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INCLUSIVE EDUCATION: A QUESTION OF ATTITUDES OF PEOPLE WITH DISABILITIES

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Abstract: This study investigated the attitudes of 57 peoples with disability towards including students with disabilities in the regular school. The findings revealed that, in general, peoples with disability showed less positive attitudes towards inclusion, and peoples with physical disability showed more positive attitudes than those with visual or hearing impairment did. Furthermore, participants' attitudes become negative because of their view of education placement for students with intellectual disabilities, behavioral and emotional disorders to be in the special school.

Keywords: Attitudes, Inclusive education, Peoples with Disabilities, Students with Disabilities

Introduction

Philosophies regarding the education of children with disabilities have changed significantly over the past few decades. The UN Convention on the Rights of Persons with Disabilities (2006) indicated inclusive education as the key mechanism to deliver the right to education for disabled children. Inclusive education systems can be defined as all children learning together in regular classrooms in their locality, irrespective of the different range of abilities and disabilities, with teaching methods and school environments that address the needs of all pupils. UNESCO (2005) views inclusion as "a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning." Inclusive education contributes to better education for all children. Also, "Inclusion refers to the opportunity for persons with a disability to participate fully in all of the educational, employment, consumer, community, and domestic activities that typify everyday society" (Florian, 2005, p.32).

The inclusive education of students with disabilities is now a world-wide practice (Leyser & Romi, 2008; Brownlee & Carrington, 2000; Hegarty, 1998). But, the review of literature represents varying views about inclusion from around the world. It seems to be a major challenge in many countries (Snyder, 1999; Flem & Keller, 2000). Unfortunately, insufficient data exists in relation to inclusive education in our country. Although inclusive education has been practiced for over a decade in our country, there is still that need to be done in order the satisfactory level to be attained when all of the inclusive schools will admit students with disabilities and provide equal learning opportunities for them.

Lack of resources and insufficient teacher preparation and training hindered the process of inclusion in Macedonia. The systemic barriers that impede the execution of inclusion vary, but there will still be varying attitudes regarding inclusive education. In this context, we made few studies about the attitude of teachers' and parents' toward the inclusive education of the student with disability (Dimitrova-Radojichikj & Chichevska-Jovanova, 2015; Dimitrova-Radojichikj & Chichevska-Jovanova 2014). Research of attitudes of peoples with disabilities toward inclusion in the Macedonian context is non-existent. Given this dearth of research, the aim of this study was to explore general attitudes of people's with disability towards inclusive education.

Methodology

Participants

The sample consisted of fifty-seven ($n = 57$) persons with disabilities who participated in the study of which twenty were peoples with visual impairment (VI), twenty were peoples with hearing impairment (HI) and seventeen were peoples with a physical disability (PD). Eighteen (36.1%) have completed their education in regular schools. Four (22%) of these participants had VI, two (11%) hearing impairment and twelve (67%) physical disability.

Instrument

The instrument used in this study is a questionnaire that we developed specially for this research. It contains 12 items, ten of them are rated on a 4-point Likert-type response format where 1="strongly disagree" and 4="strongly agree".

Data Analysis

Data gained were presented in table and figures. Descriptive analysis, using means, standard deviations, percentages and frequencies were used to examine participants' attitudes towards inclusive education.

Results and Discussion

The data showed that most of the peoples with disability (79%) noted that the existing education system has no capacity to cover the needs of students with disabilities.

Table 1. Satisfied with education system of students with disabilities

answer	people with disability			Total n (%)
	VI	HI	PD	
completely disagree	15	8	6	29 (50.9%)
disagree	4	9	3	16 (28.1%)
agree	1	3	6	10 (17.5%)
completely agree	/	/	2	2 (3.5%)
Mean	1.3	1.75	2.23	1.73
St. Dev.	0.57	0.71	1.09	0.87

Fewer than 40% of the participants agreed that local community conducts activities that support the inclusive education of students with disabilities. Peoples with hearing impairment (HI) have a more negatively opinion about community support of inclusion ($M= 1.7$, $SD= 0.57$) than peoples with other disabilities (Table 2).

Table 2. Local community supports inclusive education

answer	people with disability			Total n (%)
	VI	HI	PD	
completely disagree	2	7	5	14 (24.6%)
disagree	10	12	2	24 (42.1%)
agree	3	1	9	13 (22.8%)
completely agree	5	/	1	6 (10.5%)
Mean	2.55	1.7	2.35	2.19
St. Dev.	0.99	0.57	0.99	0.93

Because higher scores on the 4-point Likert scale represented a more positive disposition, the results indicated that, on average, peoples with disabilities have enough information about inclusive process ($M= 3.31$, $SD= 1.02$)

Table 3. Informed about the process of inclusion

answer	people with disability			Total n (%)
	VI	HI	PD	
completely disagree	3	/	3	6 (10.5%)
disagree	1	3	1	5 (8.8%)
agree	5	2	4	11 (19.3%)
completely agree	11	15	9	35 (61.4%)
Mean	3.2	3.6	3.11	3.31
St. Dev.	1.10	0.75	1.16	1.02

Table 4. Benefit from being in an inclusion class

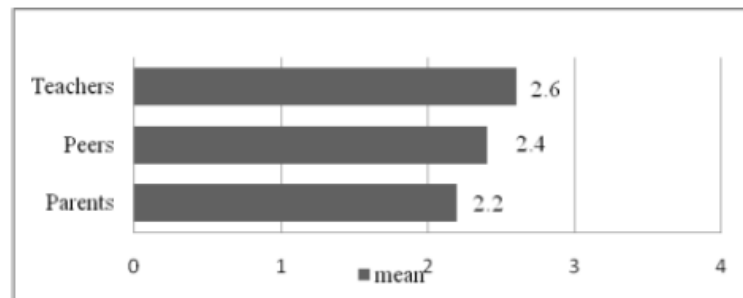
student with	people with disability			Total
	VI	HI	PD	
Visual impairment	6	/	1	7 (12.3%)
Hearing impairment	/	3	/	3 (5.3%)
Intellectual disability	/	/	/	/
Physical disability	14	16	16	46 (80.7%)
Behavioral and emotional problems	/	1	/	1 (1.7%)

The descriptive statistics also indicated that peoples with disabilities expressed more positive attitudes toward the inclusion of students with physical disabilities (80.7%) than they did toward other disabilities. Also, the results showing that peoples with disabilities do not agree that students with the intellectual disability would benefit from being in an inclusion class.

Table 5. Inclusive school is stimulating for students with disabilities

answer	people with disability			Total n (%)
	VI	HI	PD	
completely disagree	3	2	1	5 (8.8%)
disagree	5	8	1	13 (22.8%)
agree	4	4	1	8 (14%)
completely agree	8	6	17	31 (54.4%)
Mean	2.85	2.88	4.0	3.14
St. Dev.	1.13	1.03	0	1.09

As seen in Table 5, peoples with visual impairment (VI) and hearing impairment (HI) were less likely than peoples with a physical disability (PD) to have a positive opinion that inclusive schools are stimulating for students with disabilities.



Picture 1. Teachers, peers and parents acceptance of student with disability

The success of inclusion depends on many factors, including the attitudes of teachers, peers and parents of children without disabilities. As shown in Picture 1, when considered as a composite group, peoples with disabilities showed moderate levels of agreement that teachers, peers, and parents accept the students with disabilities in inclusive settings.

Table 6. Benefits for Typical Peers

answer	people with disability			Total n (%)
	VI	HI	PD	
completely disagree	0	0	0	0
disagree	0	0	3	13 (22.8%)
agree	8	2	4	8 (14%)
completely agree	12	18	10	40 (70.2%)
Mean	3.6	3.9	3.41	3.64
St. Dev.	0.50	0.30	0.79	0.58

The majority of the participants (84.2%) agree that peers without disabilities may have benefit from inclusion. The interaction between disabled and non-disabled students provides a cornerstone for inclusion. Moreover, it builds socially valuing relationships and sets an expectation that inclusion is the norm.

Table 7. Peers disability awareness training

answer	people with disability			Total n (%)
	VI	HI	PD	
completely disagree	1	0	0	1 (1.7%)
disagree	0	2	3	5 (8.8%)
agree	8	4	2	14 (24.6%)
completely agree	11	14	12	37 (64.9%)
Mean	3.45	3.6	3.52	3.52
St. Dev.	0.75	0.68	0.79	0.73

Research provides evidence that being placed in an inclusive classroom does not guarantee that students with disabilities will be accepted, valued and included (Lindsay & McPherson, 2012; Martinez & Carspcken, 2006; Rillotta & Nettelbeck 2007). Peers attitudes towards their peers with disabilities are often

strongly influenced by their level of knowledge about disability (Ison et al., 2010). Peoples with disability obviously believe that disability awareness training can successfully improve classmate's knowledge and attitudes towards peers with a disability.

Table 8. Special education support

answer	people with disability			Total n (%)
	VI	HI	PD	
completely disagree	0	0	0	0
disagree	0	0	1	1 (1.7%)
agree	2	0	2	4 (7%)
completely agree	18	20	14	52 (91.3%)
Mean	3.9	4	3.76	3.89
St. Dev.	0.30	0	0.56	0.36

Almost all (91.3%) of the respondents expressed a need for special education support from special educator and rehabilitator for effective implementation of inclusion of students with disabilities. According Elweke and Rodda (2001) noted: "factors such as the absence of support services, relevant materials, and support personnel are the major problems of effective implementation of inclusion" (p. 115).

Table 9. Best place for students with disabilities to learn

answer	people with disability			Total
	VI	HI	PD	
Inclusive school	2	8	4	14 (24.6%)
Special school	10	9	1	20 (35.1%)
Special class	8	3	12	23 (40.3%)

Traditionally, in our country, most of the students with disabilities are educated in segregated schools, specifically designed to cater to the students' certain incapacities. Namely, the data of our research show that the majority of persons with disabilities (75.4%) think that children with disabilities benefit from this system. Only, one-quarter (24.6%) felt that students with disabilities should be in inclusive classes with typical peers, besides their opinion that inclusive school is stimulating for students with disabilities ($M=3.14$, $SD=1.09$).

Conclusion

The review of literature represents varying views about inclusion from around the world. Unfortunately, insufficient data exists in relation to inclusive education in Republic of Macedonia.

The implementation of inclusive education, according to Mukhopadhyay et al. (2012), is a required process, and in order for this process to be successful, parents, teachers, students, and key community members have to be involved in its planning. Also, on the creation of inclusive policy, practice and culture are important to be involved peoples with disabilities.

Based on findings from the present study, we can conclude that peoples with disabilities demonstrate some concerns about the inclusion of students with disabilities. Although 36.1% of them have completed their education at regular schools, the majority of the respondents (75.4%) believe that the special school or the special class is a better place for the education of students with disabilities. It is possible that this could be due to the implementation of appropriate curriculum in a special school; the thought of attending classes with peers having the same disabilities enhances their confidence or self-esteem; and sufficient support of the special children's need.

In conclusion, the data from these surveys indicate clearly that peoples with disabilities need opportunities to collaborate in planning and implementing an adequate inclusive program for students with disabilities.

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