

Challenges of teachers in inclusive classes, preschool and primary education in Albania

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Abstract

The aim of this research is to point out the problems that the inclusive classes face. The factors which influence the efficient teaching in the inclusive classes and the attitudes of the teachers in these classes, they must be considered with priority because the inclusion of the students with special needs in the classes not accompanied with the specialist teachers, increase in a fundamental way the difficulties in those classes. This study will make clear and value the teaching process in the inclusive classes and at the same time the possibility for a suitable teaching, in connection with the conditions and the state that they have. The variable is taken in a casual way from the three schools in the Regions: Tirana, Durrës and Berat. As a conclusion if it is necessary to infer in these factors, the efficiency in teaching in these classes will be within the normal requirements. The recommendations of this research will be noticed in the completion and the fulfilment of the conditions in the inclusive classes, from where depends the softness of the problems that the students have in these classes.

Key words: efficient teaching; specialist or supportive teacher; inclusive classes; the teaching process.

1. Introduction

Inclusion in education is seen the most favorite means that creates equal chances in education towards the children for all the children with or without special needs, it avoids the distinguishing attitudes towards the children with special needs, it makes clear the personal needs of each one for the reason that the inclusive classes by means of a suitable teaching method are suitable for all the students, despite their states or the abilities that they have.

The increase of the number of students with special needs is associated with new challenges for the teachers in the inclusive classes¹. The problems of the educational work of the teachers in these classes are numerous but to minimize them a little bit the worldwide teaching process is paying too much space by means of the analysis and the orientation to make it soften for the problems that the teaching process face in these classes.

¹ Inclusive classes- classes where are included students with special needs;

Teaching in these classes, needs its suitability based on the needs and the abilities of each student to learn but, this kind of suitability must have a scientific base and the teaching in life should be more efficient, and for this it is necessary a great understanding and an analysis of the problems in the teaching classes, such as the attitudes of the teachers in these classes. Among the factors that make it possible the efficient teaching it is necessary to mention: efficiency in the teaching strategy, the efficiency in the management of the class, the efficiency in the motivation of the students and the attitude of the teachers in the inclusive classes.

The instrument TSES² with its main factors such as: educational strategies; management of the class; motivation of the students, analyze and measure the stages of the efficiency in these classes, which are considered as sustainable in the inclusion of the students with special needs in the teaching program. (Tschannen-Moran & Hoy 2001). Even the Albanian teaching, by means of these analysis must give some orientations towards these factors, in this way we should have the highest stage of efficiency in teaching process in these classes.

More specifically, the objectives of this study are:

- to explore the perception of the teachers in connection with the factors that influence the efficient teaching that make up some of the problems of the teaching work of the teachers in inclusive classes;
- To analyze the differences in connection with the efficiency in the teaching strategies, the management of the classes, the motivation of the students;
- To analyze the attitudes of the teachers in connection with the inclusion of the students with Special needs, among the training teachers for the limited abilities and the untrained teachers for this issue.

Research questions of this study:

- How influential are the perceptions of male and female teachers regarding their training for inclusive classroom teaching?
- How much does the preparation of teachers affect the adaptation of teaching in inclusive classrooms?
- To what extent does the preparation of the teachers influence in connection with the teaching process in the inclusive classes?

1.1 Literature review

The research show that the devotion and the responsibility of the teachers in the teaching process are important and are part of the system, and among other points they influence in the quality of the educational level of the country. The inclusion of the students with the Special needs in the inclusive classes. The involvement of the students with special needs is one of the instructive principles for the academic development of these students. The degree of trust in teachers in this integration determines the degree of success of the comprehensive program (Prakash, 2012).

The degree of trust in teachers, for an integration and inclusion of students with special needs in the classroom in these classes, is influenced by the perception of the teacher, on which depends the success of this integration, but expressing reservations about children with severe disabilities Subban & Sharma 2005). Teachers also report that students' motivation and performance also depend on family support. The teacher's efforts regarding the involvement of

² TSES - Teachers' Sense of Efficacy Scale,

all children, even those with various difficulties or those who feel unmotivated, necessarily require this support. (Cheung, 2008).

Teachers' attitudes towards the inclusion of students with special needs are multidimensional and complex (Beattie, Antonak, & Anderson, 1997). Contradictory results have been observed on teachers' attitudes towards inclusion, while some researchers have reported negative attitudes and even expressed uncertainty about inclusion (Hwang 2010).

The efficient teaching - it expresses the belief of the teachers in their capacities in the teaching method, to make the students change (Tschannen-Moran, & Hoy 2001). According to the above mentioned researchers, this means that the successful cooperation between students and teachers and what is more when this cooperation is successful in the inclusion of the students that show difficulties and those that are not motivated. TSES³- is an instrument used to value the belief of the teachers in connection with the strategies and the teaching techniques in the process of the connection with the inclusion of the students with special needs in the management of the class and the motivation of the students.

The teachers are consider as efficient teachers will be expert to help the students in the teaching process (Ross, Ford & Burce 2007). It is necessary, to create the responsibility in the teaching process which reduce the problems in education. In this research it is said that the efficient teaching process can increase the cooperation among teachers in the swapping of their experiences and their mastery in teaching process.

2. Methodology

The methodology followed in this research is a methodology based on the combination of the methods of the research which are quantitative and qualitative in the collection of the data and the analysis of them, cooperated this one and the analyses of the suitable literature.

Population chosen in this research are the teachers in the Elementary and Preschool education in the three regions: Durrës, Tiranë and Berat. The whole number of these teachers is 3071. The used techniques to select the variable for the quantitative part of the casual chartered (according to the place of the school), the technique which make it possible the analysis of the research.

Intentionally selected sample for completing Interviews, on the importance in selecting participants without prejudice to them (Gerson & Horowitz. 2002). They emphasize that "in selection, respondents should be part of the field of study";

The purpose of this selection is: to select the incidents, and then to collect data to ensure the understanding of the phenomena being studied.

Table Nr. 1. Coefficients of the reliability of the factors of the research.

Variable	Coefficient alfa of Kronbahut
Perception of the teachers in connection with the efficiency in the strategies of the teaching. (TSES 1)	.742
Perception of the teachers in connection with the efficiency in the management of the class. (TSES 2)	.786

³ This instrument is by Smith (2008), which analyzed 123 teachers from 10 schools in the North Carolina District, USA.

Perception of the teachers in connection with the efficiency in motivation of the students. (TSES 3)	.768
The attitudes of the teachers in connection with the inclusion of the students with special needs in the inclusive classes. STATIC	.822

For the qualitative part and the aim of this part in the research was exploration of the phenomenon in a deep stage. (not the creation of the statistically representative variable), to select the participant teachers in the half structured interviews.

3. Findings of the research

The aim of this study is to explore the perceptions of the teachers in connection with the problems of the teaching process in the inclusive classes and the attitudes of the teachers towards the inclusion of the students with special needs and the continuing of the process of these children in the normal schools. In this research are used the instruments TSES⁴ and STATIC⁵ and the certain information to analyze the levels of the reliability of the efficiency of the teachers and their attitudes towards the inclusive education.

The results that are taken to work out the quantitative data.

As it will be seen from the tables, for the tests of the normality of all these factors which are taken in the working out of the statistical data $p < 0.05$, it is something that can be interpreted that the spread is not normal.

Table Nr. 2: The descriptive statistics for the gender

		GENDER			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	35	10.1	10.1	10.1
	Female	313	89.9	89.9	100.0
Total		348	100.0	100.0	

From the above table it is pointed out that this question is answered totally 348 interviewed, from whom 10.1 % or 35 are male and 89.9 % or 313 are female.

The training in connection with the special needs.

In the below table are shown the frequencies for the variable of the trainings that are taken by the teachers in connection with the special needs. From these data's it is shown that this question are answered 334 teachers, from 348 teachers in total, where 204 teachers or 58.6 % are given the data that accept the fact that the teachers have been trained this number of teachers 130 teachers or 37.4 % they report that they have not been trained. In connection with the special needs.

⁴ TSES (Teacher Sense of Efficacy Scale) - Tschannen-Moran & Woolfolk Hoy (2001)

⁵ STATIC (the Scale of Teachers' Attitudes Toward Inclusive Classrooms) - Cochran (1998, revised 2000)

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Table Nr. 3: Statistics for the variables of the trainings in connection with the special needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	204	58.6	61.1	61.1
	No	130	37.4	38.9	100.0
	Total	334	96.0	100.0	
Missing	System	14	4.0		
Total		348	100.0		

Table Nr. 4. The data show the variation for the perception of the teachers for the problems of the teaching process

divided according to the genders
Descriptive Statistics

GENDER		N	Minimum	Maximum	Mean	Std. Deviation
Male		35				
	Efficiency in teaching strategy	28	26	45	36.39	4.01
	Efficiency in classroom management	29	23	45	37.97	5.28
	Efficiency in motivating students	32	19	35	28.97	3.87
	Teachers' attitudes in the classrooms comprehensive	28	42	79	59.86	8.93
	Valid N (listwise)	17				
Female		313				
	Efficiency in teaching strategy	245	19	45	36.12	4.58
	Efficiency in classroom management	246	22	45	39.11	4.02
	Efficiency in motivating students	278	12	35	29.76	3.58
	Teachers' attitudes in the classrooms comprehensive	217	23	95	59.43	14.21
	Valid N (listwise)	154				

3.1 Findings for the qualitative part.

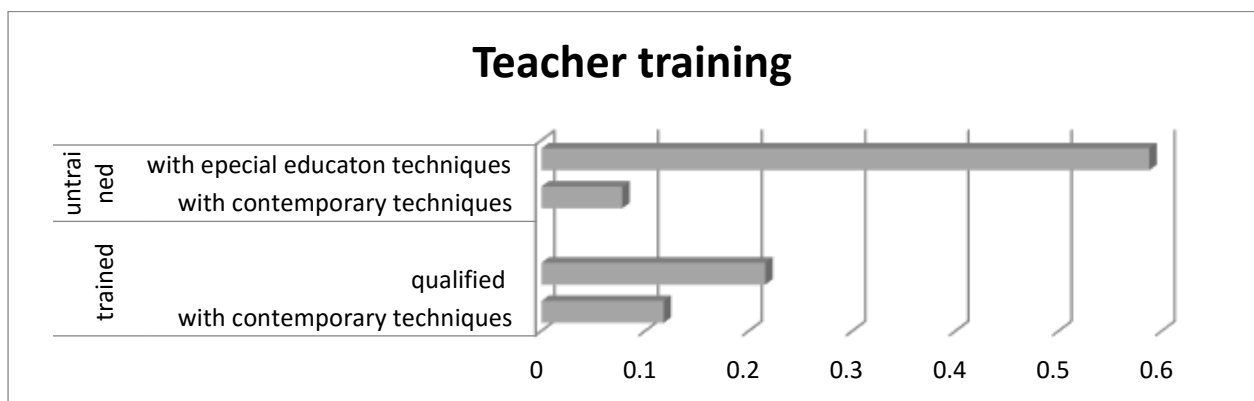
For the trainings for the perception of the kinds with special needs and “The differentiated teaching process and the contemporary that have these categories and the Sub/categories’ given in the below table:

Table Nr. 5. Identification of the cat and the sub/cat for the second term

	Sub/Cat.1: the teachers in inclusive classes are not trained in connection with the suitability of the teaching process depending on the
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Cat. 1: - teaching of the inclusive classes that do not have such trainings	limits that the students with S.N
	Sub/Cat.2: Teachers in inclusive classes have no trainings in connection with he usage of the technology.
Cat. 2: -the teachers of the inclusive classes that are trained	Sub/Cat.1: the trained teachers or they have got qualifications in the different programs in the Master program.
	Sub/Cat.2: The teachers in some schools have trainings in connection with the techniques in teaching process in the usage of the technology.

Figure 1. Trainings of teachers (Topic 2, Cat.1-2 with sub/Cat.1-2)



4. Conclusions

In this research participated 348 teachers that represent the Preschool system and the elementary educational system and the year that they were active parts of the study was the school years 2018-2021, from whom 89.9% of the participants were teachers female and only 10.1 % of them were teacher male. This percentage is justified for the fact that in the Albanian system this is noticed, because the teachers that are involved in this program are mostly female. Which is important in these contacts with the teachers is the fact that they required in a persistent way trainings in connections with the knowledge of the Special Needs and Teaching process for its suitability in connection with the abilities with the needs that these students have.

Over 70% of teachers stated that they were untrained and indicated that they were very willing to work with these students but very sincerely stated that they did not know "how" to work with them.

Another element that teachers required to be met was to equip or accompany these students with specialist teachers or even a school psychologist.

This "support" that the teachers require was related to the "success" they wanted in integrating these students into the learning process.

23% of teachers stated that they were unsupported, while 28% of them had support from: parents; school colleagues; psychologist or from the School Board. The rest of the teachers preferred to stay neutral and not answer regarding this question.

53% of the teachers are positive for the inclusion but under some conditions:

- the considerable number of the students (not more than 25-30 students in class);
- 1-2 students with special needs;
- supporting teachers or specialist teacher of “Special Needs”;
- support from the school directorate regarding the fulfillment of the needs that may be created for teachers during the adaptation of teaching

But 47% of the teachers do not agree with the inclusion of the students with special needs⁶.

According to the conclusions of the main findings of the study in a brief way for the first question can be said: - “what are the perceptions of the male teachers and female teachers , the trained teachers and those not trained , experienced ones and those not experienced in connection with the problems that the teachers are facing in the inclusive classes?”, is concluded that the perceptions of the teachers in inclusive classes are connected with the efficiency in the teaching strategies, efficiency of the management of the class and the motivation of the students, and they are of great results and levels. According to the attitudes of the teachers in connection with the inclusion of the students with special needs in the inclusive classes, it has resulted that the teachers have indifferent attitudes in connection with the involvement of the students.

5. Recommendations from the findings of the study

The teachers in inclusive classes should have efficiency in teaching process and positive attitudes towards the inclusion and the integration of the students with special needs in the teaching process the following recommendations are based on the study from the quantitative and qualitative analysis. These recommendations will serve the teachers of the inclusive classes, the inspectors that deal with these trainings especially of the new teachers in the mean that they have an efficiency in the inclusive teaching.

5.1 Recommendations from the quantitative part of the research

Recommendation 1. Despite the fact that the teachers have got a high perception in connection with the efficiency of the teaching strategy, the efficiency of the management of the class and that of the motivation of the students, it is recommended that the teachers should have acceptable attitudes in connection with the involvement of the students with special needs in their classes;

Recommendation 2. Given that the findings show that there are statistically significant differences between trained and untrained teachers, in terms of efficiency in teaching strategy and efficiency in classroom management, it is recommended to provide explicit training on these factors;

5.2 Recommendations based on the qualitative part of the research

Recommendation 1. The exact diagnosing of the children showing even the hard part of their “limitation” that is shown and the declaration in school, makes the teacher more responsible for a suitable teaching process in connection with the needs that the student have.

Recommendation 2. The training part towards the implementation of the IEP for the teachers in inclusive classes, on the perception and recognition of the special need of the students and a

⁶ Taken from the analysis of the interviews.

differentiated teaching method, a contemporary one, makes the teaching for these children more understandable and acceptable towards the objectives long termed and short termed ones.

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