

# The Self-Evaluation of Teachers' Competences for Inclusive Teaching in the Conditions of Pre-Pandemic Education

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## Abstract

*This research has been aimed at discovering how teachers evaluate their own competences for inclusive teaching and support they give learners with disabilities to help them learn. The total of 263 teachers from regular primary schools in the central regions of Croatia participated in this research, for which an adequate questionnaire was designed. The obtained results show that teachers do not consider themselves competent for inclusive teaching, but they do support their learners with disabilities. Seniority (the duration of teaching career) has an impact on their self-evaluation related to competences for inclusion. In inferential statistics, a polystochastic model was used for making conclusions. Such findings indicate, among other things, a need for teachers' permanent education towards inclusive teaching, especially about their stronger role in unusual life circumstances like pandemic, as well as the encouragement of teachers' professional development and their acquisition of new competences required for inclusive teaching since teachers represent direct stakeholders in education activities. Having all this in mind, together with the aim to provide education which actively promotes the complete development of every learner, as suggested in the National Strategy of Development until 2030, it is necessary to reform processes within the system of education.*

**Keywords:** *competence self-evaluation/self-estimation; education staff; inclusive education.*

## Introduction

Children with developmental disabilities should have a right to inclusive education, which is regulated by the UN Convention on the Rights of Persons with Disabilities (UN, 2006), the Strategy of Education, Science and Technology (Croatian parliament, 2014), and the National Strategy of Development until 2030 (Croatian parliament, 2021). However, complete affirmation of the rights of children with disabilities to have inclusive education has not been ensured yet. Since the year of 1980, in Croatia, there have been attempts at providing inclusive education as a universal right to good-quality, relevant and adequate education for every child/student, from the lowest up to the highest level of education. Although Croatia has ratified international conventions and has made a strategic decision on inclusive education, regulations according to which the Croatian education system is managed have not completely ensured the affirmation of the right of children with disabilities to inclusive education. This is the reason why *integration* and *inclusion* are often used as synonyms, although they are not. Integration implies placing children in regular classes on the basis of their functionality level, so that different models of integration are possible, but they all have something in common, i.e., the student should adjust to conditions and activities in the classroom and school; therefore, his/her school position is based on his/her learning abilities. In comparison to integration, the inclusive approach refers to the readiness of an environment to change and adjust to the needs of all members who co-operate, communicate and help each others, at the same time understanding the fact that some children have needs and wishes different from the ones that the majority have, which means that their co-operation, not their competition, prevails. The inclusive approach to education should give every child a sense of belonging and partnership, which is not possible to achieve only throughout issuing laws, but a change in “heart and the environmental attitudes” (Skjorten, 2001, pg. 39, see in Igrić, 2015) is needed. Evaluation techniques and evaluation means, teaching methods and class management approaches should be altered, which consequently requires the re-definition of teacher’s role. To make these changes possible, it is important to provide teachers with such education that will give them competences adequate for working with all students, not only with regards to students’ acquisition of new academic knowledge, but also to encouragement aimed at developing students’ social-emotional skills. Inclusive education is very important because it supports socialisation due to the increasing participation of learners with disabilities in cultures, curricula and communities in regular schools. The fundamental principle of inclusive education lies in co-operation and support which enables all children in the classroom to learn together. In other words, their existing differences and abilities are not important. Inclusive education, thus, comprises lots of approaches, techniques and methods, emphasising “different educational and learning needs of students, adjustments of educational and teaching/ learning outcomes, adjustments of approaches to learning and teaching, modifications of methods and strategies, changes in assessing learners’ achievements, support of

professional teams, training and participation of teaching assistants, as well as mutual interaction and inclusion of diversities at the level of educational and teaching/learning practice in the entire community to which the learner belongs.“(Drandić and Lazarić, 2018, see in Drandić and Radetić-Paić, 2020, pg. 153).

Inclusive education consists of social processes and co-operation, and also promotes independence, so it is focused on individual participation, which has been considered insufficient in numerous studies into everyday education and teaching/learning practice (Hundert, 2007; Igrić et al., 2009; Žic Ralić and Ljubas, 2013).

Florian and Black-Hawkins (2011) have pointed out low expectations in relation to the academic achievements of children with developmental disabilities. In her reports, the Croatian ombudsman for persons with disabilities, among other things, puts a stress on the continuous education of lower-grade and upper-grade primary school teachers since they lack information and competences to better include learners with disabilities in their teaching (2019 Report of the Office of the Ombudsman). It is a complex situation, particularly when teachers believe that their learners with disabilities need some special teaching for which they have not been trained, which is a very common conclusion in many studies into teachers' attitudes to inclusion (Bouillet et al., 2017; Sharma et al., 2008). Besides, Bouillet and Kudek Mirošević (2015) have confirmed that the learners with developmental disabilities do not reach the expected level of socialisation and academic achievement since, regardless of disabilities, they are given neither adequate help nor adequate support during education. Authors claim that the institutional factors of inequality, in case of the learners with disabilities, also consist of non-efficient strategies and approaches to education, insufficient qualifications of education staff needed for providing inclusive practice, lack of available professional support to children and educators, etc. (Bouillet, 2018). Bukvić (2020) has noted that externalised and internalised problems considering learners' behaviour are significantly co-related with an individualised approach and ways in which they experience relationships with teachers; the obtained research results have shown that teachers with their actions can have an important role in preventing students' behaviour problems and, thus, contribute to the building of relationships which will include all learners.

The pre-school and school education in Croatia is being directed towards the development of inclusive school (Fulgosi-Masnjak et al., 2013). However, in order to ensure the efficient participation of all learners, teachers do not only need to know themselves pretty well, but also to be willing to continuously develop their own competences and skills in order to apply them, to be informed about contemporary teaching strategies and to become familiar with the learning styles of their students (Stančić et al., 2014). Learners' achievements in inclusive education are dependent not only on their teachers' competences, but also on their teachers' attitudes to participation in education and self-evaluation of their efficiency in terms of inclusive practice.

The Strategy of Education, Science and Technology (Croatian parliament, 2014), along with the National Strategy of Development until 2030 (Croatian parliament,

2021), emphasises the needed improvements of inclusion within the Croatian education system, while the National Strategy of Development until 2030 (Croatian parliament, 2021) suggests reform processes that will be orientated towards:

- a) the creation of equal pedagogical conditions for realising aims in education;
- b) the respect of the right to education under equal circumstances;
- c) everyone's participation (inclusion) in education;
- d) *the continuous professional development of direct stakeholders in education activities, professional associates and headmasters;* and
- e) a stronger communication among all stakeholders.

*Guidelines on the Inclusion of Learners with Disabilities*, issued by the Ministry of Science and Education (2021), presents the framework for planning, conducting and evaluating the process of education which includes learners with disabilities. This document has been created for lower-class and upper-class primary school teachers, professional associates, and primary and secondary school headmasters who use regular programmes/curricula. *The Guidelines* contains instructions on how to recognise a learner with developmental difficulties, evaluate his/her education and academic needs, as well as how to plan, implement and assess the process of learning/teaching with students who have developmental difficulties. It additionally describes the roles of different stakeholders in the process of education, and the proper forms of support to students – *Guidelines on the Inclusion of Learners with Disabilities* (Ministry of Science and Education, 2021). Taking into account what has been mentioned above, this represents the most comprehensive document which promotes the values of inclusive education at the national level, and also enables a common, unique and systematic implementation of the UN Convention on the Child's Rights, the UN Convention on the Rights of Persons with Disabilities, the Strategy of Science, Education and Technology, and other regulations which generally support inclusive education in Croatia. However, changes in legislature and regulations are not enough for implementing inclusion practice in education. What is needed is a change in the mindset; orientation towards evaluation, teaching methods and classroom activities, also including adjustments to a given environment; re-definition of the roles of teachers and other experts; re-definition of the role of special institutions; provision of professional support to teachers via changes in the education of teachers, headmasters and other school staff members in order to increase the flexibility of “a new teacher”; and provision of professional services support which can ensure and improve the process of inclusion (Bratković, 2004). Therefore, changes are not only needed in education policies, in school seen as a physical space and curricula, but also in teachers as they reflect school capacity for inclusion.

Today, there are many definitions of the term *competence*, introduced by the American psychologist R. W. White as a new motivational concept of “competence” into the psychology of motivation, where competence results from developing the basic abilities that are neither in-born nor stem from maturation (White, 1959).

According to a multi-dimensional model, the teacher's competences do not include only cognitive aspects such as knowledge and skills, but also beliefs in relation to learning, motivation and self-regulation (Kunter et al., 2013, see in Cate et al., 2018). *The Council for Exceptional Children (CEC)* (2003) defines the standards of sets of knowledge and skills required for working with children with disabilities. The CEC standards are divided into ten domains in accordance with the basic principles of the INTASC (*Interstate New Teacher and Assessment and Support Consortium*). Baldwin (2007) claims that such domains are related to the development and characteristics of learners, individual learning differences, learning strategies, environment for learning and social interaction, communication, teaching strategies, evaluation, professional and ethical practice, and co-operation. When different approaches to defining the competence are considered, it turns out that a teacher who is competent for inclusive education should be familiar with learners' special developmental characteristics and evaluation of their mutual differences, proper strategies needed to work with learners; he/she should have good communication and co-operation skills, be willing to get trained all the time and learn throughout his life.

Among the important factors that have an impact on the quality of inclusion in education, and also consider the role of teacher, it is especially important to mention his/her competences for inclusive teaching and creating an inclusive environment needed for delivering this education at a high quality level. Apart from schools and parents, the community engagement is particularly important at the time of transition or reform of education. In order to be successful in inclusive education, teachers need permanent professional training and acquisition of new knowledge and skills (throughout their careers, in the scope of their continuous development of competences) to improve their inclusive approach to students. The teacher's perception of inclusive education can have a significant influence on the successful participation of the learners with disabilities in the regular schooling system (Hayes and Bulat, 2017). Research by Avramidis and Norwich (2002) has shown that teachers who have more opportunities in their work with learners with difficulties will likely be more willing to support and further develop the concept of inclusive education. The more confident with their teaching methodology skills teachers become, the more competent they feel about accepting and teaching learners with disabilities in classes, as well as about adjusting their teaching methods while paying attention to different learning styles (Vaz et al., 2015). During their initial education, pre-service teachers should, thus, be offered a course with exercises in which they could plan a differentiated approach, individualised procedures and methods, and directly take a part in individualised teaching with children with disabilities. In this process, it becomes possible to identify individual needs, learning goals, adequate teaching strategies, and to create the inclusive atmosphere and needed support (Lee et al., 2006). Although strategies for supporting learners with difficulties are planned according to their needs in education, teachers should develop new skills and knowledge about teaching methods, forms, and strategies, so that learners with difficulties in regular classes can follow their classmates who have no such difficulties.

Starting from the international research results, it can be concluded that one of the biggest teachers' problems lies in their feeling of lacking the competences for teaching the learners with difficulties (Richards, 2010; Tangen, 2005; Winter, 2006, see in Ivančić, 2012). The Croatian research results have shown that teachers do not have confidence about their own competences which are needed to teach the children with difficulties (Kudek Mirošević, 2016; Opić and Kudek Mirošević, 2018; Vizek Vidović, 2005; Wagner Jakab et al., 2016; Zrilić and Brzoja, 2013). According to the socio-cognitive theory (Bandura, 2006), individuals feel endangered and try to avoid the situations in which they consider themselves incompetent; surely many studies have confirmed that teachers show resistance to inclusive education when they are not adequately trained for inclusive teaching (Bindal and Sharma, 2010; Kuyini and Desai, 2008, see in Das et al., 2013).

## **Methodology**

### ***Research aim***

This research is generally aimed at ensuring a complete system of support, including support with learning, creation of inclusive atmosphere, and specific forms of support, to learners with difficulties, as well as to teachers within their own life-long learning.

Its specific aims are to determine how much teachers evaluate their own competences for inclusive teaching, and how much support is given to learners with difficulties by their teachers.

### ***Research hypotheses***

The following hypotheses result from the above-mentioned specific research aims:

- 1H – the teachers from the sample see themselves as incompetent for inclusive teaching;
- 2H – the teachers from the sample give learning support to the learners with difficulties and create the inclusive atmosphere;
- 3H – the teachers' seniority has an impact on their competence self-evaluation.

### ***Sample***

The current research was conducted in 2021, including the total of 263 teachers (M 11 % and F 89 %), engaged in teaching from the first to the eighth grade in regular primary schools in the central parts of Croatia (the City of Zagreb, the County of Zagreb, and the County of Sisak and Moslavina). 14 % of them completed undergraduate studies, 84 % graduate studies, and 2 % postgraduate studies. 9 % of them think that their initial education prepared them quite enough for inclusive education and work with the children with difficulties, 13 % state that they could not evaluate to what extent they are prepared for this, while 78 % report that their initial education did not sufficiently prepare them for this kind of engagement. Their seniority data are presented in Table 1.

Table 1  
 Participants and Their Seniority (%) (N = 263)

Seniority	N	%
up to 1 year	8	3.0 %
2-5	39	14.8 %
6-10	46	17.5 %
11-15	47	17.9 %
16-20	37	14.1 %
21-25	26	9.9 %
26-30	21	8.0 %
>30	39	14.8 %

### ***Instruments and procedure***

For this research purpose, *The Questionnaire for Teachers' Self-Evaluation of Competences for Inclusive Teaching and Supporting Learners with Difficulties* was constructed. The first, general part covers the socio-demography of participants (sex, seniority, i.e. duration of teaching career, level of qualifications, and self-evaluation of how much their initial education prepares teachers for inclusive education and work with the children with difficulties). The second part comprises 40 variables on the ordinal scale (5 degrees; negative polarisation; 1–never, 2–rarely, 3–sometimes, 4–often, 5–regularly). In this paper, there was used a set of items related to the self-evaluation of competences for inclusive education, as well as a set of variables related to the self-evaluation of support given to the learners with difficulties and creation of inclusive atmosphere; the groups of composite variables were constructed (1 – Evaluation of competences for inclusive teaching; 2 – Evaluation of support in learning and the creation of inclusive atmosphere). The first composite group consists of the variables that refer to the teachers' self-evaluation of competences for inclusive teaching with an emphasis on the application of methods for working with learners with difficulties, self-evaluation of defining individualised goals, techniques, outcomes and results of teaching, designing, realising and following individualised curricula, and professional training for work with learners with difficulties, i.e., participation in different forms of professional training, (workshops, symposia, etc.). The second composite group comprises the variables that are related to the teachers' self-evaluation of learning support and the creation of inclusive atmosphere around planning and preparing work being based on individual learner abilities, choices, usages, adjustments of adequate methods and work forms to individual learner needs, consideration of direct learner experiences at choosing individualised work forms, co-operation with the parents of learners with difficulties, and reports on a child's advancement, individualised curricula design, and the creation of atmosphere which is founded on mutual understanding, mutual help, respect and promotion of shared activities with all learners, including the self-evaluation of their work in the area of inclusive teaching and establishing

an inclusive approach. The reliability of both sub-scales has been tested by using the internal consistency method according the alpha model:  $\alpha_1 = 0.77$ ,  $\alpha_2 = 0.79$ .

The questionnaire statements are based on *the Strategy of Education, Science and Technology* (2014), the document which emphasises the development of a complete system of support to learners in the education system in the Republic of Croatia (aim 6, *Strategy*). According to the given aim, “one of the most efficient ways to enhance the quality of education systems lies in school-level interventions that are centred on the learner. Introducing them it becomes possible to establish the mechanisms for identifying learning difficulties and the mechanisms for providing additional support to learners, due to which their achievements are enhanced. Successful education systems, just as successful schools (at the micro-level), therefore, pay special attention to individual support to learners ...” (pg. 92).

The research followed the ethical research principles, so that the autonomy of participants was guaranteed; the obtained information was confidential; the fairness and truth/sincerity were ensured. In addition, before the teachers independently made a decision to participate in this research, they had been informed about the research anonymity, as well as about its benefits and contribution to insights into the directions of inclusive practice in our country today.

## Results and discussion

The basic descriptive values of composites are shown in Table 2.

Table 2  
Descriptive Composite Values (N = 263)

	Min	Max	Arith. mean	Std. dev.	Skewness (asymmetry)	Kurtosis (tailedness)
	Stat	Stat	Stat	Std. error	Stat	Stat
KOMPVAR 1	1.25	4.75	3.37	.037	.59	-.09
KOMPVAR 2	2.75	5.00	4.13	.030	.49	-.29

Legend: KOMPVAR1 – evaluation of competences for inclusive teaching; KOMPVAR2 – evaluation of learning support and creation of inclusive atmosphere

As shown in Table 2, the first composite variable (**the evaluation of competences for inclusive teaching**) shows slightly asymmetric distribution, slightly leptokurtic, 17.7 % of the coefficient variability, which indicates homogeneity. The second composite variable represents also asymmetric distribution but more left asymmetric distribution, and is slowly platykurtic. For testing 1H and 2H, *One sample t-test* in the *bootstrapped* environment was used (10.000 iterations). The obtained results are given in Table 3 and Table 4.

Bootstrapped environment (*resampling*) was used because of the asymmetrical *sampling* distributions of composite. The results indicate a low *bias*, and slight differences in the borderlines between reliability intervals and standard errors, which means a reliable evaluation of parameters.



Table 3

	Criteria/theoretical arith. mean = 3,5					
	t	df	St. sign. (two-way)	Arith. means differ.	95 % reliability interval differences	
					lower	higher
KOMPVAR 1	-3.36	255	.001	-.12	-.19	-.05
KOMPVAR 2	20.35	252	.000	.63	.56	.69

Table 4

*Bootstrap - One-Sample Test*

	Bootstrap <sup>a</sup>					
	Ar. mean differ.	Bias	Std. error	St. sign. (two-way)	95 % reliability interval	
					lower	higher
KOMPVAR 1	-.11	.00005	.03	.00	-.19	-.04
KOMPVAR 2	.63	-.00018	.03	.00	.57	.69

a. Based on 10.000 bootstrap samples.

As a criteria-related value, the hypothetical arithmetic average is considered 3.5, meaning that, according to the number of scale degrees and direction, this value is below the hypothetical arithmetic average (a low evaluation of a characteristic), while the arithmetic average above 3.5 means a positive evaluation of a characteristic. Based on Table 3, *One sample t-test* is statistically significant in relation to both composite variables. In case of 1H, the criteria-related arithmetic mean is statistically much larger, meaning that **the teachers in this sample do not consider themselves competent for inclusive education**. In case of 2H, the sample value of the arithmetic mean is larger than that of the criteria arithmetic value, meaning that the teachers in this sample **give learning support and create inclusive atmosphere**. Considering the sample size effect on the statistical significance, it (*Cohen d*) is given in Table 5.

Table 5

*One-Sample Effect Size*

		Standardisator <sup>a</sup>	estimated value	95 % reliability interval	
				lower	higher
KOMPVAR 1	Cohen's d	.59	-.210	-.33	-.086
	Hedges correction	.59	-.210	-.33	-.086
KOMPVAR 2	Cohen's d	.49	1.280	1.11	1.44
	Hedges correction	.49	1.276	1.11	1.44

a. used for estimating the effect size

Cohen's d uses the std. deviation of sample

Hedges' correction uses the std. deviation of sample + the factor of correction

As obvious in Table 5, together with the Hedges correction, the effect size is average for both composite variables. However, although the Bayesian inference does not indicate a larger possibility of confirmation for 1H or 2H, Table 6 shows *apriori* as well as *posteriori* distributions that coincide pretty much.

Table 6  
Bayesian Factor for One-Sample T Test

	Std. error					Stat. sign. (two-way)	
	Arit. mean	Std. dev.	Arit. mean	Bayesian factor <sup>a</sup>	t		df
KOMPVAR 1	3.37	.59	.037	<b>.080</b>	-3.36	255	.001
KOMPVAR 2	4.13	.49	.03	<b>.000</b>	20.35	252	.000

Therefore, both hypotheses have been confirmed, which means that the teachers give learning support and create inclusive atmosphere, but do not feel that they are competent enough for inclusive teaching.

According to 3H, their seniority (variable distribution presented in Table 1) has an effect on the self-evaluation of competences. However, we were also interested in finding out whether the teachers are trained permanently and enough. The distribution is like this: YES - 137 (52.1 %) and NO – 126 (47.9 %). In order to control the variable **getting trained** (covariate), the ANCOVA with the independent variable *seniority* has been used. The results are presented in Table 7.

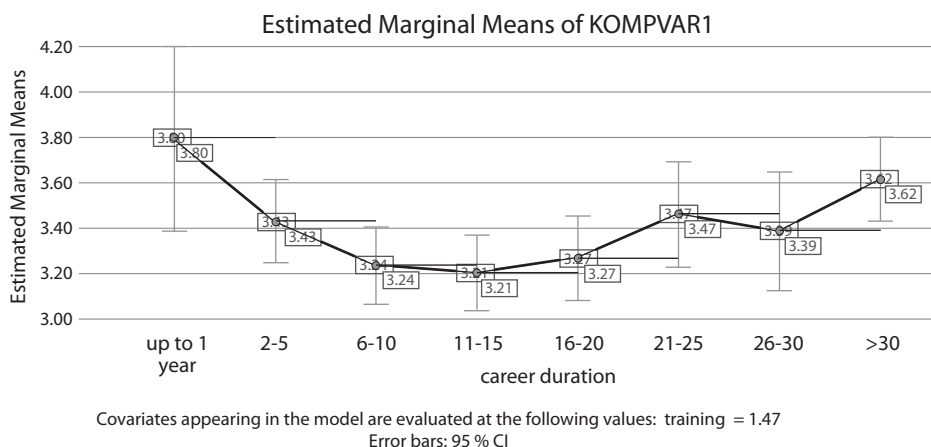
Table 7  
Tests of Between-Subjects Effects

Dependent variable: KOMPVAR 1						
Source	Type III sum of squares	df	Mean square	F	St. sign.	Partial Eta Squared
Corrected Model	8.67 <sup>a</sup>	8	1.08	3.26	.001	.096
Intercept	314.47	1	314.47	945.47	.000	.794
V - getting trained	2.61	1	2.61	7.86	.005	.031
V - seniority	6.54	7	.93	2.81	.008	.074
error	81.82	246	.33			

Table 7 shows the effect of seniority on evaluating the competence for inclusion; however, the variable 'getting trained' is controlled;  $F(7.246) = 2.812, p = 0.008$ .

Levene's test of the equality of variances for errors of the dependent variable are different in case of the sub-samples (seniority, i.e., career duration), indicating that the requirement for homo-scedasticity has not met ( $F(7.237) = 2.264, p = 0.030$ ). On the contrary, the *Modified Breusch-Pagan* test for heteroscedasticity is used to test the null hypothesis, according to which the variances of error are independent in relation to the values of independent variable (Chi square = .241,  $df = 1, p = 0.624$ ). Analogously, the F test for heteroscedasticity confirms homogeneity ( $F(1.253) = 0.239, p = 0.625$ ). If we see the value of significance of the covariate as related to the interaction of the dependent variable (V-getting trained\*V-seniority)  $F(6.240) = 0.536, p = 0.781$ , there is a confirmation of the hypothesis according to which the non-standard regression coefficients do not differ, that is, there is no interaction seniority\*(teaching experience) effect on the competence estimation (model), that is, the homogeneity of the slope of a regression line is confirmed. Considering the values of the above-mentioned parameters, we can conclude that the pre-requisite for a homogenous characteristic has been fulfilled.

The evaluations of marginal arithmetic means (after the covariate has been added) are in Picture 1.



Picture 1. Estimated Marginal Means for Dependent Variables (following the control of covariate)

As shown in Picture 1, the teachers with the shortest (up to one year) and the longest career (30 years and more) have the higher self-estimations of competences in comparison to the ones with 6- to 20-year-long careers. The detailed difference is shown in Table 8.

Table 8  
Pairwise Comparisons

Dependent variable: KOMPVAR 1		differ. in arith. means (I-J)	Std. erro	St. sign. <sup>b</sup>	95 % reliability interval differ.	
(I) seniority	(J) seniority				lower	higher
Up to 1 year	2-5	.36	.22	.11	-.08	.81
	<b>6-10</b>	<b>.55*</b>	<b>.22</b>	<b>.01</b>	<b>.11</b>	<b>1.00</b>
	<b>11-15</b>	<b>.59*</b>	<b>.22</b>	<b>.00</b>	<b>.14</b>	<b>1.03</b>
	<b>16-20</b>	<b>.52*</b>	<b>.22</b>	<b>.02</b>	<b>.07</b>	<b>.97</b>
	21-25	.33	.23	.16	-.13	.79
	26-30	.40	.24	.10	-.07	.89
	>30	.17	.22	.43	-.27	.62
2-5	Up to 1 year	-.36	.22	.11	-.81	.08
	6-10	.19	.12	.12	-.05	.44
	11-15	.22	.12	.07	-.02	.47
	16-20	.16	.13	.22	-.10	.42
	21-25	-.03	.15	.82	-.32	.26
	26-30	.04	.16	.79	-.27	.36
	>30	-.18	.13	.16	-.44	.07

(I) seniority	(J) seniority	differ. in arith. means (I-J)	Std. erro	St. sign. <sup>b</sup>	95 % reliability interval differ.	
					lower	higher
<b>6-10</b>	<b>up to 1 year</b>	<b>-.55*</b>	<b>.22</b>	<b>.01</b>	-1.00	-.11
	2-5	-.19	.12	.12	-.44	.05
	11-15	.03	.12	.79	-.20	.27
	16-20	-.03	.12	.80	-.28	.22
	21-25	-.22	.14	.12	-.51	.06
	26-30	-.15	.15	.33	-.46	.16
	>30	-.38*	.12	.00	-.63	-.12
<b>11-15</b>	<b>up to 1 year</b>	<b>-.59*</b>	<b>.22</b>	<b>.00</b>	-1.03	-.14
	2-5	-.22	.12	.07	-.47	.02
	6-10	-.03	.12	.79	-.27	.20
	16-20	-.06	.12	.61	-.31	.18
	21-25	-.25	.14	.07	-.54	.02
	26-30	-.18	.15	.24	-.49	.12
	>30	-.41*	.12	.00	-.66	-.16
<b>16-20</b>	<b>up to 1 year</b>	<b>-.52*</b>	<b>.22</b>	<b>.02</b>	-.97	-.07
	2-5	-.16	.13	.22	-.42	.10
	6-10	.03	.12	.80	-.22	.28
	11-15	.06	.12	.61	-.18	.31
	21-25	-.19	.15	.19	-.49	.10
	26-30	-.12	.16	.46	-.44	.20
	<b>&gt;30</b>	<b>-.34*</b>	<b>.13</b>	<b>.01</b>	-.61	-.08
21-25	up to 1 year	-.33	.23	.16	-.79	.13
	2-5	.03	.15	.82	-.26	.32
	6-10	.22	.14	.12	-.06	.51
	11-15	.25	.14	.07	-.02	.54
	16-20	.19	.15	.19	-.10	.49
	26-30	.07	.17	.67	-.27	.42
	>30	-.15	.15	.31	-.45	.14
26-30	Up to 1 year	-.40	.24	.10	-.89	.07
	2-5	-.04	.16	.79	-.36	.27
	6-10	.15	.15	.33	-.16	.46
	11-15	.18	.15	.24	-.12	.49
	16-20	.12	.16	.46	-.20	.44
	21-25	-.07	.17	.67	-.42	.27
	>30	-.22	.16	.15	-.54	.09

(I) seniority	(J) seniority	differ. in arith. means (I-J)	Std. erro	St. sign. <sup>b</sup>	95 % reliability interval differ.	
					lower	higher
<b>&gt;30</b>	up to 1 year	-.17	.22	.43	-.62	.27
	2-5	.18	.13	.16	-.07	.44
	<b>6-10</b>	<b>.38*</b>	<b>.12</b>	<b>.00</b>	.12	.63
	<b>11-15</b>	<b>.41*</b>	<b>.12</b>	<b>.00</b>	.16	.66
	<b>16-20</b>	<b>.34*</b>	<b>.13</b>	<b>.01</b>	.08	.61
	21-25	.15	.15	.31	-.14	.45
	26-30	.22	.16	.15	-.09	.54

Based on the estimated marginal arithmetic means

\*. Difference in arithmetic means is significant at .05

b. Adjustment to multiple comparisons: the smallest significant difference (the same with no adjustments).

The obtained results probably follow the teachers' personal over-evaluation of competences at the beginning and at the end of their careers. It is interesting to note that this is a non-linear relationship, based on the principle of the *Dunnig Kruger effect*, when individuals over-estimate their competences, but this is rapidly decreased in the course of time, and with a longer period of career time the self-evaluations of competences increase. Therefore, 3H has been confirmed.

## Conclusion

The current paper has been aimed at researching how to ensure a complete system of support to learners with disabilities and create inclusive atmosphere in order to see how much teachers evaluate their own competence for inclusive teaching, as well as how much learning support they give to children with disabilities. The obtained results show that the teachers do not consider themselves competent for inclusive teaching, but they do support the learners with disabilities in the above-mentioned sense. Also, seniority (career duration) has an influence on their self-evaluation of competences for inclusion, so that the teachers having the shortest (up to one year) and the longest (30 years and even more) career better evaluate their competences, in comparison to the teachers whose careers last between 6 and 20 years. A small number of male participants (11 %), compared to females (89 %), among the total of 263 teachers in this sample represents the main research limitation, therefore, the obtained results can be generalised primarily on the population of female teachers. They also point out the importance of developing the standards for inclusive schools, in other words, schools in which teachers are regularly offered professional training, mobility, atmosphere created according to learners' developmental, sensory or other needs and on the basis of the best international practices, also following already accepted international standards of availability. Namely, contemporary education policies in the world are increasingly directed towards adopting the system of inclusive education that is supported with regulations in the frameworks of policy and the best practice. Despite an increase in

the number of indicators in this area, there are still significant challenges related to the implementation of inclusive teaching. For instance, even in situations in which there is legislature needed for planning and providing inclusive education of high quality, a huge discrepancy between policy and practice often remains. This discrepancy can stem from a lack of funds for education, so it can serve as an obstacle to the implementation of inclusive education policy. Besides, a permanent prejudice and insufficient competence of teachers, seen as the key and direct stakeholders in the given process, lead to different evaluations of inclusive education, which can finally prevent progress and also result in gaps between policy and practice. The UNESCO (2009) states that the concept and practice of inclusive education gained importance in recent years. Internationally, the term is increasingly being understood more broadly as a reform that supports and welcomes diversity among all students. To have a successful reform of education in the country, political willingness should combine with the support of teachers, professional associates, headmasters, parents and the entire community. Apart from that, what must be eliminated is a false belief that some children are more valuable than others, and thus, deserve more chances for success. All children and young people have the right to education of high quality, and to become successful following their full potentials. In order to give the best possible education to learners with difficulties, governments must be obliged to ensure education in inclusive environments and, therefore, to guarantee the universal and non-discriminatory right to education. Although there are challenges related to the reform of inclusive education, these can be overcome, and changes caused by such a reform will strengthen the system of education throughout considering learners' education needs.

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# Samoprocjena kompetentnosti učitelja za inkluzivno poučavanje u uvjetima predpandemijskoga obrazovanja

## Sažetak

*Cilj je istraživanja utvrditi kako učitelji procjenjuju vlastitu kompetentnost za inkluzivno poučavanje te stupanj pružanja podrške u učenju učenicima s teškoćama. Na uzorku od 263 učitelja iz redovitih osnovnoškolskih ustanova iz središnje Hrvatske primijenjen je upitnik o samoprocjeni kompetentnosti učitelja za inkluzivno poučavanje i pružanje podrške učenicima s teškoćama, koji je konstruiran za potrebe ovoga istraživanja. Rezultati pokazuju da se učitelji ne smatraju kompetentnima za inkluzivno poučavanje, no pružaju podršku u učenju učenicima s teškoćama. Pri tome duljina radnoga staža utječe na samoprocjenu kompetencija za inkluziju. U inferencijalnoj statistici korišten je polistohastički model zaključivanja. Ovakvi nalazi, između ostaloga, ukazuju na potrebu kontinuirane edukacije učitelja za inkluzivno poučavanje, posebice njihovo osnaživanje u izvanrednim životnim okolnostima poput pandemije, kao i na poticanje profesionalnoga razvoja te stjecanje novih kompetencija za inkluzivno poučavanje njih kao neposrednih nositelja odgojno-obrazovnoga rada. U tom smislu, a s ciljem ostvarivanja obrazovanja koje aktivno potiče cjelovit razvoj svakoga učenika, kako je predviđeno u Nacionalnoj strategiji razvoja do 2030. godine, potrebno je provesti reformске procese u sustavu odgoja i obrazovanja.*

**Ključne riječi:** *inkluzivno obrazovanje; odgojno-obrazovni djelatnici; samoprocjenjena kompetentnost.*

## Uvod

Pravo na inkluzivno obrazovanje djece s teškoćama u razvoju regulirano je u Konvenciji UN-a o pravima osoba s invaliditetom (2006), u Strategiji obrazovanja, znanosti i tehnologije (2014), kao i u Nacionalnoj razvojnoj strategiji do 2030. godine (2021). Ipak, puna afirmacija prava djece s teškoćama na inkluzivno obrazovanje još uvijek nije osigurana. Još od 1980. godine, u Hrvatskoj se nastoji ostvariti inkluzivno obrazovanje kao univerzalno pravo na kvalitetno, relevantno i odgovarajuće obrazovanje svakoga djeteta/studenta, od najniže do najviše razine obrazovanja. Iako je Hrvatska ratificirala međunarodne konvencije i strateški se opredijelila za inkluzivno obrazovanje,

propisi kojima je uređen hrvatski obrazovni sustav još uvijek nisu osigurali punu afirmaciju prava djece s teškoćama na inkluzivno obrazovanje. Zbog toga se često pojmovi integracija i inkluzija koriste kao sinonimi, iako to oni nisu. Pod pojmom integracija podrazumijeva se smještaj djece u redovite razrede na osnovi njihove razine funkcioniranja, stoga postoje različiti modeli integracije, kojima je zajedničko da se učenik treba prilagoditi uvjetima i aktivnostima razreda i škole te se prema njegovim sposobnostima za učenje određuje njegovo mjesto u školi. Za razliku od integracije, inkluzivni se pristup odnosi na spremnost okoline na promjene i prilagodbe prema potrebama svih svojih članova, koji međusobno surađuju i komuniciraju, pomažu jedni drugima prihvaćajući činjenicu da neka djeca imaju potrebe i želje drugačije od većine, a umjesto kompeticije prevladava suradnja. Inkluzivni pristup u edukaciji trebao bi svakom djetetu pružiti osjećaj pripadnosti i partnerstva te ga ne mogu ostvariti zakoni sami po sebi, potrebna je promjena „srca i stavova okoline“ (Skjorten, 2001, str. 39, prema Igrić, 2015). Potrebno je promijeniti načine i sredstva procjena, metoda poučavanja i vođenja razreda, što znači da se uloga učitelja treba redefinirati. Da bi se takva promjena mogla ostvariti važno je osigurati učiteljima edukaciju kojom će steći kompetencije za rad sa svim učenicima i to ne samo na usvajanju novih akademskih znanja, nego i na poticanju socijalno-emocionalnih vještina učenika. Inkluzivno je obrazovanje vrlo važno jer potiče socijalizaciju kroz povećanje sudjelovanja učenika s teškoćama u kulturama, kurikulima i zajednicama redovnih škola. Temeljno je načelo inkluzivnoga obrazovanja međusobna suradnja i podrška prema kojoj svi učenici u razredu zajedno uče. Pri tome nije važna njihova različitost ili sposobnosti koje imaju. Inkluzivno obrazovanje, stoga uključuje brojne pristupe, tehnike i metode, pri čemu se naglašavaju „različite odgojno-obrazovne potrebe učenika, prilagodba odgojno-obrazovnih ishoda, prilagodba pristupa učenja i poučavanja, prilagodba metoda i strategija, prilagodba vrednovanja učeničkih postignuća, podrška stručnog tima, osposobljavanje i uključivanje pomoćnika u nastavi te međusobna interakcija i inkluzija različitosti na razini odgojno-obrazovne prakse cjelokupne zajednice kojoj učenik s teškoćama pripada.“ (Drandić i Lazarić, 2018, prema Drandić i Radetić-Paić, 2020, str. 153).

Inkluzivno obrazovanje uključuje socijalne procese i suradnju te istovremeno promiče neovisnost, stoga je u njegovu središtu sudjelovanje pojedinca koje se je pokazalo nedostatno u mnogobrojnim istraživanjima svakodnevne odgojno-obrazovne prakse (Hundert, 2007; Igrić i sur., 2009; Žic Ralić i Ljubas, 2013).

Na niska očekivanja u odnosu na obrazovna postignuća učenika s teškoćama u razvoju, ukazuju Florian i Black-Hawkins (2011). U izvješćima pravobraniteljice za osobe s invaliditetom između ostalih, ističe se potreba kontinuirane edukacije učitelja i nastavnika zbog nedostatka informacija i kompetencija za kvalitetnu inkluziju učenika s teškoćama (Izvješće Ureda pravobraniteljice za osobe s invaliditetom za 2019. godinu). Posebno je kompleksna situacija kad učitelji vjeruju da učenici s teškoćama trebaju posebno poučavanje za što oni nisu osposobljeni, što je vrlo čest zaključak mnogih

istraživanja o stavovima učitelja prema inkluziji (Bouillet i sur., 2017; Sharma i sur., 2008). Također, Bouillet i Kudek Mirošević (2015) utvrdile su da učenici s teškoćama u razvoju ne postižu očekivanu razinu socijalizacije i akademskoga uspjeha jer, bez obzira na svoje teškoće, tijekom obrazovanja ne primaju odgovarajuću pomoć i podršku. Među institucijskim čimbenicima neravnopravnosti učenika s teškoćama autori ubrajaju i neučinkovite pristupe i strategije odgoja i obrazovanja, nedovoljnu kvalificiranost odgojno-obrazovnog osoblja za inkluzivnu praksu, nedovoljnu dostupnost stručne potpore djeci i odgojiteljima te druge čimbenike (Bouillet, 2018). Bukvić (2020) navodi kako eksternalizirani i internalizirani problemi u ponašanju učenika značajno koreliraju s individualiziranim pristupom i doživljajem odnosa učitelja te su dobiveni rezultati istraživanja pokazali da za izgradnju međusobnih odnosa svih učenika, svojim djelovanjem učitelji mogu imati važnu ulogu u prevenciji nastanka problema u ponašanju.

Odgoj i obrazovanje u Hrvatskoj usmjereni su prema razvoju inkluzivne škole (Fulgosi-Masnjak i sur., 2013). Međutim, kako bi se osiguralo učinkovito sudjelovanje i učenje za sve učenike, učitelji bi osim dobrog poznavanja samih sebe, trebali biti spremni na kontinuirani razvoj vlastitih kompetencija i vještina za njihovu primjenu te bi trebali biti informirani o suvremenim nastavnim strategijama poučavanja i poznavati stilove učenja svojih učenika, (Stančić i sur., 2014). Uspjeh učenika u inkluzivnom obrazovanju, ovisi ne samo o kompetencijama učitelja, nego i o njihovim stavovima prema odgojno-obrazovnom uključivanju i samoprocjeni njihove samoefikasnosti za inkluzivnu praksu.

Strategija obrazovanja, znanosti i tehnologije (2014) te Nacionalna razvojna strategija do 2030. godine (2021) ističu nužnost unaprjeđivanja inkluzivnosti hrvatskoga obrazovnog sustava, a Nacionalna razvojna strategija do 2030. godine (2021) predviđa reformske procese koji će biti usmjereni na:

- a) stvaranje jednakih pedagoških uvjeta za realizaciju odgojno-obrazovnih ciljeva
- b) poštovanje prava na odgoj i obrazovanje pod jednakim uvjetima
- c) uključenost (inkluzivnost) svih u odgoj i obrazovanje
- d) *stalan profesionalni razvoj neposrednih nositelja odgojno-obrazovnog rada, stručnih suradnika i ravnatelja* i
- e) čvršću komunikaciju svih dionika.

Smjernice za rad s učenicima s teškoćama, koje je donijelo Ministarstvo znanosti i obrazovanja (2021) predstavljaju okvir za planiranje, realizaciju i vrednovanje odgojno-obrazovnog procesa učenika s teškoćama. Namijenjene su učiteljima, nastavnicima, stručnim suradnicima i ravnateljima osnovnih i srednjih škola koje provode redovne nastavne programe/kurikule. U Smjernicama su upute kako prepoznati učenika s teškoćama u razvoju, kako procijeniti njegove/njezine odgojno-obrazovne potrebe te kako planirati, implementirati i vrednovati proces učenja i poučavanja učenika s teškoćama u razvoju. Također, opisane su i uloge različitih dionika odgojno-obrazovnih procesa, kao i primjereni oblici podrške učenicima (*Smjernice za rad s učenicima*

s teškoćama, 2021). Smjernice su zbog svega navedenog najobuhvatniji dokument koji promiče vrijednosti inkluzivnoga odgoja i obrazovanja na nacionalnoj razini te omogućuje zajedničku, jedinstvenu i sustavnu primjenu odredbi Konvencije UN-a o pravima djeteta, Konvencije UN-a o pravima osoba s invaliditetom, Strategije znanosti, obrazovanja i tehnologije i drugih propisa koji afirmiraju inkluzivni odgoj i obrazovanje u Hrvatskoj. No, same promjene u zakonodavstvu i propisima nisu dovoljne za provođenje odgojno-obrazovne inkluzije. Potrebna je promjena načina mišljenja; usmjerenost prema procjeni, metodama poučavanja i rada u razredu, što uključuje i prilagodbe okoline; redefiniranje uloge učitelja i ostalih stručnjaka, redefiniranje uloge posebnih ustanova, osiguravanje profesionalne podrške učiteljima kroz promjene u obrazovanju učitelja, ravnatelja i ostalih djelatnika škole, s ciljem veće fleksibilnosti „novoga učitelja“ te osiguravanje stručnih službi podrške, čime se pridonosi procesu inkluzije (Bratković, 2004). Stoga, promjene trebaju doživjeti ne samo obrazovne politike, fizički prostor škole i kurikuli, nego i učitelji kao nositelji inkluzivnoga kapaciteta škole.

Danas postoje brojne definicije pojma kompetencije koji je uveo američki psiholog R. W. White kao novi motivacijski koncept „kompetencije“ u psihologiji motivacije, gdje kompetencija označuje rezultate razvoja temeljnih sposobnosti koje nisu prirodene niti su proizvod sazrijevanja (White, 1959). Prema multidimenzionalnom modelu, kompetencije učitelja ne uključuju samo kognitivne aspekte kao što su znanja i vještine, nego i uvjerenja vezana uz učenje, motivaciju i samoregulaciju (Kunter i sur., 2013, prema Cate i sur., 2018). *Council for Exceptional Children (CEC)* (2003) definira standarde potrebnih znanja i vještina za rad s djecom s teškoćama. Standardi CEC-a podijeljeni su u deset domena usklađenih s temeljnim načelima INTASC (*Interstate New Teacher and Assessment and Support Consortium*). Prema Baldwin (2007) domene se odnose na razvoj i karakteristike učenika, individualne razlike u učenju, strategije učenja, okružja za učenje i društvene interakcije, komunikaciju, strategije poučavanja, procjenu, profesionalnu i etičku praksu te suradnju. Kada se različiti pristupi definiranju kompetencija sumiraju, učitelj/ica kompetentan za inkluzivno obrazovanje trebao/la bi poznavati razvojne osobitosti učenika i vrednovanje njihovih različitosti, primjerene strategije rada s učenicima, imati komunikacijske vještine i vještine suradnje te spremnost na stručno usavršavanje i cjeloživotno učenje.

Kao važni čimbenici koji utječu na kvalitetu odgojno-obrazovne inkluzije, a vezani su uz ulogu učitelja, ističu se kompetentnost za inkluzivno poučavanje i kreiranje inkluzivnoga okružja potrebnih za njezino kvalitetno ostvarivanje. Uz škole i roditelje, angažman zajednice posebno je važan u vrijeme tranzicije ili reforme obrazovanja. Kako bi uspješno ostvarivali svoju ulogu u inkluzivnom obrazovanju, učiteljima je tijekom njihova radnoga iskustva, u okviru kontinuiranoga razvoja vlastitih kompetencija, potrebno redovito stručno usavršavanje i stjecanje novih znanja i vještina kako bi unaprjeđivali i ostvarivali inkluzivan pristup svim učenicima. Percepcija učitelja prema odgojno-obrazovnoj inkluziji može imati značajan utjecaj na uspjeh uključivanja učenika s teškoćama u redoviti sustav školovanja (Hayes i Bulat, 2017). Rezultati

istraživanja Avramidis i Norwich (2002) pokazali su da što više mogućnosti učitelji imaju u radu s učenicima s teškoćama, veća je vjerojatnost da će podržati i razvijati koncept inkluzivnoga obrazovanja. Kako učitelji postaju sigurniji u svoje metodičko-didaktičke vještine, tako se osjećaju i kompetentnijima prihvaćati i poučavati učenike s teškoćama u razredu i prilagođavati svoje metode poučavanja tako da uključuju različite stilove učenja (Vaz i sur., 2015). Stoga bi tijekom inicijalnoga obrazovanja budućih učitelja trebalo implementirati kolegije s metodičkim vježbama u kojima bi studenti planirali diferencirani pristup, individualizirane postupke i metode te neposredno sudjelovali u individualiziranom poučavanju učenika s teškoćama. Kroz takav proces mogu se identificirati individualne potrebe, ciljevi učenja, odgovarajuće strategije poučavanja te kreirati inkluzivno ozračje i potrebna podrška (Lee i sur., 2006). Iako se strategije podrške za učenike s teškoćama planiraju prema njihovim odgojno-obrazovnim potrebama, učitelji trebaju razviti nove vještine i znanja o metodama, oblicima i strategijama poučavanja kako bi učenici s teškoćama u redovitim razredima mogli tijekom nastave držati korak sa svojim vršnjacima bez teškoća.

Na temelju rezultata međunarodnih istraživanja može se zaključiti da je jedan od najvećih problema učitelja njihov vlastiti osjećaj (ne)kompetentnosti za poučavanje učenika s teškoćama (Richards, 2010; Tangen, 2005; Winter, 2006, prema Ivančić, 2012). Rezultati domaćih istraživanja pokazuju kako učitelji nemaju povjerenja u vlastite kompetencije potrebne za rad s djecom s teškoćama (Kudek Mirošević, 2016; Opić i Kudek Mirošević, 2018; Vizek Vidović, 2005; Wagner Jakab i sur., 2016; Zrilić i Brzoja, 2013). Prema socijalno-kognitivnoj teoriji (Bandura, 2006) pojedinci se osjećaju ugroženima i pokušavaju izbjeći situacije za koje se smatraju nekompetentnima, a brojna istraživanja potvrđuju da učitelji pokazuju otpor prema inkluzivnom obrazovanju, upravo onda kada za njega nisu adekvatno osposobljeni (Bindal i Sharma, 2010; Kuyini i Desai, 2008, prema Das i sur., 2013).

## **Metodologija**

### ***Cilj istraživanja***

Opći cilj ovoga istraživanja usmjeren je na osiguranje cjelovitoga sustava podrške učenicima uključujući podršku u učenju, kreiranje inkluzivnoga ozračja kao i specifične oblike podrške kako učenicima s teškoćama, tako i učiteljima u okviru cjeloživotnoga obrazovanja. Specifični ciljevi su utvrditi u kojoj mjeri učitelji procjenjuju vlastitu kompetentnost za inkluzivno poučavanje, kao i utvrditi stupanj pružanja podrške učitelja u učenju učenicima s teškoćama

### ***Hipoteze istraživanja***

Temeljem specifičnih ciljeva istraživanja postavljene su sljedeće hipoteze:

- 1H - učitelji iz uzorka NE smatraju se kompetentnima za inkluzivno poučavanje
- 2H - učitelji iz uzorka pružaju podršku u učenju učenicima s teškoćama i kreiraju inkluzivno ozračje
- 3H - radni staž učitelja ima učinak na samoprocjenu kompetencije

## **Uzorak ispitanika**

U istraživanju provedenom 2021. godine sudjelovalo je 263 učitelja (M 11 % i Ž 89 %) od prvoga do osmoga razreda iz redovitih osnovnoškolskih ustanova s područja županija središnje Hrvatske (Grada Zagreba, Zagrebačke županije i Sisačko-moslavačke županije). 14 % učitelja iz uzorka ima višu stručnu spremu, 84 % ima visoku stručnu spremu te je 2 % učitelja završilo poslijediplomski studij. 9 % učitelja smatra da ih je inicijalno obrazovanje dovoljno pripremio za odgojno-obrazovnu inkluziju i rad s učenicima s teškoćama, 13 % učitelja izjasnilo se da ne mogu procijeniti u kojoj su mjeri pripremljeni za odgojno-obrazovnu inkluziju i rad s učenicima s teškoćama, dok 78 % učitelja smatra da ih inicijalno obrazovanje nije dovoljno pripremio za odgojno-obrazovnu inkluziju i rad s učenicima s teškoćama. Godine njihova radnoga iskustva (staža) kao učitelja, prikazane su u Tablici 1.

Tablica 1

## **Mjerni instrument i način provođenja istraživanja**

Za potrebe istraživanja, konstruiran je *Upitnik o samoprocjeni učitelja o kompetentnosti za inkluzivno poučavanje i pružanju podrške učenicima s teškoćama*. U prvom, općem dijelu, pitanja su se odnosila na sociodemografska obilježja ispitanika (spol, radno iskustvo kao učitelji, tj. godine radnoga staža, stručna sprema te njihova samoprocjena je li ih inicijalno obrazovanje dovoljno pripremio za odgojno-obrazovnu inkluziju i rad s učenicima s teškoćama). Drugi dio upitnika čini 40 varijabli na ordinalnoj skali (5 stupnjeva; negativna polarizacija; 1–nikada, 2–rijetko, 3–ponekad, 4–često, 5–redovito). Za ovaj rad korišten je set čestica koje se odnose na procjenu vlastitih kompetencija za inkluzivno poučavanje te set varijabli procjene pružanja podrške u učenju učenicima s teškoćama i kreiranju inkluzivnoga ozračja te su konstruirane grupe kompozitnih varijabli (1–Procjena kompetencija za inkluzivno poučavanje; 2–Procjena pružanja podrške u učenju i kreiranju inkluzivnoga ozračja). Prvu kompozitnu grupu čine varijable koje se odnose na samoprocjenu učitelja o kompetencijama za inkluzivno poučavanje s naglaskom na primjenu metoda rada s učenicima s teškoćama, samoevaluaciju definiranja individualiziranih ciljeva, načina, ishoda i rezultata poučavanja, izrade, realizacije i praćenja individualiziranih kurikula te stručnoga usavršavanja za rad s učenicima s teškoćama, odnosno sudjelovanja u različitim oblicima stručnoga usavršavanja (radionica, stručnih skupova i dr.). Drugu kompozitnu grupu čine varijable koje se odnose na samoprocjenu pružanja podrške u učenju i kreiranju inkluzivnoga ozračja o planiranju i pripremanju rada prema individualnim sposobnostima učenika, odabiranju, primjeni, prilagodbi adekvatnih metoda i oblika rada pojedinačnim potrebama učenika, uvažavanju neposrednoga iskustva učenika pri odabiru individualiziranoga načina rada, suradnje s roditeljima učenika s teškoćama te izvještavanja o djetetovu napretku, izradi individualiziranih kurikula te kreiranju ozračja koje se temelji na međusobnom razumijevanju, uzajamnoj pomoći, poštivanju

i poticanju zajedničkih aktivnosti svih učenika, uključujući samoevaluaciju vlastitoga rada na području inkluzivnoga poučavanja i ostvarivanja inkluzivnoga pristupa. Testirana je pouzdanost obje podskale metodom interne konzistentnosti prema alpha modelu:  $\alpha_1 = 0,77$ ,  $\alpha_2 = 0,79$ .

Tvrđnje u upitniku koncipirane su na osnovi *Strategije obrazovanja, znanosti i tehnologije* (2014), dokumenta kojim se u sustavu odgoja i obrazovanja u Republici Hrvatskoj naglašava razvoj cjelovitoga sustava podrške učenicima (cilj 6. Strategije). Cilj Strategije navodi da su „jedan od najdjelotvornijih načina unapređivanja kvalitete obrazovnih sustava intervencije na školskoj razini koje su usmjerene na učenika. Tim se intervencijama uspostavljaju mehanizmi identificiranja poteškoća u učenju i mehanizmi pružanja dodatne podrške učenicima s pomoću kojih se unapređuju njihova postignuća. Stoga uspješni obrazovni sustavi, jednako kao i uspješne škole (na mikrorazini) osobitu pozornost posvećuju individualnoj podršci učenicima...” (str. 92).

Istraživanje se provodilo, u skladu s etičkim načelima istraživanja te su ispitivanjem bili zadovoljni autonomija ispitanika, povjerljivost dobivenih informacija, pravednost i istinitost/iskrenost. Također, uz ova etička načela provođenja ispitivanja, učitelji su prije samostalne odluke o sudjelovanju obaviješteni o njegovoj anonimnosti i tajnosti te dobiti i doprinosu rezultata u sagledavanju smjerova današnje inkluzivne prakse u našoj zemlji.

## Rezultati i rasprava

Osnovne deskriptivne vrijednosti kompozita prikazane su u Tablici 2.

### Tablica 2

Kao što je vidljivo u Tablici 2 prva kompozitna varijabla (**procjena kompetencija za inkluzivno poučavanje**) vrlo je blago lijevo asimetrična distribucija, blago leptokurtična, 17,7 % koeficijentom varijabilnosti što indicira homogeno obilježje. Druga je kompozitna varijabla također, ali više lijevo asimetrična distribucija, blago platikurtična. Za testiranje 1H i 2H korišten je *One sample t test* u *bootstrapped* okružju (10.000 iteracija). Rezultati su prikazani u Tablici 3 i Tablici 4.

### Tablica 3

### Tablica 4

Bootstrapped okružje (*resampling*) primijenjeno je zbog asimetričnih *sampling* distribucija kompozita. Rezultati indiciraju nizak *bias* te male razlike granica intervala pouzdanosti i standardnih grešaka što znači pouzdanu procjenu parametara.

Kao kriterijska vrijednost hipotetska aritmetička sredina je 3,5 što sukladno broju stupnjeva skale i smjeru znači niže od hipotetske aritmetičke sredine nisku procjenu obilježja, dok veću aritmetičku sredinu od 3,5 pozitivnu procjenu obilježja. Kao što je vidljivo u Tablici 3 *One sample t test* statistički je značajan na obje kompozitne varijable. Kod 1H, kriterijska aritmetička sredina statistički je značajno veća od *sample*



aritmetičke sredine što znači da se **učitelji iz uzorka ne smatraju kompetentnima za inkluzivno obrazovanje**. Kod 2H, vrijednost *sample* aritmetičke sredine veća je od kriterijske što znači da učitelji iz uzorka **pružaju pomoć učenju i kreiraju inkluzivno ozračje**. S obzirom na utjecaj veličine uzorka na statističku značajnost usporedo je u Tablici 5 prikazana veličina učinka (*Cohen d*).

#### Tablica 5

Kao što je vidljivo u Tablici 5 i uz *Hedges* korekciju, veličina učinka je srednje jačine kod obje kompozitne varijable. No, iako *bayes inference* ne ukazuje na višu vjerojatnost ni jedne hipoteze (1H ili 2H), Tablica 6 ukazuje na ujedno *apriori* i *posteriori* distribucije koje su u visokom podudaranju.

#### Tablica 6

Dakle, potvrđene su obje hipoteze, što znači da učitelji pružaju podršku u učenju i kreiraju inkluzivno ozračje, ali se ne osjećaju dovoljno kompetentni za inkluzivno poučavanje.

3H hipotezom pretpostavljeno je da radni staž učitelja (distribucija varijable prikazana je u Tablici 1) ima učinak na samoprocjenu kompetencija. No, također nas je zanimalo, usavršavaju li se učitelji dovoljno i redovito. Distribucija je sljedeća; DA - 137 (52,1 %) te NE - 126 (47,9 %). S ciljem kontroliranja varijable **odlazak na usavršavanje (kovarijat)** učitelja iz uzorka primijenjena je ANCOVA s nezavisnom varijablom staž. Rezultati su prikazani u Tablici 7.

#### Tablica 7

Kao što je prikazano u Tablici 7, vidi se učinak staža na procjenu kompetencije za inkluziju, ali kontrolirajući varijablu odlazak na usavršavanje;  $F(7,246) = 2,812, p = 0,008$ .

Levene test jednakosti varijanci grešaka zavisne varijable razlikuju se duž poduzoraka (staž) što indicira neispunjenje preduvjeta homoscedasticiteta ( $F(7,237) = 2,264, p = 0,030$ ). Suprotno *Modified Breussch-Pagan* test heteroscedasticiteta testira nultu hipotezu da su varijance greške nezavisne o vrijednostima nezavisne varijable ( $\text{Chi square} = ,241, df = 1, p = 0,624$ ). Analogno F test heteroscedasticiteta potvrđuje homogenost ( $F(1,253) = 0,239, p = 0,625$ ). Ako pogledamo vrijednost značajnosti kovarijata po interakciji zavisne varijable (V-usavršavanje\*V-staž)  $F(6,240) = 0,536, p = 0,781$ , potvrđuje se pretpostavka da se nestandardizirani regresijski koeficijenti ne razlikuju, tj. da ne postoji interakcijski učinak staž\* (radno iskustvo) na procjenu kompetencije (model), tj. potvrđuje se homogenost regresijskoga nagiba pravca. Iz vrijednosti navedenih parametara možemo zaključiti da je preduvjet o homogenom obilježju ispunjen.

Procijenjene marginalne aritmetičke sredine nakon uvođenja kovarijata prikazane su na Slici 1.

#### Slika 1.

Kao što je vidljivo na Slici 1, učitelji s najmanje (do 1 godine) i najviše radnoga staža (30 i više) imaju više samoprocjene kompetencija, za razliku od učitelja između 6 do 20 godina radnoga staža. Detaljna razlika prikazana je u Tablici 8.

#### Tablica 8

Vjerojatno su dobiveni rezultati na tragu osobnoga precjenjivanja kompetencija na početku i na kraju svoje karijere. Zanimljivo da je riječ o nelinearnom odnosu na načelu *Dunnig Kruger effecta*, gdje se na početku precjenjuju sposobnosti, a s protekom vremena rapidno smanjuju te nakon proteka više vremena svojega radnog iskustva, samoprocjene kompetencija se povećavaju.

Sukladno navedenom, potvrđuje se 3H hipoteza.

## Zaključak

Cilj ovoga rada bio je usmjeren na istraživanje osiguranja cjelovitoga sustava podrške učenicima s teškoćama i kreiranju inkluzivnoga ozračja, kako bi se utvrdilo u kojoj mjeri učitelji procjenjuju vlastitu kompetentnost za inkluzivno poučavanje, kao i stupanj pružanja podrške u učenju učenicima s teškoćama. Rezultati pokazuju da se učitelji ne smatraju kompetentnima za inkluzivno poučavanje, no pružaju podršku u učenju učenicima s teškoćama. Također, duljina radnoga staža utječe na samoprocjenu kompetencija za inkluziju, tako da učitelji s najmanje (do 1 godine) i najviše radnoga staža (30 i više) procjenjuju svoje kompetencije boljima, za razliku od učitelja između 6 do 20 godina radnoga staža. Mali broj muških ispitanika (11 %) u odnosu na broj ženskih ispitanica kojih je bilo 89 % u ukupno ispitanom uzorku od 263 učitelja glavno je ograničenje ovoga istraživanja, a zbog njega se dobiveni rezultati mogu generalizirati primarno na populaciju učiteljica. Rezultati ukazuju na važnost razvoja standarda za inkluzivne škole, tj. škole koje zadovoljavaju redovito stručno usavršavanje učitelja, mobilnost, kreiranje okružja baziranoga na razvojnim, senzornim i drugim potrebama učenika, na temelju najboljih međunarodnih praksi i prihvaćenih međunarodnih standarda pristupačnosti. Naime, suvremene obrazovne politike zemalja u svijetu sve se više kreću prema usvajanju sustava inkluzivnoga (uključivoga) obrazovanja koji su podržani zakonodavnim okvirima politike i najbolje prakse. Iako postoji sve veći broj uspješnih pokazatelja u ovom području, i dalje postoje značajni izazovi vezani uz provedbu inkluzivnoga poučavanja. Primjerice, čak i u situacijama kada postoji zakonodavstvo za planiranje i ostvarivanje kvalitetnoga inkluzivnog obrazovanja, često ostaje veliki nesrazmjer između politike i prakse. On može proizaći iz nedostatka proračuna za obrazovanje, stoga može poslužiti kao prepreka provedbi politike inkluzivnoga obrazovanja. Osim toga, trajna predrasuda i nedovoljna kompetentnost učitelja, kao ključnih dionika u neposrednom radu, dovode do različitih procjena vrijednosti inkluzivnoga obrazovanja što može u konačnici spriječiti napredak i rezultirati prazninama između politike i prakse. UNESCO (2009) navodi da su „koncept i praksa inkluzivnog obrazovanja posljednjih godina dobili na

važnosti. Na međunarodnoj razini, pojam se sve više shvaća šire kao reforma koja podržava i pozdravlja raznolikost među svim učenicima” (str. 4). Da bi postojeća reforma obrazovanja bila uspješna unutar zemlje, politička volja mora biti kombinirana s podrškom učitelja, stručnih suradnika, ravnatelja, roditelja i cijele zajednice. Osim toga, mora se eliminirati lažno uvjerenje da neka djeca imaju veću vrijednost od druge i da stoga zaslužuju više prilika za uspjeh. Sva djeca i mladi imaju pravo na kvalitetno obrazovanje i ostvariti svoj puni potencijal. Kako bi učenici s teškoćama dobili najbolje moguće obrazovanje, vlade se moraju obvezati na pružanje obrazovanja u inkluzivnim okružjima, čime jamče univerzalnost i nediskriminaciju u pravu na obrazovanje. Iako postoje izazovi u provedbi reforme inkluzivnoga obrazovanja, oni nisu nepremostivi, a promjene koje se učine kroz takvu reformu samo će osnažiti obrazovni sustav rješavanjem odgojno-obrazovnih potreba svih učenika.