

THE PERCEPTION OF ELEMENTARY SCHOOL TEACHERS ON INCLUSIVE EDUCATION

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Abstract

Nowadays there is a large debate about inclusive education, where it is assumed that all children attend mainstream schools benefiting from the differentiated work, according to individual needs. All inclusive education is the one in which all students, regardless of need, enjoy the same opportunities for education and socialization. But are the teachers ready to contribute to inclusive education? This is one of the questions intended to get answers on the subject of the study. Certainly the education of children with intellectual disabilities, is done in order to enable them to life and therefore, to integrate them into society. The scope of this study is to learn about the perceptions of teachers on inclusive education, as well as their orientation toward special education. Albania is a country that is developing with great dynamics, and this affects the education system too. Individuals every day increase the need for quality education. The biggest challenge in the Albanian society is the education of children with intellectual disabilities. Under the legislation of Albania, has been made possible the education and rehabilitation into society. Often it is translated into specialized education, which is performed in special institutions. But is it possible to integrate them, separating them into "prisons institutions"? Social stigma is one of the greatest difficulties faced by individuals and privies with intellectual disabilities. This study seeks to understand the organizational culture of the school, from the perspective of teachers on inclusive education. The purpose of this study is to understand the role of teachers in inclusive education. The tendency of teachers to help in inclusive education, will enable the realization of inclusive education reform. Also teachers being in the front line of law enforcement to include children with disabilities in mainstream schools and providing a quality education for all children, regardless of any needs. The information collected indicates the reasons that affect the motivation of teachers to implement inclusive education project. In this way , I hope that this paper is a valuable contribution to building modestly education policies concerning organizational culture in mainstream schools .

Keywords: limited intellectual ability, inclusive education, social stigma, integration, prison.

Introduction:

For decades schools have been the possibility of special education for children with special needs. In many Western countries, educators and school administrators have given great support to the development of a comprehensive and widely accepted such as special schools. In these schools all possible expertise has been focused on efforts to educate these children in the best way. Because of their variability, obtained quite as specific instructions as special. This separate system, has been an expression of care for children with special needs. This view is changing lately. Mainstream ordinary schools and special ones, should not exist separately, but should merge to one another, and must be unified in a single one (PIJL, SJ, J. Cor. Meijer, Hegarty, S., 1997)

What can easily recognize today in Albanian schools is that children with special needs, are not being part of inclusive education. They are still required to attend special schools.

In an effort to present a realistic background to set the focus of the problem I am referring to one of the biggest socializing agents and more influent virtually simultaneous transmission of information and ubiquitous as it is, the media. To a large extent, disability is seen by the media as a social welfare issue that requires legal reform, extremely protective services, and changes in social protection benefits. However, disability is rarely discussed by the media under the perspective of people with disabilities on issues that are concerning to them. In most cases it is a perspective at disability through the lens of the population without disabilities who sees disability as "others". So for example, rarely find an article about a real-life issues facing the population, narrated the perspective of a person with disabilities (Adams, L., 2006:28). So differentiation and segregation of people with intellectual disabilities is vulnerable to anyone.

Another system of undeniable influences and reinforces, the difference between people with intellectual disabilities and others, is the system of education. Socio-economic development of the country in recent years is affecting the education system rapidly, trying to meet the needs of individuals for quality education. To respond to the increasing demands of citizens to learn, society feels that should provide a school system that intentionally provides the right to quality education for all children.

However different one part from the other would be, the phenomena created by the actions and reactions that are placed between individuals, similarly situated in analog environments, must resemble in any point and provide useful comparisons (Durkheim, E. 75 , 2004). Government of Albania, according to the plan of priority actions contained in NSSD, has stated that the development of education and health would have major advantages in the next 10 years (EFA / FTI, 2004). It has adopted the National Strategy for Education with commitment to achieve Education for All by 2015 and aims to provide to all children full access to quality education. In the education sector, in accordance with the Convention and EFA framework, the government is committed to achieve 98.5% level enrollment in elementary education in 2006 and 100% in 2015 and increase the average years of schooling to 10.8 years in 2006 and 13.5 years in 2015 (EFA / FTI, 2004:8). On the other hand we are dealing with a stigmatizing society, this culture excludes mental diversity in education.

Albania comes from a history of dictatorship, 50 years ago, in two generations, the individual had as its main feature production. So the student should be able to recognize math and reading, structured to be "tools" and produce tools, if not fulfill this primary function, it was not significant and detrimental to society. Their separation and segregation was not necessary to allow them to be beneficiaries of the work of those who work in manufacturing. Through time, this mentality was injected into society by making it stigmatizing them.

Today we are ahead of European standards that we need to fulfill to be part of the European Union. Additionally greatest need is for these children with mental disabilities, who need to be educated and socialized as all other children with a normal capacity of learning, and of course their parents, who are affected from stigma and seclusion that was done to their children, giving rise to other family problems. Albanian government after the dictatorial years, or expressed differently transition process has taken inclusive education reforms, but these have remained under the legislation. Ministry of Education and Science conducts training activities where the goal of these activities is to increase the effectiveness of teaching learning process aiming at the student center.

Aim of study/research:

This study seeks to uncover the role of the teachers in inclusive education. The main purpose of this study is to reveal whether or not teachers are motivated to contribute to comprehensive elementary education, as well as the reasons that lead them to such conclusions. Motivation and professionalism of their teachers towards students with intellectual disabilities is critical thinking teacher as a reference point for students. Therefore, as the main issue of this study emerges revealing how motivated the teachers are, to be part of inclusive education.

Stigmatization of children with disabilities comes from the whole school community, including teachers, students, foreign representatives, School Board or school cleaners, hence as part of a larger community that is stigmatized by society itself. Seeing the teacher again as reference center for students and orientation of opinions surrounding this study I am interested to find out how they are supprejudicetive, and how do they fear intellectual disability. Revealing their opinions on special schools, this study enlightens the reality of the main causes of the problem. This study contains a key issue and two sub-issues.

Frontline question: Are teachers likely to contribute to inclusive education?

While sub-issues are:

- 1 - What affects motivation learned about inclusive education?
- 2 - What affects orientation toward special education teachers?

Research topics:

Definition of Disability

Disabled persons are those persons who functions physical, mental or psychological capacity tend to avoid for more than six months of age-related typical situation, which consequently leads to restrictions on their participation in social life. (National Strategy for Persons with Disabilities, 2006). Disability determined when injury leads to a restriction that affects several areas of life. According to the National Strategy for Persons with Disabilities, the criteria of duration of six months of restriction excludes temporary irregularities, which are not considered a disability, but does not preclude immediate interventions are necessary in individual cases to avoid her. This relates in particular to children who is already disabled or possible risk of disability. Intellectual disability is characterized by limitations in intellectual functioning and how adaptive behavior as expressed in conceptual skills, social, and practical. This disability begins before age 18 (AAIDD, 2009; Schalock et al., 2010).

The issue of inclusive education

Exhaustive education is one in which all students, regardless of need, enjoy the same opportunities for education and socialization. Under the concept of inclusive education is not one that fits the student school, but it is the school that fits to each students based on the needs. School is what the child should be adapted by fulfilling all he needs to achieve the learning outcomes. The truly unique education achieved by stimulating the child forces through social situations demands with which he will be found (Dewey, J., 2003:9). The purpose of education is all about training for future life, where every student is trained by individual trend. Inclusive development based on some values like community, of respect towards diversity, rights, participation and justice. The teacher adjusts and adapts her teaching objectives with the interests and needs of students (Musai, B., 1999:18). Mass education in modern societies relates to the ideals of equality of opportunity, namely, men reach positions which suit their talents and skills (Giddens, A., 2004:86). Therefore, schools should provide education to the needs of each student, using their talents. So their productivity in society would be higher.

Difficulties of children with disabilities in the school community

Persons with disabilities as they are equal members of society should be part of normal schools to benefit education service as any other, thus avoiding their isolation and aiming their integration in the community.

If others make me stop what could and would like to do, then I'm not entirely free; if this space narrows to a minimum, then it can be said that my situation is that of coercion or even slavery (Berlin, I., 1996:225). The existence of a stigmatizing and discriminatory society intervenes in the lives of individuals with disabilities by narrowing their scope of action, without being given the freedom of action and special-oriented institutions. This kind of orientation is nothing except a kind of slavery in the name of justice and mercy to them.

Socialization in school

Socialization is the process whereby defenseless child gradually becomes self-aware, knowledgeable, capable of the kind of culture in which he was born (Giddens, A., 2004:69). Basically socialization is a process that enables every individual recognition with the norms and values of a society, giving way to a whole wealth of moral, spiritual and based on value that mankind has managed to accumulate. Education as a social process, the school makes life just a form of community in which all its branches are centered teaching to be more effective in promoting child to share resources so inherent humanity and to use his forces for social purposes (Dewey, J., 2003:15). Socialization accomplished in school because he is perceived as a form of community life in which accomplished the interaction between members of society. In this form of socialization in school practice totality of values and norms which internalized to them thus creating a kind of life experience.

Special schools as a form of education for children with disabilities

Separate special education as well as other services for people with disabilities and children with disabilities and special needs children, was born as an expression of care to society displayed by offset from the others, at least temporarily be rehabilitated and educated in order to bring them within the society ribring rehabilitated and educated (Poni, M, A School for All). Based on this principle, by this worldview, individuals with disabilities need to be isolated, the "fixed" isolated without touching the rest of society. This procedure of equating people with a machine which can

shapes of preference according to the society, and at the time the product reaches the desired settings, then can be humanized again.

It is time that the criminal justice system, instead of vengeance, to give, finally sentences (Foucault, M., 2010:72). In the name of human justice, individuals with disabilities are isolated in special institutions to avoid discrimination. Efforts to create a just society injustice to conclude in individuals with disabilities.

Foucault raises the question: Why are so unanimous an abomination against hardships, and so lyrical call for new penalties on "human"? (Foucault, M., 2010:72) Their existence is not only troublesome for people with disabilities but also for the people who surround, so elected an easy road, more "human", it's delegating responsibilities to all individuals and organizations to designated as special schools, ignoring and condemning individual lives. As Foucault emphasizes the fundamental law is that "measures" the punishment should be "human" (Foucault, M., 2010:72).

The role of teachers in school

I believe, finally, that the teacher should be interested not just in the treatment of individuals, but in the formation of the proper social life (Dewey, J., 2003:29). According to the psychology of education, the teacher must be sensitive observer of human behavior. He should respond constructively when emotions are directed at students learning path (Musai, B, 1999:26). Given that the teacher continues to have an advisory role, he is at all times in direct relationship with students by shaping their worldviews and value rates.

I believe that the teacher should realize the dignity of his profession, which means that he is a social servant set apart for the maintenance of proper social order and the security of social fairness (Dewey, J., 2003:29). The teacher should guide students to modes of behavior which should be socially acceptable and to shape students with a citizenship framework as to ensure the preservation of the social order. In each action the teacher should be a role model for his students. Enthusiasm for the subject transmitted by enthusiastic teacher. At any time, the teacher acts as a role model in demonstrating how to think about problems (Musai, B., 1999:26).

Research questions:

The hypothesis of this study will be as follows: How close at inclusive education are our school teachers?

In an effort to better understand the situation of education and its prerogatives to the issue of inclusive education, in this study we will try to answer some questions such as: What is the role of the teacher in the classroom? Are they ready to accept students with intellectual disabilities? How do the teachers manage the class with the presence of these students? Are teachers or inhibiting factor facilitator in inclusive education? Are they biased towards children with disabilities? How motivated are teachers to be inclusive education activists? What opinions are those for special schools? How important is socialization to children with special needs with other students of the class?

Scientific methods:

The main method used for data collection was the survey. For browsing on the basis of preliminary information on the theories of education and the role of teachers in inclusive education, was identified key questions that will be addressed to the individuals who will be surveyed. The questionnaire contains 14 questions structured. Regarding the data processing is performed by SPSS

program. Overall there were 400 (four hundred) surveys, to understanding what opinion have individuals (teachers) in itself. Are teachers with their positions, helpful or obstructive factor in inclusive education?

The group that have been interviewed was selected randomly, but determined that certain conditions must be met. Respondents should be elementary teachers. The survey and interview was conducted in Tirana. To realize this study is making a random selection of the sample. Surveyed 400 teachers in elementary education in the city of Tirana.

Questionnaires were prepared trying to employ a language as simple and understandable for teachers who will fill out the questionnaire, so that was much more intuitive and alternatives were much simpler. The meeting was held to prepare questionnaires, field, recognition of respondents to the questionnaire and explanations necessary. Finally, it was also processing through SPSS.

Data analysis:

In an effort to understand their recognition of disability, from analyzing data to respondents, referring to their age and ethnicity showed that: 43.5% of the surveyed teachers who belonged to 24-45 years age group define a person with intellectual disabilities as an autistic person, while only 27.5% of them think they like people who functions of physical, mental or psychological capacity tend to avoid for more than six months from the typical situation appropriate age, which carries a limitation of their participation in social life. Unlike this age group, aged 46-60 years teachers have other results. 35% of teacher respondents in this age group think about persons with disabilities such as autistic people, but at the same time 35% of them think of them as persons who functions physical, mental or psychological capacity tend to avoid for more than six months from the typical situation for the respective age, which carries a limitation of their participation in social life. 24.6% of teachers aged 24-45 years, respondents think that people with disabilities are people who have the syndrome "doen", while 4.3% of this age group, think that such persons are persons hyperactive. Meanwhile, with regard to the age group 46-60 years, 26.7% of them think that people with disabilities are people with the syndrome "doen", while 3.3% of them think that these people are hyperactive persons.

From the above interconnections learn that teachers aged 46-60 years old have a better understanding regarding the definition of disability. While the share of teachers who belong to the age group 24-45 years, and the correct answer to the question above, is smaller. Based on these data, teachers with higher age are clearer and more accurate recognition of the concept of disability. This may come as a result of their experience longer in education or even the fact that this age is more likely to be parents or grandparents. As such they are not only teaching experience but life experience, which makes them more sensitive and more likely to be informed on the subject matter. To confirm or refute what Foucault says, from the perspective of primary school teachers usual, had to be lifted a few questions. It was found that the intersection of two variables, practically between the institution where perceptions of teachers, children should be educated with intellectual disabilities and age of teacher respondents, it turned out that the largest age group is more likely to perceive children with disabilities education is limited as in special institutions, 71.4% of all respondents in this age group versus 56.8% of respondents aged 24-45 years old who think so. The opposite happens with mainstream schools, where the weight of the young people surveyed is greater than the largest age group, respectively 33.3% and 24.4% of young people aged greater. This logic also applies to the correlation between the institution that these children should attend and relevant education cycle for each teacher.

Age group 46-60 years respondent teachers in most of the opinion that children who have intellectual disabilities should be educated in special schools because should "undo" in order to

return to society, I think they under an industrialist's eye view of where the individual is conceived as a detail, as a part of a machine which can be repaired and re-enter the major mechanism of society to be part of its productivity. Ie 25% of the respondents belong to the age group 46-60 years versus 11.1% of those who belong to the age group 24-45 years old I think these children as "fixable". While of those who think that these children decrease performance of the class to other class children, most weight caught those aged 24-45 years old.

Under this light I conclude that their main problem has to do with issues of organizational culture of the school and there is a perception of their problem. The reason that no staff prepared and appropriate conditions although she selected is not affected by age. The same logic follows the correlation with education cycle to complete. Those who are less educated are more perception that these children should be corrected, unlike those who are more educated and occupy the largest share of those who think that they reduce the efficiency of the class for other children class.

To make it feasible to efficiently realization of inclusive education, you first need to understand the difficulties they may encounter children with disabilities in special schools premises, so they are not vulnerable. Thus the analysis of data, in a mid processing profound difficulties they may encounter these children with intellectual disabilities and age of teachers surveyed, showed that all variables of the difficulties, it was impossible to drawn a correlation between them and age. That being so, in fact that was deducting that age is not a determinant factor in the perception of the difficulties they may encounter children with intellectual disabilities in mainstream schools. This shows that these difficulties are present in approximately the same for all age groups of teachers.

Meanwhile, when analyzing the difficulties they may encounter these children with intellectual disabilities and the perception of teachers on the institution should educate these children, results of interest to mention that the study variable that one of the difficulties they may encounter children with intellectual disabilities in mainstream schools is stigmatization by teachers, the largest share of occupied those who think that these children should be educated in mainstream schools, 19%, versus those who find solutions as special schools, 3.6%. This indicates that these teachers are more willing to accept this fact than those who "want to help" establish that these children be educated in segregated special schools.

Confirming what Foucault says. At the same time it is interesting to note that those who think that these children should go to special schools, occupy the largest share of those who think that mainstream schools they could be left isolated or may be the object of violence, ignoring the fact special schools that they are isolated from the rest of the community where these teachers want to refusing after "tweaking".

It is important to note that those who think that children with intellectual disabilities are un educable, 46.3%, occupy the largest share of those who think that mainstream schools these children can not take profit from teaching, versus 43 , 95 of those who think that this could happen as a result of the fact that didactic material lacking, and 34.2% of those who think that this would come as a result of insufficient professional teachers. So the two main problems that hinder, from the perspective of teachers, these children benefit from teaching, are the fact that they are lacking un educable and didactic material.

Findings:

This study can conclude that the concept of disability is not widely recognized by teachers, as well as the concept of inclusive education. Yet these concepts are not part of vocational training. Until now these concepts come assimilated by most teachers as a result of professional and life

experience, coinciding with age or education cycle to complete. Lack of knowledge on these issues is replaced with half-knowledge obtained by means of alternative information.

The role of the teacher in the classroom is the question interesting because it shows the school social policy. Some students may not have scientific intelligence but may have other valuable intelligence that could be a function of society in serving her. Teacher to take a role in the classroom, as early EFA defined goal of education that shall be given to children. Great age and secondary education cycle, completed by teachers surveyed, are factors that influence their perception of the role of the teacher in the classroom. If the school has in its policy of integrating children with special needs in the community, first that I have a train students for life. After training for life can be targeted integration.

The main problem facing the education system of common schools, and not only, but the whole community, the whole society is social stigma. Being a high level of prejudice, is quite difficult acceptance of a foreigner, of differences in individual and community habitat. Noted that stigma is expressed by various forms of subtle and covert, such as, justification in terms of lack of teaching materials in mainstream schools, to the prejudice of open intellectual inadequacy reason or fact that should be corrected. New teachers, more educated and have appeared more helpful factor in inclusive education, showing willingness to finding the causes that hinder the applicability of the developed strategy on this issue. In contrast, although most knowledgeable, older teachers appeared less helpful in this matter, because of their prejudice more pronounced.

Overall, the total number of respondents noted that prejudice is an important and strong, is the main enemy of the inapplicability of inclusive education strategy. This makes the perception of educating children with disabilities, to be directed by special schools. Even after the development of the strategy on inclusive education, it does not go further than just a legal obligation. The same applies to their motivation for being inclusive education activists. This trend is most noticeable in the young age group. Generally based on the prejudice that occurs to children with special needs, teachers are very hard to be activists in this matter. Although their recommendations, it is likely that the situation will improve and become motivating for them. Yet most of them choosing special schools, as a result of their professional inadequacy.

Socialization of children with disabilities are perceived as part of the integration. Indeed it is part of training for life. By interaction with other students they trained for communication during life as social beings. Training within a community similar to myself to make it possible later integration in a different community. Different socialization within the community, he proves with life skills training and awakens the response to children with intellectual disabilities.

Conclusions:

Are teachers inclined to contribute to inclusive education?

What constitutes a foundation for realizing opportunities for all schools is undoubtedly learned predisposition to be part of this process. Journey towards finalizing this process as its catalyst more powerful will be the role of teachers in schools. Knowing disability and methods of working with children with disabilities is key prerogative, closely related subject teacher as executor. Awareness of their role and importance in the process is essential. To facilitate working with children with disabilities change must come first in their roles learned and seen as inalienable. Problems of education today is different from the past and imperatives imposed are so different.

Positive is the fact that they feel as a solution for these children attend mainstream schools, which shows their disposition to contribute to inclusive education although can not overlook the fact that

not knowing the concepts, their assessment comes on the basis of prejudice encountered in the school community. Also to be evaluated is the fact that new teachers are not only likely to bring these children into mainstream schools, more than the old, but they show the need for readiness and vocational express more than the elderly. Prejudicially old teachers leave in their assessment as express that these children should be educated in special schools and that it appears as a consequence of the fact that they think children with disabilities as an educational. Nobody is such, what makes the difference in the different level of intellect and differentiated channels depending on individual development trends. This is the main challenge in achieving schools for all. Understanding the needs and differentiation work with dependent children responding to these needs is the basic difference must undergo the role of teachers in meeting the Finality of inclusive education.

Disturbing fact about the study and the socio-cultural reality where the social stigma. As a moral society, the compassionate and right, expresses her care towards disability through the establishment of special structures as the only way of a future integration into society. In the continuous effort to change the superstructure and the relevant legislation to enable inclusive education is inevitable inadequacy. Despite positive steps toward change and education for all is necessary to understand the human capacities who will be executors direct legal guidelines. In the first part of this army stand elementary teachers that make target group of this study.

Recommendations:

At the conclusion of this paper I would see appropriate to make some modest suggestions, which could possibly influence the improvement of inhibitory factors in the implementation of inclusive education.

- Prepare educators, teachers and other employees to develop their activities in the educational institutions to work with children with disabilities and learning difficulties.
- It will be facilitating, the creation of a welcoming and supportive atmosphere for children with disabilities and learning difficulties from peers, teachers, psychologists, parents of other children.
- Also I think that would positively impact the strengthening of cooperation between the parents of children with disabilities and learning difficulties to make them equal partners in the education of their children, and the involvement of parents of other children.
- Increase the involvement and commitment of education authorities to develop comprehensive educational policies, to implement the existing legal framework and development practices, to adapt curricula depending on the individual characteristics of each child, it would be positive for the implementation of the strategy.
- To create suitable conditions, so that each student, including the disabled and those with learning difficulties, to develop his skills, peer support.
- It will be effective having a special education assistant in classrooms for children with intellectual disabilities.
- To change the role of teachers, the transmission of scientific knowledge in enabling students with knowledge and skills for life.

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