

## ATTITUDES OF TEACHING STAFF TOWARDS INCLUSION AND OF STUDENTS TOWARDS THE INCLUSION OF PEERS WITH SPECIAL EDUCATIONAL NEEDS IN THE CLASSROOM

<sup>a</sup>JANA KOŽÁROVÁ, <sup>b</sup>MIROSLAVA HNÁTOVÁ, <sup>c</sup>JARMILA ŽOLNOVÁ

*Faculty of Education, University of Prešov, 17. novembra 15, Slovak republic*

*email: <sup>a</sup>jana.kozarova@unipo.sk,*

*<sup>b</sup>miroslava.hnatova@mail.unipo.sk, <sup>c</sup>jarmila.zolnova@unipo.sk*

Study is partial outcome of the research project VEGA 1/0280/22 Identification of psycho-social factors of inclusive environment for students with special educational needs in the period of their school attendance.

**Abstract:** The inclusion of the school environment is an indicator of the humanisation of this environment and of society as a whole. The evaluation of the attitudes of all school actors is a good indicator of it. The aim of this paper is to map the attitudes of teaching staff and intact students towards pupils with special educational needs in schools. The present paper argues through two sets of research - teaching staff and intact students - for positive developments in creating inclusive school environments in primary schools.

**Keywords:** student with special educational needs, intact student, teacher, attitude.

### 1 Introduction

According to the current Slovak legislation, every student, without distinction, has the right to access to education that respects his or her diverse educational needs, abilities, aptitudes, capabilities, talents and health status. A student with special educational needs (hereafter referred to as SEN) in the educational process will use specific forms and methods that correspond to his/her needs (Education Act 245/2008 Coll.). An inclusive approach in education responds to the diversity of pupils. This means that the educational process is designed with the individual strengths and needs of students in mind so that they can be actively involved in the learning process (Woodcock et al. 2022, Lukáč & Hlebová, 2023). The goal of an inclusive approach to education is not to abolish differences between students, but to give everyone the opportunity to develop their skills as much as possible alongside their peers. The main purpose is therefore to establish equal educational opportunities for all students and to provide the necessary support for each student to develop his or her individual potential. This implies that the basis of inclusion is the openness of schools and their accessibility to all pupils regardless of their differences (Beláková 2022; Zilcher, Svoboda 2019), and the idea of inclusiveness is to become an integral part of the whole society (Daněk, Klugerová 2023).

### 2 Theoretical framework

There are and always will be high demands on an inclusive school. In order to make inclusive education as successful as possible in schools, we must inherently take into account such important factors as the continuous education of pedagogical and professional school staff on the topic of inclusive education, the creation of a safe environment, the cooperation of pedagogical and professional school staff in a multidisciplinary team, and work with the family. The supporting subject in a heterogeneous classroom is the teacher, who applies professional competences to create a universal design in the classroom (Zilcher, Svoboda 2019; Vančíková et al. 2018). Being a member of a peer group is incredibly important for primary school students. We must keep in mind that the peer world is an important social environment in which a child develops socially, intellectually, morally and emotionally (Grljušić, Kolak 2018). Peer contact with intact classmates is one of the main motives for parents to send their child with special needs to mainstream schools. Parents assume that peer contact will have a positive impact on their child (Koster et al. 2009). The attitudes of intact students towards peers with SEN are an important aspect of successful inclusive education. Many times, the indicator of success is determined by the extent to which a student with SEN is accepted by intact peers and how involved he/she is in the peer group (Freer 2021;

Bizova 2021; Laa et al. 2012, Trellová & Hlebová, 2020). Negative attitudes of intact students towards peers with disabilities are considered to be one of the key barriers to inclusive education (Szumski et al. 2020). Intact students have more positive attitudes towards inclusion precisely if they have had some previous social interaction with students or adults with disabilities (Bizova 2021). Pettigrew and Tropp (2006) found that contact between people from different social groups reduces their prejudice against 'difference' (Zilcher, Svoboda 2019). According to Hajkova and Strnadova (2010), students' attitudes are noticeably shaped by the attitudes of teachers and school management. Based on further research, Zilcher and Svoboda (2019) have come to this conclusion, pointing to a direct correlation between educators' and students' attitudes. According to Horňáková (2014), it is essential that attention is also paid to the formation of individual attitudes towards inclusion at the family level. Parents play an important role in a child's life and, whether consciously or not, demonstrate their own values and beliefs about other people, which can influence children's attitudes towards other people (Hong et al. 2014). Parents can express their attitudes explicitly - through discussion - or implicitly - by modelling their values. Some researchers report that children's attitudes were related to the explicit expression of their parents' attitudes; other authors show the exact opposite from their findings. Although the results do not match exactly, it is clear from several studies that there is a relationship between parents' attitudes and their children's attitudes towards people with disabilities (Babik, Gardner 2021).

In Slovakia in 2014, students' attitudes towards inclusion were surveyed by the National Institute of Certified Educational Measurements (NUCEM) as part of the national project Improving the Quality of Education in Primary and Secondary Schools. The research focused on the attitudes of pupils in grades 5 and 8 towards inclusion and students with SEN. According to the research report, attitudes were measured using a modified version of the Chedoke - McMaster Attitudes Towards Children with Handicaps (CATCH-R) questionnaire with a sample of 7486 primary school students (Valovič 2015; Galová et al. 2014). Zilcher and Svoboda (2019) similarly focused their research on the attitudes of intact students towards students with SEN. Their aim was to test the assumption that an inclusive school environment can have a positive impact on students' attitudes. Attitudes were measured on a sample of 1948 students. The authors of the study agreed that more positive attitudes towards students with SEN were held by those students who had a person with a disability (a friend or family member) in their close circle. However, according to the results, the mere sharing of educational space with students with SEN did not have a significant impact on the attitudes of intact students (Zilcher, Svoboda 2019; Galová et al. 2014). This may also be due to the fact that in a shared school environment only purely formal relationships may emerge, and close relationships may not develop between students (Zilcher, Svoboda 2019). In their research, Cairns and McClatchey (2013) compared the attitudes of students from two selected schools, but only one of them was an inclusive school. They found that intact students educated in an inclusive school environment had more positive attitudes towards students with disabilities and were more understanding of their needs compared to students not educated in an inclusive environment. Therefore, in line with these results, the authors hypothesize that inclusive school environments may positively influence the formation of positive attitudes towards students with disabilities. These results are shared by Freer (2021), Armstrong et al. (2015), and Hong et al. (2014). MacMillan et al. (2013) analysed 35 studies which generally suggest that students' contact with people with SEN is associated with more positive attitudes towards inclusion and disability. Hellmech and Loeper (2018) report that students' attitudes towards inclusion and towards peers with SEN are largely determined by educators and the overall school climate. This assertion is also made by McDougall et al. (2007). According to the authors, these

attitudes were conditioned by a school environment that supported the learning of all students without distinction. And they add that positive teacher- student relationships were inversely related to positive student attitudes.

The principles of inclusive education should be fulfilled by all schools and thus they can become open to all children without distinction. The valence of positive attitudes towards students with SEN among all actors in the school environment can reinforce the idea of inclusive schools.

### 3 Methodology

#### Research objectives and hypotheses

According to Babik and Gardner (2021), the perception of disability not only affects the internal experience of an individual with a disability, but also has an impact on our society as a whole. Despite the obvious benefits of inclusive education, students with SEN are often not accepted by their peers. They face negative attitudes and sometimes even isolation among their classmates. We consider the successful integration of the student into the classroom team as an important pillar of inclusive education. The teaching and professional staff of a school is a relevant factor influencing the attitudes of intact students towards their peers with SEN (McDougall et al. 2007) and it is against this background that we have defined our aim. The aim is to investigate the attitudes of teaching and professional staff towards inclusion and their behaviours towards students with SEN that can influence the attitudes of intact students towards the inclusion of their peers in mainstream classes at Key Stage 2 of primary school.

**Research question 1:** What is the correlation between the attitudes of teaching staff (TS) and professional staff (PS) towards inclusion and the attitudes of students towards their classmates with SEN?

**Hypothesis 1:** There is a positive relationship between the attitudes of the school's TS and PS towards the inclusion of students with SEN and the attitudes of intact students towards students with SEN.

Rationale: Among the factors that influence students' attitudes towards inclusion, we can also include educators. Several authors and their studies point to a direct correlation between teachers' and students' attitudes (Zilcher and Svoboda 2019; Hellmech, Loeper 2018; McDougall et al. 2007). Heyder et al. (2020) similarly point out that mainstream teachers' attitudes towards inclusive education are reflected in the creation of learning environments that support students with SEN in mainstream classrooms.

**Research Question 2:** In a shared learning space, what is the relationship in the attitudes of intact students towards their peers with SEN?

**Hypothesis 2:** Intact students who have a classmate with SEN have more positive attitudes towards students with SEN than those students who do not have a classmate with SEN.

Rationale: The hypothesis focuses on the determinants influencing students' attitudes towards their classmates with SEN. The independent variable causing the effect is social contact and the classroom environment in which the student is educated. The dependent variable that changes under the influence of the independent variable is the attitudes of intact students (Gavora et al. 2010). According to Hong et al. (2014), social interaction with a student with SEN in the school environment promotes the emergence of more positive attitudes towards students with SEN.

#### Research methods

To answer the questions and the objective, we used research questionnaire methods, namely a questionnaire for teaching and professional staff and a questionnaire for intact students called

CATCH. In this paper we present the partial outcomes of the research.

The questionnaire for pedagogical and professional staff was addressed to teaching staff (hereafter referred to as TS) and professional staff (hereafter referred to as PS) of primary schools in Slovakia in the period October - December 2023. It was anonymous and the respondents filled it out via Google Forms<sup>®</sup>. The aim of the questionnaire was to find out whether there is a correlation between their attitudes towards inclusion and education of students with SEN and the attitudes of their intact pupils towards their classmates with SEN. We divided the questionnaire into two parts. The first part consists of items from the questionnaire by Kazmi et al. (2023), who focused on teachers' attitudes towards the education of students with SEN in their study entitled *The effect of teachers' attitudes in promoting inclusive education by accommodating diverse learners*. For the purpose of our questionnaire, we have selected 8 items (items 1 to 8) that focus on attitudes towards inclusive education. We replaced the term "students with mild learning disabilities" in the questionnaire with "students with SEN". Respondents commented on the statements on a 5-point Likert scale with values from 1 (not at all agree) to 5 (completely agree) (Kazmi et al. 2022). We proceeded with the scoring of individual responses. The response "I completely agree" has a maximum score of 5 and the response "I do not agree at all" has a score of 1. In this section, respondents could score a maximum of 40 points and a minimum of 8 points. The second part of the questionnaire consists of questions 9 to 15, which are constructed by us and are aimed at finding out the attitudes of intact students in their class towards their classmates with SEN. It is made up of 7 items, respondents express their opinion on a 5-point Likert scale with values 1 (do not agree at all) to 5 (strongly agree) (Gavora 2010). These questions are used to find out how intact students behave towards their classmates with SEN in the school environment. In the second part, respondents could score a maximum of 35 points and a minimum of 7 points. For scoring, we proceeded by scoring individual responses. The answer "I completely agree" has a maximum score of 5 and the answer "I do not agree at all" has a score of 1. Items 10, 12 and 13 are scored in reverse because of the position of the question. The attitudes between TS and PS towards the education of students with SEN and the attitudes of students towards students with SEN were evaluated using the statistical procedure of correlation. We worked with the JAMOVI<sup>®</sup> program and used Pearson's correlation coefficient for the calculation.

Students' attitudes towards inclusion were measured with the CATH - Questionnaire of Inclusion for the Pupil (CATCH - R - Slovak adaptation) (Chedoke - McMaster Attitudes Towards Children with Handicaps) questionnaire by Rosenbaum, Armstrong and King (1985). The questionnaire was addressed anonymously to primary school students of senior school age, who completed it in print at school in February 2024. The original questionnaire contains 36 items, which are divided into three components: cognitive - verbal expression of beliefs about inclusion and pupils with SEN, emotional - reflecting feelings towards students with SEN, and behavioural - includes statements about what the pupil would be able to do for a student with SEN. Items are arranged in random order. The CATCH is rated on a 5-point Likert scale with values 1 (do not agree at all) to 5 (strongly agree) (Rosenbaum et al. 1987). As the original version of the questionnaire contained outdated terms, like Gálová et al. (2014), we also replaced the term 'disabled child' with "student with SEN". At the same time, according to the authors Boer et al. (2012) and Gálová et al. (2014), who tested the reliability of the questionnaire and the monotonicity of the items, we reduced the length of the questionnaire to the number of items 15. In order to process the questionnaire in the best possible way, we carried out a pilot test on a total of 12 pupils of grade 5 in order to see whether the wording of all items was understandable to the students. After this trial, we decided to replace the word 'friend' with the word 'mate' as some students found this wording confusing. In scoring the questionnaire, we proceeded by scoring the individual responses. The answer 'I completely agree' has a maximum score of 5 and the answer 'I do

not agree at all' has a score of 1. For items 8 and 12 the scoring is reversed because of the position of the question. The evaluation of the questionnaire was carried out by summing up all the scores of the items afterwards. The maximum possible number of points that respondents could obtain in the whole questionnaire was 75 points. In contrast, the lowest possible score was 15 points. The calculations were performed using the Student's t-test statistical method. Using the test, we calculated the p value (statistical significance) at the level of 0.05. Statistical evaluation of individual hypotheses was done in Excel and JAMOVI®.

#### Research sample

The first research set, with which we conducted the questionnaire, was made up of teaching and professional staff of the second level of primary schools and consisted of 119 respondents from all over Slovakia. Among the respondents, second level primary school teachers were the largest group of respondents with 85 respondents, followed by teaching assistants with 19 respondents and the smallest group was school special educators with 11 respondents.

The second research population consisted of second grade primary school students with a total number of students (n) of 254. A total of 261 students completed the questionnaire. The age of the students ranged from 10 to 15 years. Students who have a classmate with SEN made up the largest group of the sample overall with 209, which accounted for 82.3% of the total research sample. The management of each primary school agreed to allow the research to be conducted.

#### 4 Interpretation of research results

Responses to research question 1 were sought using a 15-item questionnaire where each item contained a scored response on a 5-point Likert scale. The aim of the questionnaire for the 119 teaching and professional staff was to find out whether there was a correlation between their attitudes towards inclusion and education of students with SEN and the attitudes of intact students towards their classmates with SEN. Before the actual correlation analysis, we also present brief evaluations of the questionnaire. After summing the scores in each questionnaire, the arithmetic mean (hereafter AM) came out to be 53.5, which is 21.5 points less than the maximum possible score. The highest score we recorded for our respondents was 62. On the other hand, the lowest score was 42 points. For the items in the first part of the questionnaire (questions 1 to 8), we focused on the attitudes of TS and PS towards inclusion and the education of a student with SEN. After processing answers 1 to 8, the AM of all respondents came out to be 28.8 points, which is 12.2 points less than the maximum possible score. The lowest score we recorded in this section of the questionnaire was 23 points. The highest score was 33 points, which we recorded for five respondents. The items in the second part of the questionnaire (questions 9 to 15) were used to investigate the relationships between students and students with SEN in the respondent's mainstream classroom. Analysis of these items yielded an AM of 24.7 for all respondents, which is 10.3 points lower than the maximum possible score. The lowest score for this section of the questionnaire was 21 points and the highest score we recorded for this section was 29 points.

To calculate the correlation, i.e. the tightness of relationships between variables, we will use Paerson's correlation coefficient (Budíková, Železnáková 2018):

$$R(X,Y) = \frac{E((X-E(X)) \sqrt{\text{Var}(X)} \times (Y-E(Y)) \sqrt{\text{Var}(Y)})}{\sqrt{\text{Cov}(X,Y)} \sqrt{\text{Var}(X)} \times \sqrt{\text{Var}(Y)}}$$

In correlation analysis, we focus on the strength of the relationship between the variables to be examined. The correlation coefficient can range from -1 to 1. The closer the value of the coefficient is to 1 (or -1), the stronger the relationship, and the closer the value is to 0, the weaker the relationship. To indicate the strength of relationships, Ball Mikušová (2021) provides the following scale:

$r = 0 - 0.1$  (or  $-0.1 - 0$ ) - no relationship

$r = 0.1$  (or  $-0.1$ ) - weak positive (or negative) relationship

$r = 0.3$  (resp.  $-0.3$ ) - moderate positive (resp. negative) relationship

$r = \text{above } 0.5$  (resp.  $-0.5$ ) - strong positive (resp. negative) relationship.

The Pearson correlation coefficient was computed in JAMOVI® and the results are presented in Table 1, where the value of the correlation coefficient is shown.

Table 1 Results of correlation coefficient

Correlation matrix		teachers' attitudes	students' attitudes
teachers' attitudes	Pearson's r	—	—
	df	—	—
	p-value	—	—
	N	—	—
students' attitudes	Pearson's r	0,461	—
	df	115	—
	p-value	<,001	—
	N	117	—

Source: (own procession in JAMOVI)

The value of the correlation coefficient r came out to be 0.461. This means that the value is positive and according to the scale it is at the level of a moderately strong relationship. As mentioned earlier, the p-value or significance value represents the probability of getting the result by chance and if the value is less than the significance level, 0.05 by default, the test is considered statistically significant (Ballova Mikusova 2021). In our case, the p-value came out <.001 and thus the relationship can be considered statistically significant. N represents the number of data (117 respondents) and df represents the degree of freedom, which is calculated as  $Df = N - P$ , where P is the number of relationships, in our case the attitudes of the staff and the attitudes of the intact students (Ganti 2024).

With the correlation coefficient, we can also calculate the extent to which the variance in one variable can be explained by the other variable. The coefficient of determination  $R^2$  is used for this purpose, which we have also calculated in JAMOVI and the results are presented in Table 2 below.

Table 2 Coefficient of determination  $R^2$

MODEL FIT MEASURES		
MODEL	R	$R^2$
1	0,461	0,212

Source: (own procession)

In our case, where we have  $r = 0.341$ ,  $R^2$  came out to be 0.212, i.e. 21.2%. According to Ballova and Mikusova (2021), at a coefficient of determination of 21.2%, we are talking about a weak effect. A coefficient of determination of 21.2% means that the attitudes of the school's TS and PS towards inclusion contribute 21.2% to the change in students' attitudes towards students with SEN (weak effect). We can say that through Paerson correlation analysis, we found a positive, moderate and statistically significant relationship between TS and PS attitudes of the school and intact students' attitudes towards inclusion, with the attitudes of school staff influencing students' attitudes towards their classmates with SEN at a rate of 21.2%.

We predicted (H1) a positive correlation between TS and PS school attitudes towards inclusion and intact pupils' attitudes towards pupils with SEN. The value of the correlation coefficient came out to be 0.461, which means that the value is at the level of a moderately strong relationship. We found a moderately strong positive and statistically significant relationship between the attitudes of TS and PS of the school and the attitudes of the intact students towards inclusion and the attitudes of the intact students towards the students with SEN. From the above results, we can also include the attitudes and

external behaviours of teaching staff and professional staff among the main factors that influence students' attitudes towards inclusion (McDougall et al. 2007).

From the above, we accept H1, which states that there is a positive correlation between the attitudes of teaching and professional staff towards inclusion and the attitudes of intact students towards students with SEN.

The second research question asked whether sharing the same learning space has a positive effect on the attitudes of intact students towards their peers with SEN. We hypothesized (H2) that intact students who have a classmate with SEN have more positive attitudes towards students with SEN than those students who do not have a classmate with SEN. The response was obtained from the CATCH questionnaire from 261 respondents (second stage primary school students). After summing all the scores in each questionnaire, the final mean score came out to be 47.7. The smallest possible score from all questionnaires was 21 points and the largest possible score was 72 points. In the third table, we present the scale scores and a summary in the number of each questionnaire.

Table 3 Overview of the scores obtained for each questionnaire in relation to the scoring scale

Points scale	Number of answers	Percentage expression (%)
75 – 50 points (positive attitude towards a student with SEN)	102	40,2%
49 – 35 points (ambivalent attitude towards a student with SEN)	97	38,2%
34 – 15 points (negative attitude towards a student with SEN)	55	21,6%
<b>Total</b>	<b>254</b>	<b>100%</b>

Source: (own procession)

According to the above table, as many as 102 questionnaires are in the range of "positive attitude towards students with SEN", which accounts for 40.2% of all respondents. Thus, we can conclude that the positive attitude towards students with SEN was held by most of the respondents. On the contrary, the least number of respondents was recorded in the range of "negative attitude towards students with SEN", more precisely 55 students, which is 21.6%.

In Table 4, we present the resulting counts based on the presence of a student with SEN in the classroom.

Table 4 Results based on the presence of a student with SEN in a classroom

Respondents	N	AM	SD	Med-ian	Mod-us	df	p
Students with a classmate with SEN	209	50,9	9,31	50,5	50	252	<b>0.0403</b>
Students without a classmate with SEN	45	47,0	11,55	48	48		

Source: (own procession)

Legend: *N* (number of pupils), *AM* (arithmetic mean), *SD* (standard deviation), *median* (mean), *modus* (most frequent value), *df* (degree of freedom), *p* (statistical significance value).

A larger AM, which was 50.9 points, came out for respondents who are educated in a classroom with a student with SEN. For this group of respondents, we also observed higher modus, but it was only 2 points higher than it was for students without a classmate with SEN. The p-value in this case came out to be 0.0403 and hence statistically we can talk about differences between the respondents and their responses.

Hypothesis 2 was confirmed. The p-value showed that there was a statistically significant difference between the respondents and their responses, at the same time AM and analysis of the results showed that students who had a classmate with SEN had more

positive attitudes towards students with SEN than students who did not have such classmates.

## 5 Discussion and conclusion

The mental well-being of the students and the overall climate of the classroom significantly influence the educational process of the students and its results, regardless of whether the student has an individual special educational need or not. Students' well-being is an important factor in a pro-inclusive school environment. Our aim was to analyse the perception of school inclusion by teaching staff and students. The research questionnaire method was used to establish a correlational relationship between the attitudes of teaching and professional staff and the attitudes of intact students towards inclusion. Using the school staff questionnaire, we found a positive, moderate and statistically significant relationship between the attitudes of TS and PS of the school and the attitudes of the intact students towards inclusion. From the above results, we can include the attitudes and external behaviours of teaching staff and professional staff among the main factors that influence students' attitudes towards inclusion (McDougall et al. 2007, Hlebová, 2020). In the case of sharing the learning process, we found that students who have a classmate with SEN in their classroom display more positive attitudes towards their classmates with SEN. The findings concur with those of Freer (2021) who states that sharing a learning space with a student with SEN contributes to the development of positive attitudes towards inclusion and peers with SEN. Armstrong et al. (2015) similarly report that regular contact with a peer with SEN in intact students increases empathy, respect and understanding, reduces fear of contact with a peer with SEN, and contributes to the formation of positive attitudes towards inclusion and the creation of a safe school environment. It also highlights an important pillar of inclusive education, which is the inclusion of intact students who, through their attitudes and behaviour, can greatly influence the inclusion of a student with SEN in a mainstream classroom.

## Literature:

- ARMSTRONG, M. et al. 2015. Children's contact with people with disabilities and their attitudes towards disability: a cross-section study. In: *Disability and Rehabilitation* [online]. Roč. 28, č. 9, s.1 – 28 [cit. 20<sup>th</sup> December 2023]. ISSN 1464-5165. Available at: <https://www.tandfonline.com/doi/abs/10.3109/09638288.2015.1074727>
- BABIK, I. a GARDNER, E. 2021. Factors Affecting Perception of Disability: A Developmental Perspective. In: *Frontiers in Psychology* [online]. Vol. 12, pp. 1- 26 [cit. 11<sup>th</sup> October 2023]. ISSN 1664-1078. Available at: <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.702166/full>
- BALLOVÁ MIKUŠKOVÁ, E. 2021. Štatistika pre začiatočníkov [online]. Nitra: Pedagogická fakulta Univerzity Konštantína Filozofa v Nitre [cit. 2. marca 2024] (Statistics for beginners [online]. Nitra: Faculty of Education, University of Constantine the Philosopher in Nitra [cited 2nd March 2024].) ISBN 978-80-558-1824-5. Available at: [https://www.kpsp.pf.ukf.sk/files/pdf/zaklady\\_statistickych\\_analyz.pdf](https://www.kpsp.pf.ukf.sk/files/pdf/zaklady_statistickych_analyz.pdf)
- BELÁKOVÁ, B. 2022. Využitie celoškolských aktivít na podporu inkluzívnej školy [online]. Bratislava: Metodicko-pedagogické centrum ( Using whole-school activities to promote inclusive schools [online]. Bratislava: Methodological and Pedagogical Centre) [cit. 26th October 2023]. Available at: [https://mpcedu.sk/pages/projects/teachers/nops5\\_kolo/Bel%C3%A1kov%C3%A1\\_2022\\_web.pdf](https://mpcedu.sk/pages/projects/teachers/nops5_kolo/Bel%C3%A1kov%C3%A1_2022_web.pdf)
- BIZOVÁ, N. 2021. Inklúzia v neformálnej edukácii. Trnava: Trnavská univerzita v Trnave. ISBN 978-80-568-0437-7.
- BOER, A. et al. 2012. The psychometric evaluation of a questionnaire to measure attitudes towards inclusive education [online]. [cit. 8th January 2024]. Available at: <https://link.springer.com/content/pdf/10.1007/s10212-011-0096-z.pdf>
- BUDÍKOVÁ, M., a ŽELEZŇÁKOVÁ, M. 2018. Korelačná analýza v systéme STATISTICA (Correlation analysis in STATISTICA) [online]. Brno: Masarykova univerzita [cit. 28th February 2024]. ISSN 1802-128X. Available at:

- [https://is.muni.cz/do/rect/el/estud/prif/js18/korelacna\\_analyza/w eb/files/Korelacna-analyza.pdf](https://is.muni.cz/do/rect/el/estud/prif/js18/korelacna_analyza/w eb/files/Korelacna-analyza.pdf)
8. CAIRNS, B., a McCLATCHEY, K. 2013. Comparing children's attitudes towards disability. In: *British Journal of Special Education* [online]. Vol. 40, no. 3, pp. 124–129 [cit. 11<sup>th</sup> January 2024]. Available at: <https://nasesjournals.onlinelibrary.wiley.com/doi/10.1111/1467-8578.12033>
  9. FREER, J. 2021. Students' attitudes toward disability: a systematic literature review (2012–2019). In: *International Journal of Inclusive Education* [online]. Vol. 25, pp. 652–670 [cit. 5<sup>th</sup> December 2023]. Available at: [https://www.researchgate.net/publication/348354723\\_Students'\\_attitudes\\_toward\\_disability\\_a\\_systematic\\_literature\\_review\\_2012-2019#fullTextFileContent](https://www.researchgate.net/publication/348354723_Students'_attitudes_toward_disability_a_systematic_literature_review_2012-2019#fullTextFileContent)
  10. GANTI, A. 2024. Degrees of freedom in statistics explained [online]. [cit. 21st February 2024]. Available at: <https://www.investopedia.com/terms/d/degrees-of-freedom.asp>
  11. GAVORA, P. et al. 2010. Elektronická učebnica pedagogického výskumu (Electronic textbook of pedagogical research) [online]. Bratislava: Univerzita Komenského v Bratislave [cit. 20th February 2024]. ISBN 978-80-223-2951-4. Available at: <http://www.e-metodologia.fedu.uniba.sk/index.php/kapitoly/veda-a-vyskum.php?id=i1>
  12. GÁLOVÁ, L., K. SOTÁKOVÁ, a VALOVIČ, J. 2014. Správa z merania inklúzie [online]. Bratislava: Národný ústav certifikovaných meraní vzdelávania (Inclusion measurement report [online]. Bratislava: National Institute for Certified Measurement of Education). [cit. 2nd November 2023]. Available at: <https://www.etest.sk/data/att/791/415.0e8ccf.pdf>
  13. GRLJUŠIĆ A., a KOLAK, A. 2018. Peer relations in inclusive classes [online]. [cit. 22nd October 2023]. Available at: [https://www.researchgate.net/publication/326184064\\_Peer\\_relations\\_in\\_inclusive\\_classes](https://www.researchgate.net/publication/326184064_Peer_relations_in_inclusive_classes)
  14. DANĚK, A., KLUGEROVÁ, J. 2023. Inclusive education as an instrument for preventing social exclusion. [online]. In: *Praha: AD ALTA. Journal of Interdisciplinary Research* pp.142-144. [cit. 10<sup>th</sup> May 2024]. Available at: <https://doi.org/10.33543/j.1302.142144>
  15. HÁJKOVÁ, V., a STRNADOVÁ, I. 2010. Inkluzivní vzdelávání (Inclusive education). Praha: Grada Publishing. ISBN 978-80-247-3070-7.
  16. HELLMECH, F., a LOEPER, M. 2018. Primary school student's attitudes and their perceived teacher behavior towards peers with special educational needs. In: *Empirische Sonderpädagogik* [online]. Vol. 2, pp. 151–166 [cit. 30<sup>th</sup> November 2023]. ISSN 1869-4934. Available at: [https://www.psychologie-aktuell.com/fileadmin/Redaktion/Journale/esp\\_2-2018\\_151-166.pdf](https://www.psychologie-aktuell.com/fileadmin/Redaktion/Journale/esp_2-2018_151-166.pdf)
  17. HEYDER, A. et al. 2020. How are teachers' attitudes towards inclusion related to the social-emotional school experiences of students with and without special educational needs. In: *Learning and Individual Differences* [online]. Vol. 77. [cit. 15<sup>th</sup> November 2024]. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S1041608019301128>
  18. HLEBOVÁ, B. 2020. Intepretácia rómskych rozprávok (paramisa) z pohľadu etnografického výskumu Rómov (Interpretation of Roma tales (paramisa) from the perspective of ethnographic research on Roma). In: *Philologia*. Bratislava: Pedagogická fakulta Univerzity Komenského v Bratislave. Vol. 30, No. 1, pp. 187-196. ISSN 1339-2026.
  19. HONG, S. et al. 2014. Children's attitudes towards peers with disabilities: associations with personal and parental factors. In: *Infant and Child Development* [online]. Vol. 23, pp. 170-193 [cit. 7<sup>th</sup> January 2024]. ISSN 1522-7219. Available at: [https://www.researchgate.net/publication/259538067\\_Children's\\_Attitudes\\_towards\\_Peers\\_with\\_Disabilities\\_Associations\\_with\\_Personal\\_and\\_Parental\\_Factors](https://www.researchgate.net/publication/259538067_Children's_Attitudes_towards_Peers_with_Disabilities_Associations_with_Personal_and_Parental_Factors)
  20. HORŇÁKOVÁ, M. 2014. Kroky k inkluzívnej škole (Steps towards an inclusive school). Ružomberok: Katolícka univerzita v Ružomberku. ISBN 978-80-561-0187-2.
  21. KAZMI, A. et al. 2023. The effect of teacher's attitudes in supporting inclusive education by catering to diverse learners [online]. [cit. 4th January 2024]. Available at: <https://www.frontiersin.org/articles/10.3389/educ.2023.1083963/full>
  22. KOSTER, M. et al. 2009. Being part of the peer group: a literature study focusing on the social dimension of inclusion in education. In: *International Journal of Inclusive Education* [online]. Vol. 13, No. 2, pp. 117-140 [cit. 13<sup>th</sup> December 2023]. Available at: [https://pure.rug.nl/ws/portalfiles/portal/17283717/1/Being\\_part\\_of\\_the\\_peer\\_group\\_a\\_literature\\_study\\_focusing\\_on\\_the\\_social\\_dimension.pdf](https://pure.rug.nl/ws/portalfiles/portal/17283717/1/Being_part_of_the_peer_group_a_literature_study_focusing_on_the_social_dimension.pdf)
  23. LAAT, S. et al. 2012. Attitudes of children and adolescents toward persons who are deaf, blind, paralyzed or intellectually disabled. In: *Research in Developmental Disabilities* [online]. Vol. 34, pp. 855-863 [cit. 2<sup>nd</sup> December 2023]. ISSN: 1873-3379. Available at: [https://mathijsvervloed.nl/\\_\\_\\_impro/1/0/newbmedia/Attitude%20RIDD%202013.pdf](https://mathijsvervloed.nl/___impro/1/0/newbmedia/Attitude%20RIDD%202013.pdf)
  24. LUKÁČ, L., HLEBOVÁ, B. 2023. Špecifická edukácia žiakov s intelektovým nadaním a poruchou pozornosti s hyperaktivitou v podmienkach inklúzie (Specifics of education of pupils with intellectual giftedness and attention deficit hyperactivity disorder in conditions of inclusion). In: *Štúdie zo špeciálnej pedagogiky/Studies in Special Education*. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. Vol. 12, No. 1, pp. 71-81, ISSN 2730-0951.
  25. MACMILLAN, M. et al. 2013. The association between children's contact with people with disabilities and their attitudes towards disability: a systematic review [online]. [cit. 3rd January 2024]. Available at: <https://pubmed.ncbi.nlm.nih.gov/24219501/>
  26. McDUGALL, J. et al. 2007. High school-aged youths' attitudes towards their peers with disabilities: the role of school and student interpersonal factors. In: *International Journal of Disability, Development and Education* [online]. Vol. 51, No. 3, pp. 287-313 [cit. 12<sup>th</sup> January 2024]. Available at: <https://www.tandfonline.com/doi/full/10.1080/1034912042000259242?scroll=top&needAccess=true>
  27. PETTIGREW, T., a TROPP, L. 2006. A meta-analytic test of intergroup contact theory. In: *Journal of Personality and Social Psychology* [online]. Vol. 90, No 5, pp. 751-781 [cit. 1<sup>st</sup> December 2023]. Available at: [https://www.cultureresearch.org/sites/default/files/pettigrew\\_tropp\\_2006\\_contact\\_theory\\_0.pdf](https://www.cultureresearch.org/sites/default/files/pettigrew_tropp_2006_contact_theory_0.pdf)
  28. ROSENBAUM, P. et al. 1987. Children's attitudes towards disabled peers: a self-report measure. In: *Journal of Pediatric Psychology* [online]. Vol. 1, No. 4, pp. 517-530 [cit. 10<sup>th</sup> January 2024]. Available at: [https://www.researchgate.net/profile/Peter-Rosenbaum3/publication/30997810\\_Children%27s\\_Attitudes\\_Toward\\_Disabled\\_Peers\\_A\\_Self\\_Report\\_Measure/links/544e326a0cf26dda088e74e1/Childrens-Attitudes-Toward-Disabled-Peers-A-Self-Report-Measure.pdf](https://www.researchgate.net/profile/Peter-Rosenbaum3/publication/30997810_Children%27s_Attitudes_Toward_Disabled_Peers_A_Self_Report_Measure/links/544e326a0cf26dda088e74e1/Childrens-Attitudes-Toward-Disabled-Peers-A-Self-Report-Measure.pdf)
  29. SZUMSKI, G. et al. 2020. Attitudes of students toward people with disabilities, moral identity and inclusive education – A two-level analysis. In: *Research in Developmental Disabilities* 102 [online]. London: UCL Institute of Education, University College [cit. 5<sup>th</sup> November 2023]. ISSN 0891-4222. Available at: <https://www.sciencedirect.com/science/article/pii/S0891422220301153>
  30. TRELLOVÁ, I., HLEBOVÁ, B. 2020. Učenie mandov u detí s poruchami autistického spektra a inými vývinovými poruchami (Mand learning in children with autism spectrum disorders and other developmental disorders). In: *Štúdie zo špeciálnej pedagogiky/Studies in Special Education*. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. Vol. 9, No. 1, pp. 65-75, ISSN 2730-0951.
  31. VANČÍKOVÁ, K. et al. 2018. Inkluzívne vzdelávanie: skúsenosť slovenských škôl. Banská Bystrica: Vydavateľstvo Univerzity Mateja Bela v Banskej Bystrici. (Inclusive education: the experience of Slovak schools. Banská Bystrica: Publishing house of Matej Bel University in Banská Bystrica.). ISBN 978-80-557-1474-5.
  32. VALOVIČ, J. 2015. Postoje žiakov a učiteľov základných škôl k inklúzii znevýhodnených žiakov v bežných triedach [online]. Bratislava: Národný ústav certifikovaných meraní vzdelávania (Attitudes of primary school pupils and teachers towards inclusion of disadvantaged pupils in mainstream classrooms [online]. Bratislava: National Institute of Certified Measurements of Education). [cit. 6th November 2023]. Available at: [https://www.etest.sk/data/files/1891\\_postoje-ziakov-k-zdravotne-znevychodnenym-ziakom.pdf](https://www.etest.sk/data/files/1891_postoje-ziakov-k-zdravotne-znevychodnenym-ziakom.pdf)
  33. WOODCOCK, S. et al. 2022. Teacher self-efficacy and inclusive education practices: Rethinking teachers' engagement with inclusive practices. In: *Teaching and Teacher Education*

[online]. Vol. 117, pp. 1-12 [cit.1<sup>st</sup> February 2024]. ISSN 0742-051X. Available at: <https://www.sciencedirect.com/science/article/pii/S0742051X22001767#bib5>

34. Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov (Act No. 245/2008 Coll. on Education and Training (School Act) and on Amendments and Additions to Certain Acts) [cit. 19th october 2023].

35. ZILCHER L., SVOBODA, Z. 2019. Inkluzivní vzdelávání: efektivní vzdelávání všech žáků (Inclusive education: effective education of all students). Praha: Grada. ISBN 978-80-271-0789-6.

**Primary Paper Section:** A

**Secondary Paper Section:** AM, AN