On the other hand, the educational reform requires a new

school organization, application of contemporary and verified methods, application of new teaching technologies, inclusion of optional subjects, guidance of talented pupils, but also provision of greater support to the pupils with development and learning difficulties (Gonev and associates 2002; Milenovic, 2009a, p. 494). Through its activities, the school, thus, is to pay greater attention to shortcomings and weaknesses in performance, especially when it comes to pupils with special needs. Failures to do so are, actually, reasons for divisions and paralyses of the inclusive education. In the past, such practice was called *segregation practice* (Sizic, 2008). However, the new schooling system respects the special educational needs of pupils. Therefore, the society entrusts the school to conduct inclusive education in order to ensure systematic knowledge attained by active learning of each pupil in accordance with individual ability.

Inclusive education is an inevitable aspect of social inclusion. It is also the strategy and philosophy of education which enables everybody, regardless of differences, to have equal rights to participate in society (Bouillet, 2009). It foresees development and simulative inclusion „...of children and youngsters with obstacles to learning and participating, or the so-called special educational needs (with development problems or gifted pupils), and all other pupils into: permanent optimal individual learning (perception, imagination, conclusion, feeling, memorizing); attaining and deepening of knowledge; improving the skills; fostering habits; forming value orientations and life attitudes; communication of creativity and action (Ilic, 2009, page 17). From a wider standpoint, inclusive education is a comprehensive educational concept, a permanent and unique educational policy (Ceric and Alic, 2005; Milenovic, 2010). The inclusive education also foresees adjustment of all conditions, environment, expected outcomes, contents, tasks, forms, methods and all other things that a pupil needs in order to advance in education and learning, i.e. in development of all personality potentials.

## **Methodological research concept**

*Subject of the work* is to study the inclusive education as one of the consequences of globalization.

*Aim of the research* is to identify primary school teachers' attitudes and opinions on inclusive education as a consequence of globalization.

*Task of the research* is to define whether there is a statistic difference in the primary school teachers' attitudes and opinions on inclusive education as a consequence of globalization depending on the teacher's profession.

*The general hypothesis is:* inclusive education is a consequence of globalization, which is seen as a modernization process, and primary school teachers have shown a great level of inclusiveness. *The special hypothesis is:* there is statistically significant difference in primary school teachers' attitudes and opinions on inclusive education as a consequence of globalization depending on their profession.

*Dependent variables* are attitudes and opinions of primary school teachers on inclusive education as consequence of globalization. The respondents were tested by

means of the Scale SNOSIOKRG. The *Independent variable* is the profession of the primary school teachers (variable table offers: a) class teacher and b) subject teacher).

The descriptive method was used. The scaling is the research method applied. Scale SNOSIOKRG was used as a research instrument. It was constructed for this research. The Scale is of the Likerton type and has 5 levels. It contains 10 claims. Depending on the level of consent, each claim offers 5 possibilities: a) I agree; b) I mainly agree; c) not sure; d) I mainly do not agree; and e) I do not agree. The measurable characteristics of the instruments were tested on the test research sample of 102 primary school teachers in the territory of the City of Nis during November and December 2009, when the correction of the instrument was done.

*Population* is composed of all primary school teachers in the territory of the City of Nis during January and February 2010 when the research was conducted. A sample of 157 teachers was covered by the research. The sample was composed of 47.77% of class teachers, and 52.23% subject teachers.

The data collected by the scale SNOSIOKPG, were analyzed by factor analyses, t-test and variable analyses in statistic program SPSS 13.0. Apart from frequency and percentages, the following data were also calculated: Cronbach alfa values ( $\alpha$ ), t-test (t), arithmetic mean (M), degree of freedom (df), statistical difference significance (p).

Research results are shown in the tables.

## Interpretation of research results – discussion and analyses

**Table 1** *Factor matrix and Cronbach scale alfa values*

Claims	Load factor	$\alpha$
Inclusive education is globalization consequence	<b>0.7564</b>	<b>0.7352</b>
Inclusive education has humanitarian character	<b>0.7552</b>	
Educational effectiveness of the inclusive education is to be reviewed	<b>0.7446</b>	
Globalization covers a wide spectre of economic, political and cultural tendencies in the modern world	<b>0.7236</b>	
Inclusive education has significant educational effectiveness	<b>0.7210</b>	
Inclusive education is the future of modern schooling	<b>0.7198</b>	
Globalization foresees harmonization and representation of a (world) foreign language	<b>0.7120</b>	
Education reform foresees inclusive education in all schools	<b>0.7061</b>	
Inclusive education is inevitable since it has been defined by numerous global-strategic documents of the international community	<b>0.7043</b>	
Inclusive education is a need of the modern society	<b>0.7019</b>	

Table 1 shows data obtained by the factor analyses Scale SNOSIOKPG. Applying Varimax rotation, the separate factor of inclusive education resulted by the globalization was singled out after 5 iterations. Thus, the Guttman-Kaiser criterion has been satisfied.

Load factor at all claims was greater than 0.70. The calculated Cronbach alfa coefficient ( $\alpha$ - 0.7352) was satisfactory.

Value of t-test (t-3.79) is significant at the level of  $p < 0.001$ . It is also indicated by the calculated statistical difference significance (Sig.-0.000). According to the calculated arithmetic means, it is obvious that a greater level of inclusiveness is evident with the class teachers (M-19.96) compared to the subject teachers (m-18.36), (Table 2).

**Table 2** *Level of inclusiveness and teachers' profession*

	<b>Profession</b>	<b>N</b>	<b>M</b>	<b>t-test</b>	<b>p</b>
<b>Teachers' profession</b>	<b>Class teaching</b>	75	19.86	3.79	0.000
	<b>Subject teaching</b>	82	18.36		

The greater level of inclusiveness achieved by class teachers compared to subject teachers was anticipated. Class teachers always work with the same pupils of one class. They know all pupils in the class, they are aware of their abilities, needs, affiliations, interests and wishes. All of that enables them to predict the anticipated outcomes of the educational work and personal maximum of each individual pupil. Therefore, they are more creative while doing their work. Unlike them, subject teachers always work with pupils from different classes and grades; therefore, the lower level of inclusiveness is understandable.

## Conclusion

Theoretical research has indicated that inclusive education is an inevitable aspect of social inclusion, strategy and philosophy of education which enables everyone, regardless of their differences, to enjoy equal rights to participate in the society, and that has been one of the numerous results of globalization seen as an objective and spontaneous worldwide process, covering a wide range of economic, political and cultural tendencies in the modern world. The empiric research has confirmed a high level of inclusiveness shown by the primary school teachers. It is noteworthy that class teachers have shown a greater level of inclusiveness in comparison to subject teachers, which is expected, bearing in mind the nature and difference of the class and subject teaching processes.

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Metodički obzori 6(2011)2

*Izvorni znanstveni rad*

UDK: 371.3:373.3](497.1 Niš)

Primljeno: 12. 12. 2010.

## INKLUZIVNO OBRAZOVANJE KAO POSLEDICA GLOBALIZACIJE

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### *Sažetak*

Posle industrijske revolucije kao procesa modernizacije, najveće idejno-teorijske kontraverze izazvala je globalizacija. To je objektivan i spontan proces planetarnih razmera, koji se odnosi na širok spektar ekonomskih, političkih i kulturnih tendencija u savremenom svetu. Posledice globalizacije su brojne. Jedna od njih je i Bolonjska deklaracija, koja je prouzrokovala korenitu reformu visokog obrazovanja u svim zemljama Evrope. Istovremeno, nastavljena je i reforma školstva na svim

nivoima, koja nije samo promena u sistemu školstva, već zamena starih, postojećih škola, školama sa novom organizacijom nastave, odnosno školama i razredima XXI veka. Značajno mesto u ovim školama dobija i inkluzivno obrazovanje koje podrazumeva uključivanje sve dece sa posebnim obrazovnim potrebama (tj. pojedince sa lakšim razvojnim teškoćama i darovite i sve ostale učenike u sve vidove vaspitno-obrazovnih aktivnosti, nastavnih, vannastavnih, društveno-korisnih i kulturno-javnih, prema njihovim individualnim potencijalima (kognitivnim, konativnim, socijalno-moralnim, afektivnim i psihomotornim) i maksimalno očekivanim ishodima učenja, kreiranja i poučavanja). S jedne strane, inkluzivno obrazovanje je značajno kako za decu sa smetnjama u učenju i učešću i njihove roditelje, tako i za decu koja imaju uobičajeni razvoj i njihove roditelje. Značajno je i za školu, za nastavnike i za društvenu sredinu u kojoj se škola nalazi. S druge strane, dosadašnja istraživanja su pokazala da inkluzivno obrazovanje nema ni preveliki ni značajni doprinos. Naprotiv, njegovu vaspitno-obrazovnu efikasnost treba preispitati. Polazeći od ovih pretpostavki rađeno je istraživanje prikazano u ovom radu. Skalerom – SNOŠIOKPG, obuhvaćeno je 157 nastavnika razredne i predmetne nastave osnovnih škola Grada Niša. Podaci obrađeni faktorskom analizom, t-testom i analizom varijance, pokazali su da je veći nivo inkluzivnosti kod nastavnika razredne u odnosu na nastavnike predmetne nastave.

**Ključne reči:** *globalizacija, inkluzivno obrazovanje, inkluzija, inkluzivna škola, inkluzivni razred, inkluzivna nastava, nastavnik, razredna nastava, predmetna nastava*