



Challenges in the application of didactic-methodical procedures in inclusive teaching

Katarina Šarčević Ivić-Hofman*, Zrinka Fišer**, Ivana Hanzec Marković***

*University of Slavonski Brod, Department of Social Sciences and Humanities,
Slavonski Brod, Croatia*

Introductions. Numerous factors are associated with the successful implementation of educational inclusion, and educators need to provide adequate support to students with disabilities while dealing with many challenges along the way. *Aim.* The aim of this research was to determine the relationship between work experience, attitude towards inclusion, perceived institutional support, self-assessed professional competences, job stress, and job satisfaction with the implementation of adequate didactic-methodical procedures in the inclusive work environment. *Methods:* The study included 309 primary school teachers from various parts of Croatia who had experience educating students with disabilities, with 181 of them teaching students with disabilities at the time. For the purpose of the research, a questionnaire was designed and used to gather participants' basic socio-demographic data, their assessment of inclusive educational practices (adjustment of didactic-methodical procedures in the classroom), institutional support, perceived competence for working with students with disabilities, attitudes towards inclusion, their job stress, and job satisfaction. *Results.* The statistical analysis of the gathered data revealed that the selected variables accounted for 25.4% of the variance in the application of adequate didactic-methodical procedures in inclusive classrooms. Self-assessed professional competence and job satisfaction were identified as significant positive predictors. Although perceived institutional support and attitudes towards

Correspondence: Katarina Šarčević Ivić-Hofman, ksihofman@unisb.hr

* <https://orcid.org/0000-0002-3663-0376>

** <https://orcid.org/0000-0001-5425-6659>

*** <https://orcid.org/0000-0001-5944-6208>

Note: This paper is the result of the institutional project “*Didactic-methodical difficulties in classroom teaching with students with special educational needs*” (IP-ODHZ-11-2021), conducted at the Department of Social Sciences and Humanities, University of Slavonski Brod, Croatia.

The results of this study (summary) were presented at the 10th International Conference: Research in Education and Rehabilitation - ERFCON 2023 as a poster presentation.

inclusion were significantly positively correlated with the use of adequate didactic-methodical procedures, they were not significant predictors in the regression model. *Conclusion.* Findings of this research make a significant contribution to understanding factors influencing working in an inclusive environment in Croatian schools beyond teachers' attitudes towards inclusion, which are most frequently researched.

Keywords: institutional support, predictors of inclusive practice, professional competences, students with disabilities, teachers

Introduction

Inclusive education aims to transform school structures to ensure equal educational opportunities for all students (Felder, 2021). It is defined as a process that promotes the participation of every student in the school environment while preventing the exclusion of any child from the culture, curriculum, and community of mainstream schools. Students with disabilities represent a highly heterogeneous group, as their challenges in achieving academic success vary depending on the nature and severity of their difficulties, as well as the impact these difficulties may have on social interactions. Inclusive education, therefore, entails recognizing differences while emphasizing similarities among all students in the classroom, with the goal of fostering interpersonal connections and a sense of security (Skočić Mihić et al., 2016). Furthermore, inclusive education should ensure that schools have the necessary support and resources to enable all students to learn. This approach underscores the importance of embracing diversity and creating an environment in which all children feel accepted and encouraged (Florian et al., 2010; Hsien et al., 2009). Livazović et al. (2015) stress the significance of an inclusive approach that focuses on students at risk of marginalization, discrimination, or exclusion, recognizing the need for targeted support to guarantee equal opportunities for learning and participation in the educational process.

Research indicates that teachers often exhibit reluctance and a perceived lack of competence in supporting students with disabilities, particularly those with developmental disorders (Kudek Mirošević & Jurčević-Lozančić, 2014; Spratt & Florian, 2013). Kefallinou et al. (2020) emphasize that teacher professional development is a crucial factor in implementing inclusive practices both at the school and classroom levels. For instance, Nührenbörger et al. (2025) found that after participating in combined online and workshop-based training, teachers demonstrated improved attitudes and greater confidence in their ability to teach mathematics inclusively. A comprehensive analysis of attitudes and experiences regarding the inclusion of students with autism spectrum disorder in Croatia reveals that teachers with higher levels of education and more work experience tend to hold more positive attitudes. Conversely, teaching assistants are frequently insufficiently trained and rarely involved in lesson planning,

which can heighten feelings of insecurity when implementing inclusion (Pahić & Borak, 2025). These shortcomings may stem from inadequate teacher education and training in inclusive practices, limited resources and support within school systems, and insufficient awareness and understanding of the diverse needs of student populations. Cook et al. (2007) report that teachers often express positive attitudes toward inclusive education, suggesting an acknowledgment of its importance. However, the same study found that these teachers frequently doubt the potential benefits of inclusion and rarely implement the necessary pedagogical adjustments to support students with disabilities. Forlin and Chamber (2011) note that greater knowledge of legislation and the obligation to include all children in mainstream schools does not necessarily enhance teachers' readiness to teach students with disabilities, whereas specialized education in this field contributes to more positive attitudes toward inclusion. Similarly, Hemmings and Woodcock (2011) observe that many novice teachers feel inadequately prepared by their initial education to work effectively with students with disabilities.

Increasing attention has been directed toward examining teachers' self-efficacy in working with students with disabilities. Research consistently demonstrates that teachers play a pivotal role in the successful implementation of inclusive education (Forlin et al., 2010; Marković, 2022). Bandura (1997) defines teachers' self-efficacy as their belief in their own capacity to plan, organize, and execute actions necessary for educational tasks. This construct is influenced by multiple factors, including teachers' formal education, professional development, work experience, and susceptibility to emotional burnout. According to Stančić et al. (2014), effective inclusive education requires teachers to possess self-awareness, be familiar with diverse teaching strategies, understand different learning styles, and engage in continuous professional growth. Knowledge of learning styles enables teachers to identify individual differences among students and adapt instructional approaches to accommodate diverse needs. Furthermore, ongoing development of professional skills allows teachers to respond effectively to environmental changes and evolving student requirements, thereby enhancing their ability to support all learners. Teacher self-efficacy is shaped by individual characteristics such as values, motivation, self-confidence, and readiness to overcome challenges, as well as contextual factors (Valenčić Štembergar & Lepečnik Vodopivec, 2016). Mohamed Emam and Al-Mahdy (2020) confirm that teachers with high self-efficacy tend to experiment with varied teaching materials and approaches, implementing progressive and innovative strategies to improve learning outcomes, particularly in inclusive classrooms. Formal education and targeted professional development in inclusive education can significantly enhance teachers' self-efficacy under inclusive conditions (Livazović et al., 2015). Numerous scholars emphasize the necessity of teacher education and training in inclusive practices to ensure

that educators understand the needs of diverse learners and are equipped with appropriate tools, strategies, and methodologies to support classroom diversity (Fazlagić & Kolić, 2018; Kuyini et al., 2020; Lopes & Oliveira, 2021). Sharma et al. (2012) argue that teachers who demonstrate competence in applying effective instructional strategies, collaborating with colleagues, and managing inappropriate behavior patterns are more likely to succeed in inclusive teaching. Although research on the direct correlation between teachers' self-efficacy and participation in professional development programs remains limited, evidence suggests that ongoing professional development positively influences perceived self-efficacy (Fišer & Každonek-Crnjaković, 2022; Každonek-Crnjaković & Fišer, 2021; Každonek-Crnjaković et al., 2025; Powell-Moman & Brown-Schild, 2011; Rimm-Kaufmann & Sawyer, 2004; Ross & Bruce, 2007; Savolainen et al., 2012; Sharma et al., 2014; Sharma et al., 2024). Findings from numerous studies indicate that many teachers possess limited knowledge and understanding of children with disabilities, which often results in negative attitudes toward teaching these students in mainstream classrooms (DeBoer et al., 2011; Kotor et al., 2023). Several studies underscore the positive impact of initial education focused on competencies for working with children with disabilities, both in fostering favorable attitudes toward educational inclusion and in strengthening self-efficacy for inclusive teaching (Avramidis & Norwich, 2002; Burke & Southerland, 2004; Sharma et al., 2006). In a study by Fišer and Každonek-Crnjaković (2021), many participants described students with dyslexia as diligent, motivated, and engaged, while portraying themselves as "advocates for students with dyslexia." The findings also suggest that teachers' lack of an agentic position stems from insufficient knowledge of effective instructional strategies, as previously noted in large-scale studies, which consequently leads to low self-perceived efficacy and inadequate preparedness (Fišer, 2019; Kormos & Nijakowska, 2017; Nijakowska et al., 2018).

Research on inclusive education from teachers' perspectives has predominantly examined prior education and professional development (Fišer, 2019; Marković, 2022; Stamović, 2019). Work experience has also been shown to correlate with the beliefs of both pre-service and in-service teachers regarding teaching students with disabilities. Evidence suggests that experience in working with children with disabilities positively influences teachers' perceptions of their own self-efficacy (Burke & Sutherland, 2004; Hastings & Oakford, 2003). According to Martan et al. (2016), teachers who have worked with students with disabilities for more than five years, completed relevant courses, volunteered to teach these students, independently identified their needs and challenges, and adapted assessment methods to monitor progress tend to provide greater support and employ modified teaching techniques more frequently. Skočić Mihić et al. (2016) found that, compared to older colleagues with more teaching experience, teachers under the age of 40 and those with less

than 20 years of experience expressed stronger agreement with statements that inclusive education benefits both students with and without disabilities. Similar findings were reported regarding course attendance during higher education: teachers who attended courses related to inclusion and teaching students with disabilities were more likely to agree that inclusion benefits all students than those who had not received such training.

The relationship between the educational success of students with disabilities and teachers' emotional burnout has also been the focus of considerable research. Low self-efficacy can significantly contribute to stress and burnout among teachers (Skaalvik & Skaalvik, 2010; Weissenfels et al., 2021), which in turn negatively affects their motivation to work with students with disabilities and impacts student achievement (Mojavezi & Tamiz, 2012). Conversely, teachers' job satisfaction has been associated with improved student outcomes, not only due to higher-quality and more motivated teaching but also because satisfied teachers devote additional attention to ensuring the success of each student (Hoque et al., 2023) and foster high-quality teacher-student interactions (Harrison et al., 2023). Teachers who report greater job satisfaction are less likely to leave the profession, exhibit lower absenteeism, and maintain positive classroom relationships, providing emotional support, effective classroom management, and appropriate instructional assistance (Wartenberg et al., 2023).

Aim

The aim of this study was to examine the relationship between work experience, attitudes toward inclusion, perception of institutional support, self-assessed professional competencies, job stress, and job satisfaction with the application of didactic-methodical procedures in inclusive teaching. Based on previous research, it is expected that teachers with greater work experience, more positive attitudes toward inclusion, higher perceived institutional support, stronger self-assessed competencies, lower levels of job stress, and higher job satisfaction will be more likely to implement instructional adjustments when teaching students with disabilities.

Methods

Participants and procedure

Participants in this study were 309 primary school teachers (96.4% female) with experience working with students with disabilities, 181 of whom were currently including students with disabilities in their classes. Teachers ranged in age from 24 to 64.5 years ($M = 45.60$, $SD = 9.97$) and had between 1 and 41 years of work experience ($M = 20.56$, $SD = 10.54$). Participants represented all Croatian counties, with the largest

proportion from Slavonia (Brodsko-Posavska County 32.4%, Osječko-Baranjska County 13%, and Vukovarsko-Srijemska County 9.2%), followed by the City of Zagreb (13%) and Zagreb County (11.4%).

Data were collected online via Google Forms as part of the broader research project “*Didactic-methodical difficulties in classroom teaching with students with special educational needs*” (IP-ODHZ-11-2021), conducted at the Department of Social Sciences and Humanities, University of Slavonski Brod, Croatia. The questionnaire link, accompanied by an invitation to participate, was distributed by email to principals and professional associates of numerous primary schools across Croatia, with a request to forward it to classroom teachers. Participation in the study was voluntary and anonymous. Anonymity was ensured by not collecting any directly identifying information (such as names, email addresses, or institutional identifiers). The survey platform used did not collect IP addresses and participant login was not required, ensuring that individual responses could not be linked to specific participants. Responses were stored in aggregated form and accessed only by the research team for analysis purposes.

Instrument

A two-part online questionnaire was developed for the purposes of the aforementioned research project. The first part collected data on basic socio-demographic characteristics (e.g., gender, age, education, work experience), job stress (assessed with one item on a scale from 0 – not at all stressful to 3 – very stressful), and job satisfaction (assessed with one item on a scale from 0 – not at all satisfied to 4 – very satisfied). It also examined teachers’ experience in working with students with disabilities (one yes/no item for previous and current experience), followed by an open-ended question asking respondents to indicate the type(s) of disability their student(s) had or currently have.

The second part of the questionnaire included a modified version of the *Questionnaire on the Assessment of Inclusive Educational Practice in the Preschool and Primary Education System* (Kudek Mirošević & Jurčević Lozančić, 2014), consisting of 23 items grouped into four subscales: application of didactic-methodical procedures (5 items, $\alpha = .87$), attitudes toward inclusion (7 items, $\alpha = .87$), self-assessed professional competences (5 items, $\alpha = .71$), and perceived institutional support (6 items, $\alpha = .87$). Participants rated their agreement with each item on a five-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree).

Data analysis

To address the research objective, we conducted the following data analyses: analysis of descriptive statistics of all measured variables (minimum and maximum obtained values, mean, standard deviation, skewness, and kurtosis), Pearson correlation analysis, and linear regression.

Results

Descriptive statistics (Table 1) showed that all variables had negatively skewed distributions and relatively high average results (compared to the maximum possible values), meaning that teachers tend to positively evaluate their attitudes toward inclusion, professional competences, perceived institutional support, job satisfaction, and especially how they apply didactic-methodical procedures when working with children who have disabilities, while they also report relatively high levels of job stress.

Table 1

Descriptive statistics of all measured variables (N = 309)

	Min	Max	M	SD	Skewness	Kurtosis
Work experience	1.00	41.00	20.56	10.54	-0.18	-1.04
Application of didactic-methodical procedures	1.60	5.00	4.48	0.54	-1.27	2.57
Attitude towards inclusion	1.00	5.00	3.22	0.84	-0.34	0.12
Professional competences	1.00	5.00	3.37	0.79	-0.31	-0.06
Institutional support	1.00	5.00	3.26	0.91	-0.19	-0.54
Job satisfaction	1.00	4.00	3.49	0.65	-1.17	1.48
Job stress	0.00	3.00	2.27	0.70	-0.59	-0.13

To examine the relationship between the teacher's work experience, attitude towards inclusion, perception of institutional support, self-assessed professional competences, job stress, and job satisfaction with the application of didactic-methodical procedures in the workplace, correlational and regression analyses were conducted. Based on the recommendations by Kline (2011), the absolute values of skewness less than 3 and kurtosis less than 10 are considered acceptable when testing the normality of distribution, and therefore, the use of parametric analyses was justified.

Table 2

Correlations between all measured variables (N = 309)

	1	2	3	4	5	6
1. Application of didactic-methodical procedures	1.00					
2. Work experience	-.10	1.00				
3. Attitude towards inclusion	.13*	-.02	1.00			
4. Professional competences	.40**	.08	.29**	1.00		
5. Institutional support	.24**	.02	.30**	.37**	1.00	
6. Job satisfaction	.19**	.06	.31**	.18**	.29**	1.00
7. Job stress	.01	.13*	-.17**	-.09	-.11	-.19**

* $p < .05$, ** $p < .01$

Results shown in Table 2 point to statistically significant small to moderate correlations between the application of didactic-methodical procedures and the teacher's attitude towards inclusion, perception of institutional support, self-assessed professional competences, and job satisfaction, while the correlations with work experience and job stress were not significant.

Table 3

Results of regression analysis predicting application of didactic-methodical procedures

	B	SE (B)	β	T	p
Work experience	-.01	.00	-.17	-3.30	.00
Attitude towards inclusion	-.04	.04	-.06	-1.03	.30
Professional competences	.29	.04	.42	7.60	.00
Institutional support	.06	.03	.10	1.84	.07
Job satisfaction	.12	.04	.14	2.63	.01
Job stress	.04	.04	.06	1.12	.27
R			.504		
R ²			.254		
F(6,302)			17.144**		

* $p < .05$, ** $p < .01$

The results of regression analysis (Table 3) showed that self-assessment of professional competences and job satisfaction were significant positive predictors, and work experience was a significant negative predictor of the application of didactic-methodical procedures, together explaining 25.4% of the variance of the application of didactic-methodical procedures. Considering that the work experience was not significantly correlated with the application of didactic-methodical procedures, it represents a suppressor variable in this model. The perception of institutional support and attitude towards inclusion did not prove to be significant predictors, although they were significantly correlated with the application of didactic-methodical procedures (Table 2). Teachers who more positively estimate their professional competences in working with students with disabilities and who are more satisfied with their jobs are more prone to applying adjustments to the teaching process when working with students with disabilities.

Discussion

The aim of this study was to examine the relationship between work experience, attitudes toward inclusion, perceived institutional support, self-assessed professional competencies, job stress, and job satisfaction with the application of didactic-methodical procedures in inclusive teaching. The

findings indicate that significant positive predictors of the application of didactic-methodical procedures when working with students with disabilities were self-assessed professional competence and job satisfaction. Teachers who rated their professional competencies for working with students with disabilities more positively and reported higher job satisfaction were more likely to implement adjustments in the teaching process. These results confirm the hypotheses regarding the importance of professional competence and job satisfaction for the effective application of didactic-methodical procedures. Although institutional support and attitudes toward inclusion were not identified as significant predictors in this study, their correlations with the adaptation of teaching procedures were statistically significant and aligned with expectations.

Previous research emphasizes that teachers must develop competencies that effectively promote the progress of students with disabilities to ensure support for all learners (Pantić, 2008), as evidence suggests that teachers often lack sufficient competence in this area (Kudek Mirošević & Jurčević Lozančić, 2014). Several authors (Igrić, 2015; Ivančić & Stančić, 2013) confirm that teachers are not adequately prepared to work with students with disabilities and require ongoing professional development to acquire additional competencies. Studies consistently show that teachers do not gain the necessary skills for working with students with disabilities to the required extent (Bouillet, 2013; Fišer, 2019; McHatton & McCray, 2007; Nikčević-Milković et al., 2019; Shade & Stewart, 2001; Sze, 2009). Given that instructional quality and continuous teacher training are key variables influencing students' academic achievement, these gaps likely reflect insufficient systemic support for teachers to acquire specialized competencies (Jurić, 2007). Consequently, one of the major challenges for the educational system is to provide opportunities for current and future teachers to gain the knowledge and skills necessary for the successful application of didactic-methodical procedures in inclusive teaching.

Findings of research conducted by Marković (2022) indicate that teachers who completed three or more courses on working with students with disabilities during their initial education reported the highest levels of self-efficacy in providing direct support to these students. Research further demonstrates that initial education and professional development in inclusive practices contribute to fostering positive attitudes toward inclusion (Sze, 2009), improving implementation success (Kudek Mirošević & Jurčević Lozančić, 2014), enhancing teachers' preparedness and confidence (Lakkala & Määttä, 2011), and strengthening their belief in their own teaching effectiveness (Bhatnagar & Das, 2013; Kałdonek-Crnjaković & Fišer, 2021). The importance of initial education and ongoing professional development for inclusive teaching is underscored in numerous studies (Fišer, 2019; Rakap & Kaczmarek, 2010; Strogilos & Tragoulia, 2013; Šarčević Ivić-Hofman et al., 2023). These findings highlight the need for teacher education programs to prioritize the recognition

and assessment of students' needs, as well as the planning and implementation of effective strategies and supports, while fostering collaboration with other professionals and parents in the development and execution of individualized education programs.

The perception of institutional support and attitudes toward inclusion did not emerge as significant predictors in this study, although both were significantly correlated with the application of didactic-methodical procedures. According to de Boer et al.'s (2011) review, most teachers hold neutral or unfavorable views toward inclusive education. Key factors influencing teachers' attitudes include their level of education, professional experience, and the type of students' disabilities. Research by Skočić Mihić et al. (2016) and Fišer and Každonek-Crnjaković (2021) suggests that negative attitudes toward inclusion often stem from insufficient competence in inclusive classrooms. Conversely, positive beliefs about the value of inclusive education can strongly influence teachers' willingness to implement instructional adaptations and foster an inclusive classroom climate. Therefore, alongside developing competencies for teaching in inclusive settings, it is essential to cultivate teacher beliefs that support inclusive values (Skočić Mihić et al., 2016).

Alila et al. (2016) emphasize that providing teachers with support through supervision by empowering and promoting new teacherhood, clarifying professional roles, and assisting with work-related challenges, facilitates both professional and personal growth in inclusive educational contexts. Additional support from educational rehabilitators has proven valuable in enhancing teachers' understanding of inclusive teaching and their ability to adapt instructional approaches to individual student needs. Vekić-Kljaić and Hanzec Marković (2023) confirm that institutional support is perceived as stronger in schools employing educational rehabilitators and psychologists. Similarly, Nikčević-Mikolčević et al. (2019) report that greater institutional support for working with students with disabilities is associated with improved methodological and didactic engagement among primary school teachers.

It is important to note that previous research has primarily focused on Croatian teachers' attitudes toward inclusive education. The present study contributes by examining additional aspects of inclusive practice, such as job satisfaction. Findings indicate that teachers who report higher job satisfaction are more likely to implement instructional adjustments when working with students with disabilities. A review of global empirical studies shows that, regardless of country, highly satisfied teachers consistently strive to support student success—not only through knowledge delivery but also by providing additional attention and care to help each student achieve better outcomes (Hoque et al., 2023). Research consistently demonstrates that job satisfaction is positively associated with instructional quality (Harrison et al., 2023) and high-quality teacher-student interactions, including emotional support, classroom

management, and instructional assistance. These interactions, in turn, are linked to improved academic outcomes such as enhanced motivation and achievement (Wartenberg et al., 2023).

This study has certain methodological limitations that should be addressed in future research. The generalizability of findings is constrained using a convenience sample, particularly in terms of size and composition. Since participants were primarily drawn from two Croatian counties, Brodsko-Posavska and Zagrebačka, the sample cannot be considered representative of all regions of the Republic of Croatia.

Conclusion

These findings have important implications for educational policy and practice, highlighting the need to strengthen the emphasis on inclusive education during initial teacher preparation and to ensure access to educational content that supports students with disabilities. The results may also encourage further research on strategies to improve teacher education so that it more effectively meets the needs of students with disabilities and facilitates their successful inclusion in the education system. Given the growing diversity of student populations, continuous professional development in inclusive education is becoming essential to guarantee equal opportunities for academic success for all learners. It is therefore crucial to promote and support such professional development initiatives to enhance inclusive practices and ensure comprehensive support for every student.

Recommendations for overcoming challenges in the application of didactic and methodological procedures in inclusive teaching:

- Adjust teaching content according to the capabilities and needs of each student.
- Use differentiated tasks and activities so that all students can actively participate in teaching.
- Use a combination of visual, auditory, and kinesthetic methods to enable better understanding of the material.
- Actively involve students in work through project tasks, teamwork, and experiential learning.
- Ensure cooperation with educational rehabilitators, speech therapists, and psychologists.
- Enable the work of teaching assistants for students who need additional support.
- Use digital tools and interactive content to facilitate learning.
- Prepare teaching materials in different formats (audio, video, images, simple text).

- Promote the values of tolerance, respect, and mutual support among students.
- Organize workshops and training for students and teachers on inclusion and diversity.
- Use formative assessment and adapt methods of knowledge assessment.
- Provide alternative ways of expressing knowledge (oral answers, practical tasks, presentations).
- Organize seminars and workshops on inclusive didactic and methodological approaches.
- Encourage the exchange of experiences among teachers and cooperation with inclusive professionals.

References

- Alila, S., Määttä, K., & Uusiautti, S. (2016). How does supervision support inclusive teacherhood? *International Electronic Journal of Elementary Education*, 8(3), 351–362. <https://files.eric.ed.gov/fulltext/EJ1096523.pdf>
- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes to integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 17(2), 129–147. <https://doi.org/10.1080/08856250210129056>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman Lawrence.
- Bhatnagar, N., & Das, A. (2013). Nearly two decades after the implementation of Persons with Disabilities Act: Concerns of Indian teachers to implement inclusive education. *International Journal of Special Education*, 28(2), 104–113. <https://eric.ed.gov/?id=EJ1023312>
- Bouillet, D. (2013). Some aspects of collaboration in inclusive education—teachers' experiences. *Center for Educational Policy Studies Journal*, 3(2), 93–117. <https://doi.org/10.26529/cepsj.241>
- Burke, K., & Sutherland, C. (2004). Attitudes toward inclusion: Knowledge vs. experience. *Education*, 125(2), 163–172. https://www.academia.edu/7618946/Attitudes_Toward_Inclusion_Knowledge_Vs_Experience
- Cook, B. G., Tankersley, M., Cook, L., & Landrum, T. J. (2000). Teachers attitudes toward their included students with disabilities. *Exceptional Children*, 67(1), 115–135. <https://doi.org/10.1177/001440290006700108>
- de Boer, A., Pijl, S. J., & Minnaert, A. (2010). Regular primary school teachers' attitudes towards inclusive education: A review of the literature. *International Journal of Inclusive Education*, 15(3), 331–353. <https://doi.org/10.1080/13603110903030089>
- Fazlagić, A., & Kolić, M. (2018). Samoefikasnost nastavnika razredne nastave za inkluzivno obrazovanju dece sa smetnjama u razvoju. *Naučne publikacije Državnog univerziteta u Novom Pazaru. Serija B, Društvene & humanističke nauke*, 1(2), 153–164. <https://doi.org/10.5937/NPDUNP1802153F>
- Felder, F. (2021). *The ethics of inclusive education: Presenting a new theoretical framework*. Routledge.
- Fišer, Z. (2019). *Competence of Croatian pre- and in- service teachers of foreign languages in teaching students with dyslexia* [Doctoral dissertation, University of Zagreb]. <https://darhiv.ffzg.unizg.hr/>

- Fišer, Z., & Kaldonek-Crnjaković, A. (2022). Croatian English as a foreign language teachers' knowledge about dyslexia and teaching students with dyslexia: Is their practice dyslexia-friendly? *Lenguas Modernas*, 59, 31–49. <https://www.researchgate.net/publication/362558473>
- Florian, L., & Linklater, H. (2010). Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all. *Cambridge Journal of Education*, 40(4), 369–386. <https://doi.org/10.1080/0305764X.2010.526588>
- Forlin, C., Cedillo, I. G., Romero-Contreras, S., Fletcher, T., & Rodriguez Hernández, H. J. (2010). Inclusion in Mexico: Ensuring supportive attitudes by newly graduated teachers. *International Journal of Inclusive Education*, 14(7), 723–739. <https://doi.org/10.1080/13603111003778569>
- Forlin, C., & Chambers, D. (2011). Teacher preparation for inclusive education: Increasing knowledge but raising concerns. *Asia-Pacific Journal of Teacher Education*, 39(1), 17–32. <https://doi.org/10.1080/1359866X.2010.540850>
- Harrison, M. G., King, R. B., & Wang, H. (2023). Satisfied teachers are good teachers: The association between teacher job satisfaction and instructional quality. *British Educational Research Journal*, 49(3), 476–498. <https://doi.org/10.1002/berj.3851>
- Hastings, R. P., & Oakford, S. (2003). Student teachers' attitudes towards the inclusion of children with special needs. *Educational Psychology*, 23(1), 87–94. <https://doi.org/10.1080/01443410303223>
- Hemmings, B., & Woodcock, S. (2011). Preservice teachers' views of inclusive education: A content analysis. *Australasian Journal of Special Education*, 35(2), 103–116. <https://doi.org/10.1375/ajse.35.2.103>
- Hoque, K. E., Wang, X., Qi, Y., & Norzan, N. (2023). The factors associated with teachers' job satisfaction and their impacts on students' achievement: A review (2010–2021). *Humanities and Social Sciences Communications*, 10(177), 1–7. <https://doi.org/10.1057/s41599-023-01645-7>
- Hsien, M., Brown, P. M., & Bortoli, A. (2009). Teacher qualifications and attitudes toward inclusion. *Australasian Journal of Special Education*, 33(1), 26–41. <https://doi.org/10.1375/ajse.33.1.26>
- Igrić, Lj. (2015). *Osnove edukacijskog uključivanja – Škola po mjeri svakog djeteta je moguća*. Školska knjiga.
- Ivančić, Đ., i Stančić, Z. (2013). Stvaranje inkluzivne kulture škole. *Croatian Review of Rehabilitation Research / Hrvatska revija za rehabilitacijska istraživanja*, 49(2). <https://hrcak.srce.hr/en/file/166614>
- Jurić, V. (2007). Kurikulum suvremene škole. U V. Previšić (Ed.), *Kurikulum: Teorije, metodologija, sadržaj, struktura* (str. 253–303). Školska knjiga.
- Kaldonek-Crnjaković, A., & Fišer, Z. (2021). Teacher positioning and students with dyslexia: Voices of Croatian EFL teachers. *Journal of Language and Education*, 7(3), 76–88. <https://doi.org/10.17323/jle.2021.11561>
- Kaldonek-Crnjaković, A., Göktürk Sağlam, A. L., Fišer, Z., Iijima, M., Díaz-Prada, E., & Shcherba, N. (2025). Do English language pre-service teachers feel ready to teach students with ADHD? Voices from Japan, Poland, Turkey, and Ukraine. *Education Sciences*, 15(9), 1092. <https://doi.org/10.3390/educsci15091092>
- Kefallinou, A., Symeonidou, S., & Meijer, C. J. (2020). Understanding the value of inclusive education and its implementation: A review of the literature. *Prospects*, 49(3), 135–152. <https://doi.org/10.1007/s11125-020-09500-2>
- Kline, R. B. (2011). *Principles and practice of structural equation modeling (5th ed.)*. The Guilford Press.

- Kormos, J., & Nijakowska, J. (2017). Inclusive practices in teaching students with dyslexia: Second language teachers' concerns, attitudes and self-efficacy beliefs on a massive open online learning course. *Teaching and Teacher Education*, 68, 30–41. <https://doi.org/10.1016/j.tate.2017.08.005>
- Kotor, A., Boateng, P., Owusu Sekyere, F., Osei Aboagye, M., Martin, G., & Ntoadure, A. (2023). Teachers' levels of knowledge and attitudes towards the inclusion of children with special educational needs in regular classrooms. *Africa Education Review*, 19(1), 76–102. <https://doi.org/10.1080/18146627.2023.2177687>
- Kudek Mirošević, J., & Jurčević Lozančić, A. (2014). Stavovi odgojitelja i učitelja o provedbi inkluzije u redovitim predškolskim ustanovama i osnovnim školama. *Hrvatska revija za rehabilitacijska istraživanja*, 50(2), 17–29. <https://www.ceeol.com/search/article-detail?id=410721>
- Kuyini, A. B., Desai, I., & Sharma, U. (2020). Teachers' self-efficacy beliefs, attitudes and concerns about implementing inclusive education in Ghana. *International Journal of Inclusive Education*, 24(14), 1509–1526. <https://doi.org/10.1080/13603116.2018.1544298>
- Lakkala, S., & Määttä, K. (2011). Toward a theoretical model of inclusive teaching strategies: An action research in an inclusive elementary class. *Global Journal of Human Social Science*, 11(8), 31–40. 5-Toward-A-Theoretical-Model-Of-Inclusive-libre.pdf
- Livazović, G., Alispahić, D., & Terović, E. (2015). *The inclusive upbringing and education in school*. UNICEF BiH i Udruženje Duga.
- Lopes, J. L., & Oliveira, C. R. (2021). Inclusive education in Portugal: Teachers' professional development, working conditions, and instructional efficacy. *Education Sciences*, 11(4), 169. <https://doi.org/10.3390/educsci11040169>
- Markovic, V. (2022). Relationship between educational qualifications and self-perceived self-efficacy of teachers working with students with special educational needs. *Hrvatska revija za rehabilitacijska istraživanja*, 58(1), 50–72. <https://hrcak.srce.hr/279537>
- Martan, V., Skočić Mihić, S. & Puljar, A. (2016). Nastavne strategije učitelja u poučavanju učenika sa specifičnim teškoćama u učenju. *Život i škola*, 62(3), 139–151. <https://hrcak.srce.hr/176912>
- McHatton, P. A., & McCray, E. (2007). Inclination toward inclusion: Perceptions of elementary and secondary education teacher candidates. *Action in Teacher Education*, 29(3), 25–32. <https://doi.org/10.1080/01626620.2007.10463457>
- Mojavezi, A., & Tamiz, M. P. (2012). The Impact of teacher self-efficacy on the students' motivation and achievement. *Theory and Practice in Language Studies*, 2, 483–491. <https://doi.org/10.4304/tpls.2.3.483-491>
- Mohamed Emam, M., & Al-Mahdy, Y. F. H. (2020). Teachers' efficacy for inclusive practices in the Sultanate of Oman: Effect of gender and teaching experience. *School Psychology International*, 41(2), 170–192. <https://doi.org/10.1177/0143034319895062>
- Nijakowska, J., Tzagari, D., & Spanoudis, G. (2018). English as a foreign language teacher training needs and perceived preparedness to include dyslexic learners: The case of Greece, Cyprus and Poland. *Dyslexia*, 24(4), 357–379. <https://doi.org/10.1002/dys.1598>
- Nikčević-Mikolčević, A., Jurković, D., & Perković, L. (2019). Stavovi učitelja i nastavnika Ličko-Senjske županije prema inkluziji. *Školski vjesnik*, 68(2), 309–329. <https://hrcak.srce.hr/234941>

- Nührenbörger, M., Wember, F. B., Wollenweber, T., Frischemeier, D., Korten, L., & Selter, C. (2025). Development of teachers' attitudes and self-efficacy expectations for inclusive mathematics instruction: effects of online and blended learning programs. *Journal of Mathematics Teacher Education*, 28(1), 151–177. <https://doi.org/10.1007/s10857-024-09624-8>
- Pahić, T. i Borak, M. (2025). Experiences and Attitudes Towards the Inclusion of Children with Autism Spectrum Disorder. *Croatian Journal of Education*, 27(1), 305–347. <https://doi.org/10.15516/cje.v27i1.5948>
- Pantić, N. (Ed.) (2008). *Tuning teacher education in the Western Balkans*. Centre for Education Policy.
- Powell-Moman, A. D., & Brown-Schild, V. B. (2011). The influence of a two-year professional development institute on teacher self-efficacy and use of inquiry-based instruction. *Science Educator*, 20(2), 47–53. <https://files.eric.ed.gov/fulltext/ej960637.pdf>
- Rakap, S., & Kaczmarek, L. (2010). Teachers' attitudes towards inclusion in Turkey. *European journal of special needs education*, 25(1), 59–75. <https://doi.org/10.1080/08856250903450848>
- Rimm-Kaufman, S., & Sawyer, B. E. (2004). Primary-grade teachers' self-efficacy beliefs, attitudes toward teaching, and discipline and teaching practice priorities in relation to the “responsive classroom” approach. *The Elementary School Journal*, 104, 321–341. <https://doi.org/10.1086/499756>
- Ross, J., & Bruce, C. (2007). Professional development effects on teacher efficacy: Results of randomized field trial. *The Journal of Educational Research*, 101(1), 50–60. <https://doi.org/10.3200/JOER.101.1.50-60>
- Savolainen, H., Engelbrecht, P., Nel, M., & Malinen, O.-P. (2012). Understanding teachers' attitudes and self-efficacy in inclusive education: Implications for pre-service and in-service teacher education. *European Journal of Special Needs Education*, 27(1), 51–68. <https://doi.org/10.1080/08856257.2011.613603>
- Shade, R. A., & Stewart, R. (2001). General education and special education preservice teachers' attitudes toward inclusion. *Preventing School Failure: Alternative Education for Children and Youth*, 46(1), 37–41. <https://doi.org/10.1080/10459880109603342>
- Sharma, U., Forlin, C., Loreman, T., & Earle, C. (2006). Pre-service teachers' attitudes, concerns and sentiments about inclusive education: An international comparison of the novice pre-service teachers. *International Journal of Special Education*, 21(2), 80–93.
- Sharma, U., Loreman, T., & Forlin, C. (2012). Measuring teacher efficacy to implement inclusive practices. *Journal of Research in Special Educational Needs*, 12(1), 12–21. <https://doi.org/10.1111/j.1471-3802.2011.01200.x>
- Sharma, U., Loreman, T., May, F., Romano, A., Lozano, C. S., Avramidis, E., Woodcock, S., Subban, P., & Kullmann, H. (2024). Measuring collective efficacy for inclusion in a global context. *European Journal of Special Needs Education*, 39(2), 167–184. <https://doi.org/10.1080/08856257.2023.2195075>
- Sharma, U., Shaikat, S., & Furlonger, B. (2015). Attitudes and self-efficacy of pre-service teachers towards inclusion in Pakistan *Journal of Research in Special Educational Needs*, 15(2), 97–105. <https://doi.org/10.1111/1471-3802.12071>
- Sharma, U., & Sokal, L. (2014). The impact of a teacher education course on pre-service teachers' beliefs about inclusion: An international comparison. *Journal of Research in Special Educational Needs*. <http://onlinelibrary.wiley.com/doi/10.1111/1471-3802.12043/abstract>

- Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059–1069. <https://doi.org/10.1016/j.tate.2009.11.001>
- Skočić Mihić, S., Gabrić, I., & Bošković, S. (2016). Učiteljska uvjerenja o vrijednostima inkluzivnog obrazovanja. *Hrvatska revija za rehabilitacijska istraživanja*, 52(1), 30–41. <https://doi.org/10.31299/hrri.52.1.3>
- Spratt, J., & Florián, L. (2013). Applying the principles of inclusive pedagogy in initial teacher education: From university based course to classroom action. *Revista de investigación en educación*, 11(3), 133–140. <http://webs.uvigo.es/reined/>
- Stamović, J., Maksimović, J., & Zlatić, L. (2019). Socijalne kompetencije budućih učitelja za inkluziju. *Croatian Journal of Education*, 21(3), 965–988. <https://doi.org/10.15516/cje.v21i3.2984>
- Stančić, Z., Pantić, Z., Kušter, B., & Vidalina, V. (2014). Program rada s učiteljima. U Lj. Igrić, R. Fulgosi-Masnjak, A. Wagner Jakab (Eds.) *Učenik s teškoćama između škole i obitelji* (str. 143–155). Centar inkluzivne potpore IDEM.
- Strogilos, V., & Tragoulia, E. (2013). Inclusive and collaborative practices in co-taught classrooms: Roles and responsibilities for teachers and parents. *Teaching and teacher education*, 35, 81–91. <https://doi.org/10.1016/j.tate.2013.06.001>.
- Sze, S. (2009). A literature review: Pre-service teachers' attitudes towards students with disabilities. *Education*, 130(1), 53–56. <https://www.naset.com/publications/autism-spectrum-disorders-series/pre-service-teachers-attitudes-toward-including-students-with-asd-in-general-education/>
- Šarčević Ivić-Hofman, K.; Pongračić, L., & Fišer, Z. (2025). The relationship between the independence of students with intellectual disabilities and methodical-didactic procedures in teaching natural science. In T. Novak (Ed.), *Conference Proceedings of 10th International Conference: Research in Education and Rehabilitation Sciences : ERFCOON 2023 : Vol. 3* (pp. 110–127). University of Zagreb Faculty of Education and Rehabilitation Sciences, Croatian Academy of Sciences and Arts, Department of Medical Sciences.
- Valenčić Štembergar, A. & Lepičnik Vodopivec, J. (2016). Preschool teachers' beliefs about their own competence in working with preschool children who show emotional and behavioural difficulties. *Croatian review of rehabilitation research / Hrvatska revija za rehabilitacijska istraživanja*, 52(2). <https://doi.org/10.31299/hrri.52.2.2>
- Vekić-Kljajić, V., & Hanzec Marković, I. (2023). Institucionalna podrška u radu s učenicima s teškoćama iz perspektive učitelja razredne nastave. *Nova prisutnost: časopis za intelektualna i duhovna pitanja*, 21(3), 675–689. <https://doi.org/10.31192/np.21.3.12>
- Wartenberg, G., Aldrup, K., Grund, S., & Klusmann, U. (2023). Satisfied and high performing? A meta-analysis and systematic review of the correlates of teachers' job satisfaction. *Educational Psychology Review*, 35(4), Article 114. <https://doi.org/10.1007/s10648-023-09831-4>
- Weißenfels, M., Benick, M., & Perels, F. (2021). Can teacher self-efficacy act as a buffer against burnout in inclusive classrooms? *International Journal of Education*, 109(2), <https://doi.org/10.1016/j.ijer.2021.101794>

Izazovi u primeni didaktičko-metodičkih postupaka u inkluzivnoj nastavi

Katarina Šarčević Ivić-Hofman, Zrinka Fišer, Ivana Hanzec Marković

*Sveučilište u Slavanskom Brodu, Odeljenje za društveno-humanističke nauke,
Slavonski Brod, Hrvatska*

Uvod: Brojni faktori povezani su sa uspešnom implementacijom obrazovne inkluzije, a učitelji moraju da pruže adekvatnu podršku učenicima sa teškoćama dok se istovremeno na tom putu nose sa mnogim izazovima. *Cilj:* Cilj ovog istraživanja bio je da se utvrdi veza između radnog iskustva, stava prema inkluziji, percipirane institucionalne podrške, samoprocenjenih profesionalnih kompetencija, stresa na poslu i zadovoljstva poslom sa primenom adekvatnih didaktičko-metodičkih postupaka u inkluzivnom radnom okruženju. *Metode:* Studija je obuhvatila 309 nastavnika osnovnih škola iz različitih delova Hrvatske koji su imali iskustva u obrazovanju dece sa teškoćama, od kojih je 181 u to vreme predavao učenicima sa teškoćama. Upitnik je korišćen za prikupljanje osnovnih sociodemografskih podataka učesnika, njihove procene inkluzivnih obrazovnih praksi (prilagođavanje didaktičko-metodičkih postupaka u učionici), institucionalne podrške, percipirane kompetencije za rad sa učenicima sa teškoćama, stavova prema inkluziji, njihovog stresa na poslu i zadovoljstva poslom. *Rezultati:* Statistička analiza prikupljenih podataka pokazala je da odabrane varijable čine 25.4% varijanse u primeni adekvatnih didaktičko-metodičkih postupaka u inkluzivnim učionicama. Samoprocenjena profesionalna kompetentnost i zadovoljstvo poslom identifikovani su kao značajni pozitivni prediktori. Iako su percipirana institucionalna podrška i stavovi prema inkluziji bili značajno pozitivno povezani sa upotrebom adekvatnih didaktičko-metodičkih postupaka, nisu bili značajni prediktori u regresionom modelu. *Zaključak:* Rezultati ovog istraživanja značajno doprinose razumevanju faktora koji utiču na rad u inkluzivnom okruženju u hrvatskim školama, pored stavova nastavnika prema inkluziji koji se najčešće istražuju.

Ključne reči: institucionalna podrška, prediktori inkluzivne prakse, profesionalne kompetencije, učenici sa teškoćama, nastavnici

PRIMLJENO: 30.10.2025.
REVIDIRANO: 12.01.2026.
PRIHVAĆENO: 23.01.2026.