

STAVOVI UČITELJA SEOSKIH I GRADSKIH ŠKOLA PREMA INKLUZIVNOM FIZIČKOM VASPITANJU¹

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Apstrakt: Uvođenjem inkluzivnog modela obrazovanja u Republici Srbiji, školske 2010/11. godine, u središtu stručnog i naučnog interesovanja našli su se nastavnici kao neposredni realizatori inkluzivne nastave. S obzirom da stavovi nastavnika prema inkluzivnoj nastavi fizičkog vaspitanja predstavljaju jedan od ključnih faktora efektivnosti inkluzivne nastave, kao i da 70% teritorije Srbije čine ruralne regije, sprovedeno je istraživanje sa ciljem da se ispituju razlike u stavovima prema inkluzivnom fizičkom vaspitanju učitelja seoskih i gradskih škola. Na uzorku od ukupno 84 učitelja (80 žena, 4 muškarca) primenjen je upitnik ATIPE (Hutzler, Zach, & Gafni, 2005) za procenu stavova prema inkluzivnom fizičkom vaspitanju. Dobijeni rezultati pokazuju da učitelji iz seoske i gradske sredine imaju slična obeležja socio-profesionalnog statusa. Učitelji naginju umereno pozitivnim stavovima prema inkluzivnom fizičkom vaspitanju. Razlike između subuzoraka su na granici značajnosti ($p = .06$), pri čemu su u proseku nešto pozitivnije stavove iskazali seoski učitelji.

Ključne reči: inkluzivno fizičko vaspitanje, učitelji, selo, grad

Uvod

Primena inkluzivnog modela obrazovanja u Republici Srbiji, školske 2010/11. godine, podstakla je naučno interesovanje za problematiku inkluzivnog fizičkog vaspitanja. U sklopu višegodišnjeg naučnog projekta Fakulteta sporta i fizičkog vaspitanja u Novom Sadu, „Inkluzivno fizičko vaspitanje u vojvodanskim škola-

¹ U radu su predstavljene rezultati dobijeni u okviru naučno-istraživačkog projekta „Inkluzivna nastava fizičkog vaspitanja u vojvodanskim školama: Izazovi i perspektive” koji se realizuje na Fakultetu sporta i fizičkog vaspitanja Univerziteta u Novom Sadu (nosilac projekta je prof. dr Višnja Đorđić), a koji finansira Pokrajinski sekretarijat za nauku i tehnološki razvoj AP Vojvodine (2011-2014).

ATTITUDES OF TEACHERS IN RURAL AND URBAN SCHOOLS ON INCLUSIVE PHYSICAL EDUCATION¹

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Abstract: Implementation of inclusive educational model in the Republic of Serbia in 2010 has put teachers as key figures in the focus of professional and scientific interest. Since teachers' attitudes towards inclusive teaching is one of the main factors of the inclusion efficacy, and since Serbia is mostly rural region (70% of the territory), the study was conducted in order to analyze rural and urban schools teachers' attitudes towards inclusive physical education. Total sample of participants comprised of 84 primary teachers (80 females, 4 males). The ATIPE questionnaire (Hutzler, Zach, & Gafni, 2005) was applied for the assessment of teachers' attitudes towards inclusive physical education. The results indicated that teachers from rural and urban areas shared similar socio-professional status. Teachers reported moderately positive attitudes toward inclusive physical education. Differences between subsamples were near the level of significance ($p = .06$), with rural school teachers expressing slightly more positive attitudes.

Key Words: inclusive physical education, primary school teachers, rural areas, urban areas

INTRODUCTION

Implementation of inclusive model of physical education in the Republic of Serbia, in school year 2010/11, raised scientific interest in problems of inclusive physical education. Within the multi-year scientific project of the Faculty of Sport and Physical Education in Novi Sad, “Inclusive classes of physical education in schools of Vojvodina: chal-

¹ The study presents results obtained within the scientific research project named “Inclusive classes of physical education in schools of Vojvodina: challenges and perspectives” and which is realized at the Faculty of Sport and Physical Education (project owner is Prof PhD Višnja Đorđić) and financed by the Provincial Secretariat for Science and Technological Research of AP Vojvodina (2011-2014).

ma: izazovi i perspektive“, koji sufinansira Pokrajinski sekretarijat za nauku i tehnološki razvoj, značajna pažnja posvećena je identifikovanju mogućih prepreka za kvalitetno fizičko vaspitanje svih učenika i analizu mogućih načina za njihovo prevazilaženje, te razvoj inkluzivne kulture i prakse u fizičkom vaspitanju u vojvodanskim školama.

S obzirom da stavovi nastavnika predstavljaju jedan od najvažnijih faktora uspešnog inkluzivnog fizičkog vaspitanja (Folsom-Meek & Rizzo, 2002), kao i da 70% teritorije Republike Srbije čine ruralne oblasti (Plan strategije ruralnog razvoja, 2009), postavlja se pitanje da li nastavnici koji rade u sredinama različitog nivoa urbanosti iskazuju i različite stavove prema inkluzivnom fizičkom vaspitanju.

Prethodna istraživanja ne nude jednoznačan odgovor. U istraživanju Bulgrena i saradnika (2002; prema Stauble, 2009) nastavnici iz gradskih škola imaju manje puzdanja kada je reč o dostupnosti neophodnih nastavnih sredstava, manje se angažuju u procesu izrade individualnog obrazovnog plana (IOP) i ne prilagođavaju nastavne planove na osnovu IOP. Takođe, manje su bili skloni da koriste tehnologiju u radu sa učenicima sa posebnim potrebama. Nastavnici iz seoskih sredina su bili manje spremni da upute učenike na dodatne usluge specijalnog obrazovanja, smatraju da su te usluge nedelotvorne i takođe nisu pravili modifikacije svojih nastavnih planova u skladu sa IOP. U isto vreme, više od polovine nastavnika iz seoskih sredina (52%) nije želelo da učestvuje u bilo kakvim obukama u vezi sa inkluzivnom nastavom, dok je to je bio slučaj sa samo 27% nastavnika iz grada.

Stauble (2009) je ispitujući efekte sredine u kojoj se škola nalazi na stavove nastavnika prema inkluziji utvrdila da ne postoji statistički značajan uticaj. Iako razlike nisu značajne, Stauble konstatuje da su nastavnici iz seoskih škola ispoljili negativnije stavove prema inkluziji.

Chopra (2008) je analizirala faktore koji utiču na stavove nastavnika osnovne škole prema inkluzivnom obrazovanju. Utvrdila je da postoje statistički značajne razlike između nastavnika sa sela i iz grada, pri čemu su nastavnici iz gradskih škola imali pozitivnije stavove prema inkluzivnom obrazovanju nego nastavnici seoskih škola. Chopra (2008) razlike tumači činjenicom da je kod nastavnika iz gradskih sredina izraženija svest o inkluzivnom obrazovanju, jer u školama imaju više pogodnosti za inkluzivno obrazovanje, svi nastavnici koriste internet i savremene medije.

Istraživanje Denga (Deng, 2000) bavilo se stavovima nastavnika osnovnih škola iz izabраниh ruralnih i ur-

lenges and perspectives” and which is realized at the Faculty of Sport and Physical Education and financed by the Provincial Secretariat for Science and Technological Research, significant attention was dedicated to identification of possible obstacles which prevent quality physical education of all pupils and analysis of methods for their overcoming, and development of inclusive culture and practice in physical education in schools of Vojvodina.

Since the primary teachers represent one of the key factors of successful inclusive physical education (Folsom-Meek & Rizzo, 2002), and since 70% of the territory of the Republic of Serbia consists of rural areas (Strategy Plan for Rural Development, 2009), there is an issue concerning whether the teachers working in areas which include various levels of urban development also express various attitudes towards inclusive physical development.

The research activities conducted so far do not provide unambiguous solution. In the research of Bulgren *et al* (2002; according to Stauble, 2009) primary teachers from urban schools have less confidence in terms of availability of required teaching aids, they are less involved in the process of production of Individualized Education Plan (IEP) and do not adapt their teaching plans to IEP. Also, they less relied on the use of technology in work with pupils with special needs. Teachers from rural areas were less prepared to send their pupils to additional services of special education, as they find such services inefficient, and also, they were not modifying their education plans in accordance the IEP. At the same time, more than a half of the teachers from rural areas (52%) did not want to participate in any kind of training relating inclusive teaching, and in urban areas, the figure was only 27%.

Stauble (2009), when testing effects of the environment where schools are located, established no significant statistic influence. Although there was no significant difference, Stauble confirmed that the rural primary school teachers expressed more negative attitude towards inclusion.

Chopra (2008) analyzed factors influencing attitudes of primary teachers on inclusive education. She established that there are statistically significant differences among the teachers from rural and urban areas, where the teachers from urban schools expressed more positive attitudes towards inclusive education as compared to rural schools. Chopra (2008) explains such differences with the fact that the teachers in urban areas have stronger conscientiousness for inclusive education; all of them use internet and modern media.

The research conducted by Deng (Deng, 2000) concerned the attitudes towards inclusive education in primary schools from selected rural and urban areas in China. The

banih područja u Kini prema inkluzivnom obrazovanju. Dobijeni rezultati pokazuju da seoski i gradski nastavnici imaju značajno različite stavove prema inkluziji, a nastavnici iz urbanih sredina su imali negativniji stav prema inkluziji nego nastavnici iz ruralnih sredina. Pritom, dostupnost nastavnih sredstava, nastavna godina ili relevantna obuka za specijalno vaspitanje nisu značajno uticali na stavove nastavnika (Deng, 2008). Nastavnici iz grada su iskazali negativan stav prema inkluziji, bili su skloniji da se opredele za odvojeno specijalno obrazovanje ukoliko za to postoje uslovi, iako gradske škole raspolažu boljim resursima. Deng (2008) tumači dobijene rezultate činjenicom da u urbanim sredinama ima više specijalnih škola nego u ruralnim sredinama, pri čemu je za seosku decu sa smetnjama u razvoju teško da idu u specijalnu školu u gradu, zbog siromaštva i problema sa transportom. U tom slučaju, uključivanje u obližnje redovne škole predstavlja uobičajenu praksu. Takođe, gradske škole su pod većim pritiskom da poboljšaju školsko postignuće učenika, kako bi uspeali da se upišu na prestižne fakultete.

Sa ciljem da se ispitaju razlike u stavovima prema inkluzivnom fizičkom vaspitanju učitelja seoskih i gradskih škola u našoj sredini, sprovedeno je istraživanje na uzorku učitelja iz zapadnobačkog okruga.

METOD

Ispitanici. Uzorak ispitanika činilo je 84 učitelja iz seoskih i gradskih škola zapadnobačkog okruga (80 žena, 4 muškarca). Uzorak ispitanika podeljen je na dva subuzorka: 1) učitelji koji rade u gradskim školama (42 ispitanika) i b) učitelji koji rade u seoskim školama (42 ispitanika).

Merni instrumenti. U istraživanju je korišćen upitnik koji se sastojao iz dve celine: 1) Pitanja koja se odnose na prethodno iskustvo učitelja, stručnu obuku i samoefikasnost učitelja i 2) Stavovi prema inkluzivnom fizičkom vaspitanju.

Stavovi prema inkluzivnom fizičkom vaspitanju ispitani su pomoću skale ATIPE (*Attitude Toward Inclusive Physical Education*; Hutzler, Zach, & Gafni, 2005). Ova četvorostepena skala Likertovog tipa (nema neutralnog stava) sastoji se iz 15 ajtema, od kojih je 11 tvrdnji negativno formulisano (npr. „Deca sa smetnjama/ invaliditetom često izazivaju disciplinske probleme na času fizičkog vaspitanja“), a 4 pozitivno (npr. „Deca sa smetnjama/invaliditetom mogu mnogo dobiti učestvovanjem u fizičkom vaspitanju sa drugom decom“). Skor ispitanika na skali predstavlja prosečan skor (suma skorova na

obtained results indicate to the fact that rural and urban teachers express significantly different attitudes towards inclusion, and the teachers from urban areas expressed more negative attitude towards inclusion as compared to teachers from rural areas. At the same time, availability of teaching aids, school year or relevant training for special education did not significantly influence the attitudes of teachers (Deng, 2008). Urban teachers expressed negative attitude towards inclusion, they were more in favor of separated special education providing that there are conditions for that, although urban schools have better resources on their disposal. Deng (2008) interprets the obtained results with the fact that in urban areas, there are more special schools as compared to rural areas, where the children from rural areas find it difficult to attend special schools in urban areas, due to poverty and transport problems. In that case, inclusion into nearby regular schools represents usual practice. Also, urban schools are under stronger pressure in terms of orders to improve the school achievement of pupils, in order to adequately prepare them to enter prestigious faculties.

With the aim to investigate differences in attitudes towards inclusive physical education and teaching of rural and urban school teachers in our environment, the research was conducted at the sample of teachers from the West Bačka District.

METHODS

Participants. The sample of participants comprised of 84 teachers from rural and urban areas of the West Bačka District (80 female, 4 male participants). The sample of participants was divided into two subsamples: 1) teachers employed in urban schools (42 participants) and b) teachers employed in rural schools (42 participants).

Measuring instruments. The research used the questionnaire composed of two chapters: 1) Questions referring to previous experience of teachers, professional trainings and self-efficiency of teachers and 2) Attitudes towards inclusive physical education.

Attitudes towards inclusive physical education were tested by means of the ATIPE scale (*Attitude Toward Inclusive Physical Education*; Hutzler, Zach, & Gafni, 2005). This four-degree Likert-type scale (no neutral attitude) comprises of 15 items, of which 11 statements are negatively formulated (for e.g. “Children with disorders / disability often provoke disciplinary problems at the classes of physical education”), and 4 positively (for e.g. “Children with disorders / disability may receive a lot through participation in physical education with other children”). The

pojedinačnim ajtemima/15), tako da rezultat ispitanika može da se kreće u rasponu od 1 do 4.

Obrada podataka. Za obradu podataka korišćena je deskriptivna statistika, a razlike između dve grupe u stavovima prema inkluzivnom fizičkom vaspitanju ispitane su korišćenjem t- testa za male nezavisne uzorke. Imajući u vidu rezultate prethodnih istraživanja na sličnim uzorcima, rezultati parametrijske statistike biće dopunjeni rezultatima hi-kvadrat testa i Fišerovog testa tačne verovatnoće.

REZULTATI

Karakteristike uzorka. U uzorku dominiraju učitelji sa 16 do 25 godina radnog staža (39%), slede učitelji sa radnim stažom do 15 godina (36%), dok je najmanje učitelja sa radnim stažom dužim od 25 godina (25%). Učitelji iz seoskih i gradskih škola se ne razlikuju značajno u pogledu radnog staža ($\chi^2(2, N = 84) = 0.97, p = .96$).

Na nivou celog uzorka 72% ispitanika se izjasnilo da je dosada imalo prilike da bliže upozna osobe sa smetnjama/invaliditetom, a 28% nije imalo takvih iskustava. Između učitelja iz seoske i gradske sredine ne postoje značajne razlike u pogledu ličnog iskustva sa osobama sa invaliditetom ($\chi^2(1, N = 84) = 0.24, p = .62$).

Što se tiče profesionalnog iskustva sa inkluzivnom nastavom, tri petine ispitanika (58%) ima takvog iskustva, a preostalih 41.67% nije dosada predavalo u inkluzivnom odeljenju. Testiranje hi-kvadrat testom pokazalo je da se subuzorci učitelja koji rade u gradskim i seoskim školama ne razlikuju statistički značajno u pogledu nastavnog iskustva sa inkluzijom ($\chi^2(1, N = 84) = 0.20, p = .67$).

Oko 2/3 učitelja (68%) pohađalo je stručne seminare iz inkluzivne nastave. Iako je nešto veći procenat učitelja iz grada pohađao ove seminare, razlike između subuzoraka učitelja iz gradskih i seoskih škola nisu statistički značajne ($\chi^2(1, N = 84) = 0.24, p = .27$).

U isto vreme, beznačajan je procenat učitelja koji su pohađali seminare iz inkluzivnog fizičkog vaspitanja. Od ukupno 84 ispitanika, samo jedan se izjasnio da je pohađao takav seminar, dok preostalih 83 ispitanika nisu dosada učestvovali u seminaru iz inkluzivnog fizičkog vaspitanja.

Sa tvrdnjom „Imam poverenja u sebe kada je reč o podučavanju dece sa smetnjama/invaliditetom“ slaže se nešto više od polovine učitelja u uzorku (55%), dok se preostali učitelji ne slažu sa tvrdnjom koja se odnosi na njihovu samoefikasnost kada je reč o poučavanje učenika sa smetnjama/invaliditetom. Distribucija odgovora ne ra-

score of participants at the scale represents an average score (the sum of scores at individual items /15), so that the result of participants can move within the range from 1 to 4.

Data processing. Data processing was executed by means of descriptive statistics, and the differences between two groups in attitudes towards inclusive physical education were tested with t- test for small independent samples. Having in mind the results of previous research activities conducted on similar samples, the results of parameter statistics will be supplemented with the results of hi-quadrant test and Fisher's test of accurate probability.

THE RESULTS

Sample characteristics. The sample is dominated by teachers having 16 to 25 years of service (39%), which is followed by teachers with the length of service up to 15 years (36%), while the lowest figure refers to teachers with the service longer than 25 years (25%). There is no significant difference between teachers from rural and urban schools in terms of years of service ($\chi^2(2, N = 84) = 0.97, p = .96$).

At the level of the total sample, 72% participants said that they had the opportunity to get to know persons with disorders / disability, and 28% had no such experience. There is no statistically significant difference in terms of personal experience with the disabled between teachers from rural and urban areas ($\chi^2(1, N = 84) = 0.24, p = .62$).

As for the professional experience in inclusive teaching, 3/5 of participants (58%) have such experience and the rest of 41.67% do not have experience in teaching in inclusive classes. Testing with hi-quadrant test indicates that there is no statistically significant difference in terms of teaching experience in inclusion between subsamples of teachers working in urban and rural schools ($\chi^2(1, N = 84) = 0.20, p = .67$).

Approximately 2/3 of teachers (68%) attended expert Inclusive Teaching Seminars. Although such seminars were slightly better attended by teachers from urban schools, the difference between subsamples of teachers from urban and rural schools was not statistically significant ($\chi^2(1, N = 84) = 0.24, p = .27$).

At the same time, the percentage of teachers attending inclusive physical education seminars is insignificant. Out of 84 participants, only one said to have attended such seminars, while the rest of 83 have not participated in inclusive physical education seminars.

Slightly more than one half of teachers included in the sample (55%) agrees with the statement "I trust myself when it comes to teaching of children with disorders / disability",

zlikuje se statistički značajno između subuzoraka, odnosno, učitelji iz seoske i gradske sredine se ne razlikuju u pogledu samoefikasnosti ($\chi^2(1, N = 84) = 1.20, p = .27$). *Stavovi prema inkluzivnom fizičkom vaspitanju.* Stavovi ispitanika prema inkluzivnom fizičkom vaspitanju ispitivani su pomoću skale ATIPE (*Attitude Toward Inclusive Physical Education*; Hutzler, Zach, & Gafni, 2005). Rezultati deskriptivne statistike za subuzorke učitelja iz seoskih i gradskih škola, kao i t-testa za testiranje značajnosti razlika, prikazani su u tabeli 1.

Tabela 1. Stavovi prema inkluzivnom fizičkom vaspitanju učitelja iz seoskih i gradskih škola

Table 1. Attitudes of teachers from rural and urban schools towards inclusive physical education

Stav prema inkluzivnoj nastavnoj praksi / Attitude towards inclusive teaching practice	N	AS	SD	Min	Max	KV%
Učitelji iz seoskih škola / Rural school teachers	42	2.77	0.38	1.67	3.73	13.71
Učitelji iz gradskih škola / Urban schools teachers	42	2.59	0.49	1.60	3.73	18.92

$t(82) = 1.89; p = .06$

Legenda: broj ispitanika(N); aritmetička sredina (AS); standardna devijacija (SD); nivo značajnosti (p)

Učitelji iz seoskih i gradskih škola naginju umerno pozitivnim stavovima prema inkluzivnom fizičkom vaspitanju, s obzirom da su ostvarili prosečni rezultat 2.77 (učitelji iz seoskih škola), odnosno, 2.59 (učitelji iz gradskih škola), na skali čiji je raspon od 1 do 4. Testiranje značajnosti razlika u skorovima na skali za procenu stavova prema inkluzivnom fizičkom vaspitanju pomoću t-testa za male nezavisne uzorke, pokazalo je da su dobijene razlike na granici značajnosti ($p = .06$). Numerički više vrednosti ostvarili su učitelji iz seoskih škola, što sugeriše da su ispoljili nešto pozitivniji stav prema inkluzivnom fizičkom vaspitanju, u poređenju sa učiteljima iz gradskih škola.

Radi dobijanja potpunije slike, testirane su i razlike između subuzoraka na pojedinačnim ajtemima (tabela 2). Testiranje značajnosti razlika u prosečnim skorovima, pokazuje da između učitelja iz seoskih i gradskih škola nema statistički značajnih razlika u 12 od ukupno 15 ajtema skale ATIPE. Značajne razlike konstatovane su na sledećim tvrdnjama: „Uključivanje deteta sa smetnjama/invaliditetom u odeljenju stvara frustraciju i neprijatnost“ ($p = .00$), „Nije u redu traziti od nastavnika fizičkog vaspitanja koji treba da radi sa celim odeljenjem, da posveti posebnu pažnju deci sa smetnjama/invaliditetom i njihovim roditeljima“ ($p = .01$) i „Uključivanje deteta sa smetnjama/invalidite-tom može doprineti razvijanju

while the rest of teachers do not agree with the statement referring to their self-efficiency when it comes to teaching of pupils with disorders / disability. Distribution of responds is not statistically significant between the subsamples, that is, teachers from rural and urban areas do not differ in terms of self-efficiency ($\chi^2(1, N = 84) = 1.20, p = .27$).

Attitudes towards inclusive physical education. The attitudes of participants on inclusive physical education were tested by means of ATIPE scale (*Attitude Toward Inclusive Physical Education*; Hutzler, Zach, & Gafni, 2005). The results of descriptive statistics for subsamples of teachers from rural and urban schools, as well as t-test for testing of significance of differences are presented in Table 1.

Legend: number of participants (N); arithmetic mean (AS); standard deviation (SD); level of significance (p)

Teachers from rural and urban schools incline to moderately positive attitudes towards inclusive physical education, as they achieved average results of 2.77 (rural school teachers), that is, 2.59 (urban school teachers), at the scale with the range from 1 to 4. Testing significance of differences in scores at the scale for estimation of attitudes towards physical education by means of t-test for small independent samples indicates that the obtained differences are at the limit of significance ($p = .06$). Numerically higher values were achieved by rural school teachers, and which indicates that they expressed slightly more positive attitude towards inclusive physical education, as compared to urban school teachers.

In order to provide the complete picture, differences between subsamples were tested at individual items (table 2). Testing of significance of differences in average scores, indicate that there are statistically significant differences between teachers from urban and rural schools, in 12 out of 15 items of the ATIPE scale. Significant differences were confirmed in the following statements: “Inclusion of children with disorders / disability into classes provokes frustration and unpleasantness” ($p = .00$), “It is not in a line to ask from physical education teacher who should work with the entire class to dedicate extra attention to children with disorders/disability and their parents” ($p = .01$) and “Inclusion of children with disorders/disability, can contribute to

pozitivnih vrednosti“ ($p = .05$), i u sva tri slučaja, učitelji iz seoskih škola iskazali su pozitivniji stav nego učitelji iz gradskih škola.

Najviši skorovi (od 3.50 do 2.95) ostvareni su na ajtemima 2, 3, 4 i 12, koji se odnose na tvrdnje da ne bi trebalo uključivati učenike sa invaliditetom u redovna odeljenja, zbog njihovog izgleda, zatim, da inkluzija predstavlja smetnju efektivnosti nastave; kao i efekte inkluzije na odeljenje u celini. Najniži skorovi dobijeni su na ajtemu 11 (učitelji iz seoskih škola – 2.05, učitelji iz gradskih škola – 1.79) koji se odnosi na veću izloženost nastavnika stresu u inkluzivnom odeljenju. Slede ajtemi 1 i 6 sa prosečnim skorovima između 2.05 i 2.2, a radi se o stavovima prema osposobljenosti učitelja za inkluzivnu nastavu i smanjenom vremenu za rad sa učenicima tipičnog razvoja.

Tabela 2. Ajtem analiza stavova učitelja prema inkluzivnom fizičkom vaspitanju

development of positive values” ($p = .05$), and in all three cases, teachers from rural schools expressed more positive attitude as compared to teachers from urban schools.

The highest scores (from 3.50 to 2.95) were achieved in items 2, 3, 4 and 12, and which refer to statements that the children with disability should not be included into regular classes, because of their appearance, then, that inclusion represents an obstacle in effectiveness of schooling; as well as effects of inclusion on the entire class. The lowest scores were achieved in item 11 (rural school teachers – 2.05, urban school teachers – 1.79) and which refer to higher degree of stress that the teachers in inclusive classes are exposed to. There are items 1 and 6 with average scores between 2.05 and 2.2, and it concerns the attitudes towards the level of competence of teachers in terms of inclusive teaching and reduced time for work with the pupils with normal development.

Table 2. Item analysis of attitudes of teachers on inclusive physical education

Stavke / Items	AS	SD	t-test	p
Učitelj fizičkog vaspitanja nema znanja i veština da podučava učenike sa senzomotornim smetnjama. <i>Physical education teachers do not have knowledge and skills to teach children with sensorimotor disorders.</i>	Selo/ Rural 2.19 Grad/ Urban 2.05	0.67 0.54	1.08	0.29
Ne bi trebalo uključivati učenike sa invaliditetom u redovna odeljenja, zbog njihovog izgleda. <i>Children with disability should not be included into regular classes, because of their appearance.</i>	Selo/ Rural 3.50 Grad/ Urban 3.24	0.71 0.69	1.72	0.90
Pošto je kvalitet i efikasnost nastave fiz.vasp. prioritet, važno je izbegavati moguća ometanja, uključujući i inkluziju dece sa smetnjama/invaliditetom. / <i>Since the quality and efficiency of physical education classes is priority, it is important to avoid possible distractions, including inclusion of children with disorders / disability.</i>	Selo/ Rural 3.24 Grad/ Urban 3.00	0.69 0.70	1.57	0.12
Deca sa smetnjama/invaliditetom mogu mnogo dobiti učestvovanjem u fiz.vasp. sa drugom decom. <i>Children with disorders/disability can benefit a lot from attending physical education with other children.</i>	Selo/ Rural 3.19 Grad/ Urban 2.98	0.63 0.56	1.64	0.11
Deca sa smetnjama/invaliditetom često izazivaju disciplinske probleme na času fizičkog. <i>Children with disorders/disability often provoke disciplinary problems at the classes of physical education.</i>	Selo/ Rural 2.86 Grad/ Urban 2.76	0.65 0.79	0.60	0.55
Učitelj koji uključuje dete sa smetnjom/invaliditetom u redovni čas fizičkog vaspitanja, smanjuje vreme koje može da posveti drugim učenicima. / <i>Teachers that include children with disorders / disability into regular classes of physical education reduce, the time they could dedicate to other pupils.</i>	Selo/ Rural 2.14 Grad/ Urban 2.24	0.61 0.73	-0.65	0.52
Dete sa smetnjama/invaliditetom može usporiti učenje druge dece na času fizičkog. <i>Children with disorders/disability may slow down the studying of other children at the physical education classes.</i>	Selo/ Rural 2.50 Grad/ Urban 2.50	0.71 0.80	0.00	1.00
Dete sa smetnjama/invaliditetom ometa nastavnika fizičkog vaspitanja. <i>Children with disorders/disability distract teachers of physical education.</i>	Selo/ Rural 2.86 Grad/ Urban 2.79	0.72 0.68	0.47	0.64
Deca sa smetnjama/invaliditetom treba da pohađaju specijalna odeljenja. <i>Children with disorders/disability should attend special classes.</i>	Selo/ Rural 2.48 Grad/ Urban 2.36	0.77 0.88	0.66	0.51
Inključivanje dece sa smetnjama/invaliditetom predstavlja lični izazov za učitelja. <i>Inclusion of children with disorders/disability represents a personal challenge for each teacher.</i>	Selo/ Rural 2.93 Grad/ Urban 2.79	0.68 0.75	0.92	0.36
Učitelj koji uključi dete sa smetnjama/invaliditetom je izložen riziku većeg stresa. <i>Teachers that include children with disorders /disability are exposed to risk of stronger stress.</i>	Selo/ Rural 2.05 Grad/ Urban 1.79	0.76 0.93	1.42	0.16
Inključivanje deteta sa smetnjama/invaliditetom može doprineti razvijanju pozitivnih vrednosti. <i>Inclusion of children with disorders/disability can contribute to development of positive values.</i>	Selo/ Rural 3.24 Grad/ Urban 2.93	0.53 0.51	2.71	0.00
Inključivanje deteta sa smetnjama/invaliditetom u odeljenju stvara frustraciju i neprijatnost. <i>Inclusion of children with disorders / disability into classes provokes frustration and unpleasantness.</i>	Selo/ Rural 2.95 Grad/ Urban 2.67	0.58 0.72	2.00	0.05
Redovno odeljenje može imati koristi od inkluzije deteta sa smetnjama/invaliditetom. <i>Regular class can benefit from inclusion of children with disorders /disability.</i>	Selo/ Rural 2.71 Grad/ Urban 2.52	0.67 0.71	1.27	0.21
Nije u redu traziti od učitelja koji treba da radi sa celim odeljenjem, da posveti posebnu pažnju deci sa smetnjama/invaliditetom i njihovim roditeljima. / <i>It is not in a line to ask from physical education teacher who should work with the entire class to dedicate extra attention to children with disorders/disability and their parents.</i>	Selo/ Rural 2.67 Grad/ Urban 2.19	0.75 0.89	2.64	0.01

DISKUSIJA SA ZAKLJUČCIMA

Cilj istraživanja je bio da se ispituju stavovi učitelja iz seoskih i gradskih škola o inkluzivnoj nastavnoj praksi i inkluzivnom fizičkom vaspitanju. Sva seoska naselja obuhvaćena istraživanjem imaju do 5000 stanovnika, a osnovna privredna delatnost je poljoprivreda. Sombor, kao gradsko naselje, sedište Grada Sombora i ZapadnoBačkog okruga, ima ukupno skoro skoro 48.000 stanovnika (bez okolnih seoskih naselja).

Učitelji iz seoskih i gradskih škola *ne razlikuju se* značajno po radnom stažu, ličnom i profesionalnom iskustvu sa osobama sa smetnjama/invaliditetom, pohađanju seminara iz inkluzivne nastave, kao i poverenju u sebe kada je reč o inkluzivnoj nastavi (procenjena samoefikasnost). „Tipičan“ učitelj u našem uzorku ima 16 do 26 godina radnog staža, ima lično i profesionalno iskustvo sa osobama sa smetnjama/invaliditetom, pohađao je seminar iz inkluzivne nastave, ali ne i iz inkluzivnog fizičkog vaspitanja, i ima poverenja u svoje sposobnosti da realizuje nastavu fizičkog vaspitanja. Ovim sličnostima u socijalnom i profesionalnom statusu, verovatno se mogu objasniti i sličnosti u stavovima prema inkluzivnom fizičkom vaspitanju.

Učitelji iz seoske i gradske sredine naginju umejeno pozitivnim stavovima prema inkluzivnom fizičkom vaspitanju. Razlike između subuzoraka su na granici značajnosti, pri čemu su u proseku viši skor postigli učitelji iz seoskih škola. Oni su, osim toga, imali značajno više skorove na tri pojedinačna ajtema, što sugeriše da postoji tendencija pozitivnijih stavova prema inkluzivnom fizičkom vaspitanju kod učitelja iz seoskih škola. Učitelji iz seoskih škola iskazali su pozitivnije stavove prema efektima inkluzije na odeljenje u celini i posvećivanju dodatne pažnje od strane učitelja. Ovi rezultati koresponiraju sa rezultatima Denga (2008), koji je takođe konstatovao da nastavnici iz seoskih škola imaju pozitivnije stavove prema inkluziji u poređenju sa nastavnicima iz gradske sredine. Deng smatra da se razlike mogu tumačiti većom dostupnošću specijalnih škola u urbanim nego u ruralnim sredinama, preprekama za uključivanje seoske dece u specijalne škole u gradu (transport, troškovi) što uključivanje u obližnje seoske redovne škole čini uobičajenom praksom. Knoblauch i Hoy (2008; prema Stauble, 2009) ističu da iako seoski nastavnici mogu imati problema sa resursima jer rade u veoma malim školama, često imaju prednosti snažnijeg osećanja zajedništva u lokalnoj zajednici i podrške porodice. Negativnije stavove nastavnika iz seoskih škola konstatovali su Stauble (2009) i Chopra (2008).

DISCUSSION AND CONCLUSIONS

The aim of the research was to investigate attitudes of teachers from urban and rural schools in terms of inclusive teaching practice and inclusive physical education. All rural villages included into research have up to 5000 inhabitants, and the basic business activity is agriculture. Sombor, as a town, the capital of the City of Sombor and the West Bačka District, count, in total, almost 48,000 inhabitants (without surrounding villages).

There are *no significant differences* between teachers from rural and urban schools, in terms of age of service, personal and professional experience with children with disorders/disability (they attend inclusive teaching seminars), and the trust they have in themselves when it comes to inclusive teaching (estimated self-efficiency). “Typical” teacher in our sample has 16 to 26 years of service, they have personal and professional experience with children with disorders/disability, they have attended seminars from field of inclusive teaching, but not inclusive physical education, they trust in their abilities to realize the classes of physical education. These similarities in professional status can probably explain similarities in attitudes towards inclusive physical education.

Teachers from rural and urban areas have slight tendencies towards moderate attitudes to inclusive physical education. Differences between subsamples are at the limit of significance, and higher score, on average, was achieved by rural school teachers. Besides, they had significantly higher scores in three individual items, which indicates to the fact that there is a tendency towards more positive attitudes on inclusive physical education in rural school teachers. Rural school teachers expressed more positive attitudes towards the effects of inclusion on the entire class, and dedication of extra attention by teachers. The said results correspond to results of Deng (2008), and who also confirmed that rural school teachers have more positive attitudes towards inclusion as compared to urban school. Deng is of the opinion that such differences can be interpreted by higher availability of special schools in urban as compared to rural environments, obstacles for inclusion of rural children into urban special schools (transport, costs) which results in general practice of inclusion into regular rural schools. Knoblauch and Hoy (2008; according to Stauble, 2009) point out to the fact that, although those teachers can have problems with resources, as they work in very small schools, they will often have stronger feelings of togetherness in local community, as well as the family support.

More negative attitudes of teachers in rural schools were confirmed by Stauble (2009) and Chopra (2008).

Generalno gledano, učitelji iz našeg istraživanja iskazali su najpozitivnije stavove kada je reč o prihvatanju fizičkog izgleda učenika sa invaliditetom, uticaju inkluzije na kvalitet nastave fizičkog vaspitanja i efektima inkluzije na odeljenje u celini. Najnegativniji stavovi odnose se na percepciju da su učitelji u inkluzivnom odeljenju izloženi većem stresu, da nisu dovoljno osposobljeni za inkluzivnu nastavu i da ostaje manje vremena za rad sa ostalim učenicima.

Razlike između učitelja iz seoskih i gradskih škola, iako tek naznačene, zaslužuju dalju pažnju, posebno sa aspekta specifičnih profesionalnih izazova i potreba samih učitelja, ali i specifičnih potreba učenika sa smetnjama/invaliditetom u manjim sredinama, gde su mnogi specijalizovani servisi i podrške nedostupni.

Izjava autora

Autori pridonijeli jednako.

Konflikt interesa

Mi izjavljujemo da nemamo konflikt interesa.

Generally speaking, teachers that participated in our research expressed the most positive attitudes in terms of acceptance of physical appearance of children with disability, the effects of inclusion on the quality of classes of physical education and the effects of inclusion on the entire class.

The most negative attitudes refer to perception that all teachers in inclusive classes are exposed to higher degree of stress, that they are not enough trained for inclusive schooling which leaves them less time to work with other pupils.

Differences between rural and urban school teachers, although just pointed out, deserve further attention, especially from the aspect of specific professional challenges and the needs of teachers, but also specific needs of children with disorders/disability in rural environments, where many specialized services and support centers are not available.

Authorship statement

The authors have contributed equally.

Financial disclosure

We declare that we have no conflicts of interest.

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Primljen: 22. mart 2014. / Received: March 22, 2014

Prihvaćen: 4. jun 2014. / Accepted: June 4, 2014