

# Teacher in an Inclusive Classroom: Relationship between Attitudes towards Inclusive Education and Job Satisfaction

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Abstract

Inclusive education as education, as the right to co-educate children with special educational needs in the regular classroom, is a global framework for the transformation of general education systems. At the same time, critical studies show that the degree of real inclusion in schools is increasing slowly. This study focused on factors that determine the teacher's attitude to inclusive education. The article presents an analysis of teachers' job satisfaction and its relationship with attitudes towards inclusive education.

The empirical base of the study was data obtained from a survey of 119 school teachers in the city of Tyumen. The study of teachers' attitudes towards inclusive education and satisfaction with work was carried out using the author's questionnaire. With the help of factor analysis, three factors of the teachers' attitude to inclusive education were identified: teachers see inclusion as a pedagogical resource (24.8% of the total variance); problems (23.8%); risks (14.1%). Cluster analysis identified homogeneous groups of teachers who have their own dominants in relation to inclusion: romantics, realists and critics.

A four-factor structure of job satisfaction was also revealed: safety and security, organization of the work process, satisfaction with remuneration, involvement in work. Teachers were found to rate the factor "safety and security" in their work the lowest. Cluster analysis identified three groups of teachers: satisfied with their work; satisfied with remuneration for work; not satisfied with work. The most vulnerable are teachers who fall into the third cluster group: due to the low assessment of satisfaction with all factors, they will be inclined to assess inclusion in terms of problems and barriers.

Correlation analysis established direct statistically significant relationships between teachers' assessment of inclusion as a pedagogical resource and job satisfaction; the strongest relationship can be traced in the assessment with the indicator "satisfaction with the organization of the work process".

**Keywords** inclusive education(s), teachers' attitude towards inclusive education, teacher self-efficacy, teachers' job satisfaction, teacher safety and security, involvement in work, students with disabilities, students with special educational needs.

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Inclusive education (IE), whereby children with special educational needs are allowed to study in the general education classroom next to other children, currently serves as a global framework for the transformation of schools.<sup>1</sup> At the same time, there is evidence that schools' inclusiveness is increasing slowly and is accompanied by growing risks [Slee, 2013; Booth, Ainscow, 2000]. In Russia, IE has been introduced into educational research and practice relatively recently. Poor internalization of inclusive values and practices in Russia is evident from the lack of a basic theory of IE, as well as a consensus on its principles and values. The vast majority of surveyed educators in our country believe that disability is a medical problem and that IE is education for the disabled [Volosnikova, Efimova, Ogorodnova, 2017; Alekhina et al., 2020].

The development of inclusive education is strongly influenced by local socio-political and cultural contexts. Teachers are among those who create barriers to its expansion. It is teachers who play a crucial role in the successful implementation of IE [Sharma, Loreman, Forlin, 2012; Miesera, Gebhardt, 2018; Saloviita, 2020; Malyarchuk, Volosnikova, 2015; Ketrish, 2019; Alekhina et al., 2020]. Studies conducted between the 1960s and 1990s showed that about two-thirds of teachers in Anglo-Saxon countries had positive attitudes towards IE, but the overall proportion of such teachers barely increased over that period [Scruggs, Mastropieri, 1996; Boer de, Pijl,

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<sup>1</sup> United Nations (2006) Konvenciya o pravah invalidov [Convention on the Rights of Persons with Disabilities]: [https://www.un.org/ru/documents/decl\\_conv/conventions/disability.shtml](https://www.un.org/ru/documents/decl_conv/conventions/disability.shtml); UNESCO (2009) Rukovodyashchie principy politiki v oblasti inklyuzivnogo obrazovaniya [Policy Guidelines on Inclusion in Education]: [http://www.eduportal44.ru/koiro/dostupnay\\_sreda/DocLib1/Юнеско%20Принципы%20инклюзивного%20образования.pdf](http://www.eduportal44.ru/koiro/dostupnay_sreda/DocLib1/Юнеско%20Принципы%20инклюзивного%20образования.pdf); OECD (2005) Teachers Matters. Attracting, Developing and Retaining Effective Teachers: <https://www.oecd.org/education/school/34990905.pdf>; Council of the European Union (2010) Council Conclusions on the Social Dimension of Education and Training: [http://www.consilium.europa.eu/uedocs/cms\\_Data/docs/pressdata/en/educ/114374.pdf](http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/114374.pdf)

Minnaert, 2011]. This suggests that one-third of teachers who work in inclusive classrooms today do not accept IE. A large proportion of teachers perceive IE not as part of their job, but as an additional workload [Gunnþórsdóttir, Jóhannesson, 2014; Saloviita, 2020; Rostovtseva et al., 2021; Bruk et al., 2021]. The purpose of this study is to assess Russian school teachers' attitudes towards inclusive education as a major success factor in the implementation of IE, as well as examine the relationship between these attitudes and teachers' job satisfaction.

**1. The Current  
State of Research  
on Teachers'  
Attitudes  
towards Inclusive  
Education**

Teachers' attitudes towards IE have been studied since the late 1950s. The Web of Science Core Collection database yields 1,350 results with a total of 12,820 citations for 1995–2022 for the keywords *teachers attitudes, inclusive education*.<sup>2</sup> The highest number of articles — 2,007 — were published in 2019, 215 articles in 2020, and 202 articles in 2021. The review of the literature on primary school teachers' attitudes towards IE is the most cited, with 418 citations [Boer de, Pijl, Minnaert, 2011].

To create an inclusive school climate, all participants need to have positive attitudes towards IE [Loreman, 2014; Ketrish, 2019]. The attitude towards IE can be defined on three levels — cognitive (beliefs and knowledge), affective (feelings), and behavioral (predisposition to act in a certain way) [Boer de, Pijl, Minnaert, 2011; Kurniawati et al., 2014]. In Russian studies, teachers' attitudes towards IE are examined in terms of their professional and psychological readiness for it [Alekhina et al., 2020; Malyarchuk, Volosnikova, 2015; Rostovtseva et al., 2021].

Comparative studies have shown that the local context has a significant influence on the perception of IE [Iliško et al., 2019; Miesera, Gebhardt, 2018; Savolainen et al., 2012], with cultural-historical and environmental factors being the most important [Miesera, Gebhardt, 2018]. When giving their opinion about inclusion, teachers, like any respondents, consciously or unconsciously can be affected by social desirability [Lüke, Grosche, 2018]. However, the extent to which respondents are inclined to give answers that portray them in a favorable light depends on society's dominant social norms and values.

The factors that can influence teachers' attitudes towards IE are largely interrelated. In particular, teachers' evaluation of the degree of children's disability requiring additional pedagogical effort depends on their level of professional development and inclusion experience. In general terms, the factors affecting teachers' attitudes to IE can be divided into three groups: 1) related to children, 2) re-

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<sup>2</sup> <https://www.webofscience.com/wos/woscc/basic-search>

lated to the environment (resources), and 3) related to the teacher's personality [Avramidis, Norwich, 2002].

Lack of resources, such as equipment, learning materials, assistive technology, and professional development opportunities, is considered an environment-related barrier to the implementation of IE [Gunnþórsdóttir, Jóhannesson, 2014]. However, according to experienced researchers, "teachers' opinions do not necessarily mean that the resources are actually lacking. After all, there is no precise measure against which to assess the assumed shortage of means... Teacher's claim of lacking resources might be just a socially acceptable excuse for not admitting children with SEN [special educational needs] into their classrooms..." [Saloviita, 2020. P. 3]. A critical environment-related factor impacting teachers' attitudes is support from educational authorities, school principals, and domain experts [Alekhina et al., 2020; Rostovtseva et al., 2021]. The relationship between teachers' attitudes to IE, professional burnout of teachers working in inclusive classrooms, and environment-related factors of burnout has also been found [Lee, Shin, 2017].

Among child-related factors, the type of a child's disability is the most strongly associated with the success of inclusion: educators believe that children with severe sensory impairments and low cognitive abilities have a poor chance of successful inclusion in the educational environment of a general education classroom [Krischler, Pitten, 2018; Jury et al., 2021].

A teacher's positive attitude towards IE is the main prerequisite for successful inclusion because it is the teacher who creates a conducive and productive classroom environment, motivates pupils, and engages them in the learning process. Meanwhile, teachers' professional development is based on their personal development: the scope of personal development is wider than that of the professional one [Mitina, 2014].

Variables describing teachers' personalities as factors influencing their attitudes towards IE have been the subject of numerous studies: the relationships between teachers' attitudes towards IE and their gender, age, qualification level, teaching experience and advanced training in the field of IE, length of contact with disabled people, beliefs, self-efficacy, as well as other personality traits have been assessed [Avramidis, Norwich, 2002].

Female teachers have been found to have higher levels of tolerance for children with disabilities and hold more positive attitudes towards IE than male teachers, but the difference is minor [Jerlinger, Danermark, Gill, 2010; Saloviita, 2019; 2020]. For high school teachers, however, the opposite result has been obtained [Avramidis, Norwich, 2002]. In addition, younger teachers are more optimistic about inclusion compared to more senior teachers [Saloviita, 2019].

Teachers' beliefs and values affect both their attitudes towards IE and their choice of teaching strategies. When researchers divided the French school teachers who participated in their study into four clusters according to their value orientations — self-enhancement, self-transcendence, openness to change, and conservatism, — those “open to change” were found to have the most positive attitudes towards IE [Perrin, Jury, Desombre, 2021]. Teachers who adhere to the medical model of disability, which considers disability as a characteristic of an individual pupil, choose interaction models that are evaluated by researchers as the least effective. Teachers who adhere to the social model of disability, according to which students' problems are rooted in the nature of the interaction between the student and the environment, try to ensure that disabled children achieve success and gain understanding [Jordan, Lindsey, Stanovich, 1997].

The school's culture, norms and values, and the principal's beliefs about IE also have a significant impact on teachers' attitudes [Gunnþórsdóttir, Jóhannesson, 2014; Perrin Jury, Desombre, 2021; Stanovich, Jordan, 1998]. School principals' attitudes towards IE and their impact on school inclusion policies have been the focus of numerous studies over the past 20 years [Cohen, 2015; Khaleel, Alho-sani, Duyar, 2021].

Teachers' attitudes towards IE are directly related to having specialized training in IE and experience working in a heterogeneous classroom [Bruk et al., 2021; Loreman, 2014; Kurniawati et al., 2014; Ignatjeva, Bruk, 2020; Katz, 2015; Iliško, Badjanova, Ignatjeva, 2020]. Teachers with specialized education and primary school teachers have the most positive attitudes towards IE, while subject teachers in upper secondary education are the least oriented towards IE values [Engelbrecht et al., 2013; Saloviita, 2020].

As for teachers' personality traits, researchers focus most on their self-efficacy [Forlin et al., 2014; Wilson, Woolfson, Durkin, 2020], which is defined as teachers' judgment regarding their capabilities to bring about desired outcomes of student learning, even among students who are difficult or unmotivated [Tschannen-Moran, Hoy, 2001; Wilson, Woolfson, Durkin, 2020; Sharma, George, 2016]. Previous studies have found positive correlations between teachers' self-efficacy, on the one hand, and positive classroom ecology, successful academic adjustment of students, high quality of class activities and interactions, and teachers' job satisfaction, on the other hand [Klassen et al., 2011].

Teachers' satisfaction with their jobs in the new educational and sociocultural environment can be considered one of the relevant psychological criteria for their professional development [Gordienko, 2009]. Job satisfaction is defined as “a pleasant emotional state resulting from the appraisal of one's job as achieving or faci-

litating the achievement of one's job values"; "an indicator of attitude towards work"; "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" [Astrauskaitė, Vytautas, Perminas, 2011. P. 42; Akimov, 2017]. A number of studies have confirmed its importance as a predictor of positive attitude towards IE [Sharma, George, 2016; Astrauskaitė Vytautas, Perminas, 2011; Chan et al., 2020; Opoku et al., 2021; Smet, 2022]. Moreover, teachers' job satisfaction is one of the most important prerequisites for overall school effectiveness [Akimov, 2017].

The relationship between teachers' attitudes towards IE and work involvement has been less explored. Work engagement is defined as "a persistent, positive affective-motivational state of fulfillment, which is characterized by the three components of vigor, dedication, and absorption" [Chan et al., 2020. P. 2]. Vigor refers to the high levels of energy and mental resilience of an employee, that is, a willingness to invest effort in one's job, and persistence in overcoming difficulties. Dedication can be seen in an employee's enthusiasm for their work, accompanied by feelings of personal significance, pride, and inspiration. Finally, absorption is full commitment to one's work to such an extent that one is unable to detach himself or herself from it [Maslach, Leiter, Schaufeli, 2008; Chan et al., 2020].

The present study analyzes how teachers' work involvement and job satisfaction are related to their attitudes towards IE.

## **2. Methodology**

### **2.1. Testing Instruments and Research Design**

The empirical part of the study was conducted using the data from one school in the city of Tyumen that can be considered typical for the city in terms of the main indicators. The school occupies two buildings with a total of 192 classrooms. There are 253 teachers and 6,609 pupils, including 47 migrants and 84 children with disabilities. The school meets the basic present-day requirements and regulations, including accessible infrastructure (ramps, elevators, signage), a life-sustaining environment (meals/diet according to medical indications, adapted bathrooms), learning conditions (necessary equipment for students with various impairments, distance learning mode, adapted educational programs).

The study was officially approved by the Department of Education and Science of Tyumen Oblast. The survey was conducted in April 2021 via Google Forms. All respondents could fill out the questionnaire at their convenience, which reduced the effect of the presence of and control by the study organizers.

To survey the teachers, we used self-developed research instruments [Iliško et al., 2019; Ignatjeva, Fedina, Iliško, 2017], which assess attitudes towards inclusion and towards working in an inclusive environment. Each of the questionnaires included a set of statements, and the respondents were asked to assess the level of

their agreement with each of them using a Likert scale. In order to reduce the dimensionality of the indicator spaces for the concepts under consideration, exploratory factor analysis was performed to reveal their factor structures. Two-step cluster analysis yielded groups of respondents homogeneous in their attitudes towards inclusion as well as in their job satisfaction levels. By comparing the corresponding cluster groups, we were able to assess the relationship between these attributes.

The results were analyzed using IBM SPSS Statistics software.

A case study is one of the most common methods in IE research today, as it allows researchers to combine different levels of analysis, take complexity into account and preserve the integrity of the phenomena [Nilholm, 2021]. By choosing this particular method for our study, we were able to reveal patterns in the phenomenon under consideration, as well as to offer hypotheses that could be further tested on a representative sample.

**2.2. Sample** The sample of the study included 119 teachers: 25% were under 34 years of age, and 25% were over 50 years of age, with an average age of 42. Half of the teachers had more than 16 years of work experience, while for 25% of the respondents, it did not exceed 6 years. In terms of gender, the sample was consistent with the standard distribution of teachers in the school system: 93.3% of the respondents were women. 95% of the respondents graduated with a bachelor's or specialist's degree, and 5% graduated with a master's degree.

28.6% of the teachers had experience working in an inclusive classroom, 32% had participated in projects related to inclusive education, and 8% had managed such projects; 59.7% of the teachers assessed their competence in inclusive education as sufficient for practical application. At the same time, 66.4% indicated that they had no hands-on experience in inclusive education, 68.1% had not participated in project activities related to inclusion, and 40.3% needed to improve their competence in IE.

### **3. Results**

#### **3.1. Exploring Teachers' Attitudes towards Inclusive Education**

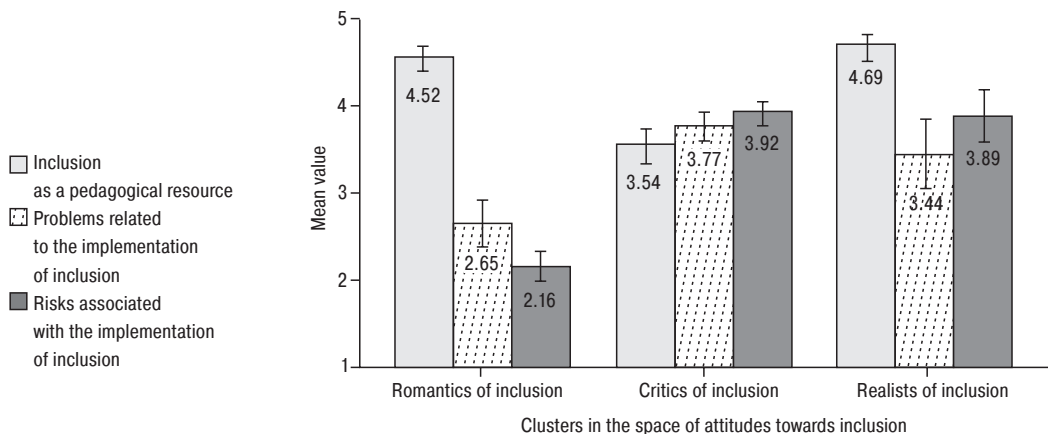
By applying exploratory factor analysis to the results of the survey (Appendix 1), we revealed a three-factor structure of teachers' attitudes towards inclusive education (the Kaiser — Meyer — Olkin measure of sampling adequacy equaled 0.873):

- inclusion as a pedagogical resource ("Children gaining experience of functioning effectively in an inclusive environment pass it on to their parents" (0.843); "The necessity of interaction in an inclusive environment contributes to bonding all

- participants in the educational process — children, teachers, and parents” (0.836); “Inclusive education serves to seek out and unlock the potential of each child” (0.828), etc.);
- problems related to the implementation of inclusion (“The primary function of general education schools is to improve the academic performance of pupils, not to solve the adaptation problems of exceptional children” (0.827); “The presence of inclusive children in school makes it less comfortable for other pupils” (0.758); “Research projects and theoretical and empirical studies aimed at analyzing and solving problems related to inclusive education are divorced from reality” (0.756), etc.);
  - risks associated with the implementation of inclusion (“Parents of both exceptional and typical children fear for the mental and physical health of their children learning in an inclusive environment” (0.821); “It is too difficult to accommodate all the differences between pupils in an inclusive classroom” (0.728); “There is a risk of peer mobbing in an inclusive environment” (0.707), etc.).

Cluster analysis in the obtained factor space yielded several groups of teachers that were internally homogeneous in terms of the attribute under consideration (Fig. 1). The analysis of the obtained clusters allowed us to consider the heterogeneity of attitudes towards inclusion.

Figure 1. Cluster Profiles in the Space of Attitudes towards Inclusion



For the purpose of this study, the teachers in the 1st cluster are referred to as “romantics of inclusion” (31.1% of the survey respondents). They have the most positive attitudes towards inclusion, seeing it as a resource ( $M = 4.53$ ). The factor that links inclusion to possible risks received the lowest value in this group ( $M = 2.16$ ), and



problems related to the implementation of inclusion were rated lower than the sample average ( $M = 2.65$ ). In other words, the teachers take these risks and problems into account but do not see them as a barrier or an obstacle in their work.

At the same time, the majority of teachers in the 1st cluster have not participated in any project activities related to inclusion and have no hands-on experience in this area (56.76%). While 64.8% of the group have not completed any specialized training in inclusive education, 70.27% of them assess their competence in IE as sufficient for practical application.

The “romanticism” of the teachers in this group is manifested in their orientation towards a socially acceptable attitude towards inclusion. They are inclined to idealize the possibilities of organizing the teacher’s work in the classroom with exceptional children. Their lack of practical experience does not allow them to objectively assess the actual risks and problems associated with inclusion. When faced with reality, “romantics” can transform into “critics of inclusion” if they have no relevant knowledge and competence to rely on.

“Critics of inclusion”, who make up the 2nd cluster of surveyed teachers (37.0%), see inclusion primarily as a source of problems. The factor with the highest value in this group is “risks associated with the implementation of inclusion” ( $M = 3.92$ ). These teachers assess the pedagogical resource inherent in inclusion lower than the sample average ( $M = 3.54$ ). One of the problem areas of “critics of inclusion” is their lack of experience and the necessary education: this is the only group that already has some negative experience in implementing inclusion (9%), while 75% of the group has no practical experience at all, and 79.6% report not having completed any specialized training for inclusive education. At the same time, only 45.5% of them believe that they need to improve their competence in IE.

If a teacher who is critical towards inclusion has a student with a disability in the classroom, this may have negative consequences for the learning process: having a negative attitude, the teacher will expect difficulties and problems and increase stressful situations, thereby amplifying negative experience and reducing his or her chances to develop self-efficacy.

Teachers in the 3rd cluster — “realists of inclusion” — are more oriented towards using the potential and resources of IE than their peers in the first two cluster groups (31.9% of the respondents). They assess the risks associated with inclusion as relatively high ( $M = 3.89$ ) and understand its challenges. This is probably due to the fact that, compared to the first two clusters, this group includes more teachers with project experience in the field of inclusion, both as executors (34.21%) and managers (5.26%). 34.21% of the “realists of inclusion” report positive practical experiences related to inclusion. Teachers in this group are realistic about both their capabilities

and limitations: only 31.58% have received specialized training in inclusive education, and 44.74% indicated that they need to improve their competence in IE. The “realists” aim for systems thinking: they understand the problems of inclusion, objectively assess the reality, and see the resources and opportunities related to inclusion.

All the teachers surveyed accept the IE in general and appreciate its pedagogical potential relatively highly. Only a third of the teachers rely in their judgments on their experience in educating in a mixed-ability learning environment (“realists of inclusion”). The rest seem to voice socially acceptable attitudes due to their lack of hands-on experience of interaction in an inclusive educational environment (“romantics of inclusion”), or due to having already had a negative experience in this area (“critics of inclusion”).

Our findings are largely consistent with the results obtained for different samples of teachers [Sharma, George, 2016; Astrauskaitė et al., 2011; Chan et al., 2020; Opoku et al., 2021; Smet, 2022], which showed that:

- having specialized training and hands-on experience of interaction in an inclusive educational environment contributes to a conscious, reflective attitude towards IE;
- teachers’ critical and detached attitudes towards IE are in most cases associated with their negative real-life experiences;
- participation in project activities develops the ability to analyze the risks and problems of inclusive education.

### 3.2. Exploring Teachers’ Job Satisfaction

Teachers’ engagement and satisfaction with their work in an inclusive environment were assessed using the questionnaire developed by the authors [Iliško et al., 2020]. We used factor analysis (Appendix 2) to reveal the structure of the phenomenon under consideration, which yielded four major factors:

- safety and security (“My job does not involve permanent stress or excessive strain” (0.831); “My job is not bad for my health” (0.778); “My job does not interfere with my love life, friendships, and relationships with parents” (0.698));
- satisfaction with the organization of the work process (“I am satisfied with the working pattern and discipline requirements of the school” (0.508); “I am well aware of what my position allows me to do and what my area of responsibility is” (0.759); “I have enough authority to meet the objectives set before me” (0.713));
- satisfaction with remuneration (“The results of my work are evaluated adequately to my contribution to the com-

mon cause (0.790), adequately to my efforts and actual work results" (0.753); "The management values my merits, recognizes my successes, and my diligence does not go unnoticed" (0.728));

- work involvement ("If the situation calls for it, I am ready to work even to the detriment of my personal interests" (0.661); "I am ready to dedicate to the work process more time than specified in the employment contract" (0.616); "While doing the work, I try to do more and better than expected of me" (0.519)).

Figure 2. Cluster Profiles in the Job Satisfaction Space



Cluster analysis in the obtained factor space yielded three groups of teachers (Fig. 2). Only half of the respondents (51%) are sufficiently satisfied with their job (cluster 3). These teachers have a high level of perceived safety and security, are satisfied with their remuneration, and feel engaged in their work. They evaluate the organization of the work process lower than other factors, although in general, they are satisfied with it as well.

26% of teachers report a critically low level of perceived safety and security (cluster 1). These teachers often feel stressed at work; they believe that their jobs cause them to spend less time on themselves and their private lives; they suffer from the negative attitudes of students and their parents, and are afraid to openly voice their opinions. While this group also reports low satisfaction with the organization of the work process, they rated their satisfaction with remuneration relatively highly, which could explain the moderately positive score of work involvement. These teachers' emotional responses and attitudes towards their jobs depend on the extent to which their input at work "pays off". The bonuses they receive or can receive serve a compensatory function: they determine the teachers' attitudes towards their jobs.

Those dissatisfied with their jobs (23%) gave low scores on most of the indicators used in the questionnaires (cluster 2). These teachers are least satisfied with how their work is evaluated and rewarded. They believe that the management does not value their merits, does not recognize their successes enough, and does not support them financially and psychologically as much as they should. They do not always understand the criteria by which they are evaluated and feel that their position at school has no potential for career advancement and professional development. Consequently, they are poorly involved in their work. Similar to the teachers in the 1st cluster, they do not see their position at work as safe and secure. The differences between teachers' perceptions of safety may be partially due to their dominant locus of control: those who tend to attribute their successes and failures mainly to external factors have an increased need for protection and safety.

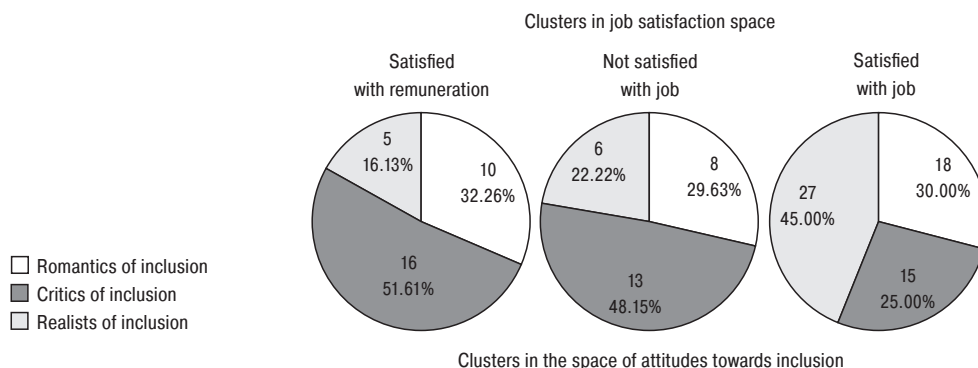
3.3. Relationship  
between Job  
Satisfaction  
and Teachers'  
Attitudes towards  
Inclusion

The correlation analysis showed direct statistically significant associations between teachers' view of inclusion as a pedagogical resource and job satisfaction indicators, the strongest association being with "satisfaction with the organization of the work process" ( $r = 0.794$  at a significance level of 0.01). In other words, a positive assessment of inclusion and its perception as a resource are in direct correlation with how well a teacher understands his or her job requirements, functions, and tasks. This finding is consistent with the evidence from previous studies, which found that a school principal's ability to set up and successfully manage a professional team of like-minded people is key to creating an inclusive culture [Cohen, 2015; Alekhina et al., 2020; Khaleel, Alhosani, Duyar, 2021].

The majority of the respondents (two clusters out of three) perceive inclusion as a resource and an opportunity for development. At the same time, almost half of the teachers (49.15%) assess the level of their safety and security at work as much below average. They are not satisfied with the attitude of society towards the teaching profession, do not feel protected, and note that their work is sometimes damaging to their health. Meanwhile, it is the psychological safety of a teacher that is one of the key indicators of a positive climate in an educational institution and a prerequisite for the effectiveness of the learning process and good performance of the institution as a whole [Egorova, Alekseeva, 2019]. Teachers' acceptance of inclusion found in the study may be overrated due to the respondents' tendency to give socially desirable responses.

Figure 3 shows a superimposition of the cluster groups of teachers identified on the basis of their attitudes towards inclusion and job satisfaction levels, which reveals the relationship between these attributes.

Figure 3. **Distribution of Respondents from Clusters Reflecting Attitudes towards Inclusion by Job Satisfaction Clusters**



In each cluster group based on the job satisfaction level, only a third of teachers view inclusion as a pedagogical resource: they believe that children who gain experience of effective functioning in an inclusive environment pass it on to their parents, and the necessity of interaction in an inclusive environment contributes to bonding all participants in the educational process — children, teachers, and parents.

Teachers who highly rated their level of safety and security at work better than others realize the resources and risks of inclusion in education. “Realists of inclusion” are most prominent among teachers satisfied with their jobs (45%). They understand that they cannot accommodate all the differences between pupils in an inclusive classroom and that the inclusive environment can involve peer mobbing.

Teachers who are not satisfied with their jobs and do not feel secure are more critical of inclusion. About half of them (51.61% of those satisfied with remuneration and 48.15% of those not satisfied with their jobs) are likely to view inclusive education as a problem. These teachers believe that the presence of children with disabilities in a school makes it less comfortable for other pupils, and projects and research aimed at analyzing and solving problems related to inclusive education are divorced from reality.

#### 4. Limitations of the Study

Our study has two limitations. First, the data obtained are inevitably biased due to the high proportion of socially acceptable responses, since inclusion is an official policy. Second, since the sample consists of teachers from only one school, the results of the study cannot be extended to other schools, even not to all schools in Tyumen, because each school has its own unique culture, determined, among other factors, by the leadership style.

**5. Discussion** Teachers' job satisfaction and involvement can serve as predictors of their attitudes towards inclusion. Job satisfaction, emerging as a result of a teacher's professional activities, can later become a factor in the development of his or her personality [Gordienko, 2009; Shabanova, Belyaeva, Fomina, 2020].

The attitude of the majority of teachers who participated in our study (up to 60%) towards IE cannot be considered realistic; they see inclusive education through the lens of unfulfilled expectations. In such conditions, the implementation of the so-called spontaneous approach to inclusion, when a teacher starts working in an inclusive classroom without prior training, is likely to have negative consequences. Trying to solve problems on the basis of intuition or previous experience, a teacher will inevitably get into a situation that reduces his or her level of subjective safety. At the same time, unreasonably high expectations of inclusive education can also lead to dissatisfaction and failure in implementing IE. Young teachers with insufficient experience and a romanticized view of change may find themselves lacking the necessary personal and professional resources and eventually become a critic of IE.

Teachers' belief that they can effectively implement inclusion should be developed by involving them in the process of designing an inclusive learning space. This will allow them to thoroughly analyze the situation and assess the potential risks, that is, to understand the actual contradictions of inclusion. As confirmed by several studies, a teacher's active role in the design activity will trigger mechanisms of collective efficacy [Gumnitskaya, Gumnitskiy, Markina, 2021]. The experience of learning about others' achievements can also be resourceful. It can include tutor support, mentoring, and master classes by skilled teachers who have achievements in the field of IE.

This study shows that a significant part of school teachers feel insecure at work. As a consequence, they are afraid to speak openly and report socially accepted values instead of honestly voicing their opinions. A lack of knowledge about IE and ready-to-use work algorithms creates additional stress, and the understanding that their efforts are not rewarded negatively affects teachers' work involvement. Thus, for a teacher to see inclusion as a pedagogical resource and to be able to use its potential for developing each child's personality, the most adequate and clear working rules and instructions should be developed and the teacher should be provided with protection and safety.

Building an inclusive society starts in the classroom. It is therefore critical to involve teachers in the process of designing inclusive educational spaces, to support their efforts, and to enable their reflective teaching based on inclusive values.

Further research can focus on conducting a large-scale survey of teachers in Tyumen Oblast on their attitudes to inclusive educa-

tion and comparing the data obtained with indicators of the subjective well-being of schoolchildren and their parents.

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**Appendix 1** Factor 1 — inclusion as a pedagogical resource.  
Teachers' Attitudes towards Inclusive Education Factor 2 — problems associated with the implementation of the inclusive educational process.  
Factor 3 — risks for the participants in the educational process associated with the implementation of inclusion.

		Factor		
		1	2	3
C6	Children gaining experience of functioning effectively in an inclusive environment pass it on to their parents	0.843		
C4	The necessity of interaction in an inclusive environment contributes to bonding all participants in the educational process — children, teachers, and parents	0.836		
C7	Inclusive education serves to seek out and unlock the potential of each child	0.828		
C3	Learning in an inclusive environment enhances the social experience of all pupils, creating a more tolerant society	0.818		
C8	The more different individuals a child interacts with, the higher his/her adaptability, wider scope of development, and less stereotypical thinking	0.802		
C9	Being together since school, children learn to see each other's individuality, take it into account in communication and interaction, and learn to help each other	0.784		
C2	Improving educational methods to support inclusive learning enhances the quality of learning for all children in the inclusive classroom	0.775		
C5	There are no worst and best students in a truly inclusive classroom. An inclusive classroom is more about teamwork than competition-based learning	0.772		
C1	The diversity and dissimilarity between children is not only a problem to be solved but also a major resource that can be leveraged in the educational process	0.647		
C18	Every child has the right to be accepted as they are, and the right to attend the school nearest to their home or the one chosen by their parents	0.451		
C20	The primary function of general education schools is to improve the academic performance of pupils, not to solve the adaptation problems of exceptional children		0.827	
C12	The presence of inclusive children in school makes it less comfortable for other pupils		0.758	
C21	Research projects and theoretical and empirical studies aimed at analyzing and solving problems related to inclusive education are divorced from reality		0.756	
C24	Presently, there are no special educational standards and elective curricula for teaching children with special educational needs		0.750	

		Factor		
		1	2	3
C22	Educational curricula, programs, and technologies in mainstream schools hardly take into account children's unique characteristics and cannot be adapted on the spot during the teaching process		0.738	
C25	There is little organizational support for the effective interaction of all participants in the inclusive educational process		0.702	
C17	Inclusion is a dangerous experiment with unpredictable risks for all participants		0.669	0.489
C10	Inclusive classrooms make the process of general education more complicated and lower its quality for all pupils		0.648	0.467
C23	Basic teacher education does not provide the level of competence in inclusive education required for its implementation		0.629	
C19	For the learning process to be effective, the main efforts should be aimed at adapting a child to the existing educational environment, rather than adapting to the child	0.425	0.483	
C14	Parents of both exceptional and typical children fear for the mental and physical health of their children learning in an inclusive environment			0.821
C13	It is too difficult to accommodate all the differences between pupils in an inclusive classroom			0.728
C15	There is a risk of peer mobbing in an inclusive environment		0.431	0.707
C16	In an inclusive environment, demands on individual pupils may be set too low		0.499	0.649
C11	The untypical and not always socially acceptable behavior of children in an inclusive classroom makes it difficult to communicate with them and teach them		0.507	0.584

**Appendix 2** Factor 1 — safety and security.  
 Teachers' Job Satisfaction Factor 2 — satisfaction with the organization of the work process.  
 Factor 3 — satisfaction with remuneration.  
 Factor 4 — work involvement.

	Factor			
	1	2	3	4
41. My job does not involve permanent stress or excessive strain	0.831			
40. My job is not bad for my health	0.778			
31. My job does not interfere with my love life, friendships, and relationships with parents	0.698			
48. At my school job I feel protected from threats and negative attitudes from students and parents	0.680		0.470	
39. I am not willing to quit my school job, even if I am offered a higher position	0.669			
34. I am not willing to quit my school job, even if I am offered better employment conditions	0.665			
37. I can manage my own work time and choose the intensity of my work	0.654			
45. I am satisfied with the attitude of society towards my profession	0.650			
42. I feel a boundary between my work and personal life and can separate them from each other	0.648			
49. I can refuse to complete assignments that are not my direct responsibilities	0.633			



	Factor			
	1	2	3	4
50. I can openly voice my opinions	0.593			
47. My school job is professionally and emotionally satisfying	0.590	0.428		
46. At my school job I feel protected from unfair claims and criticism from the administration and colleagues	0.563			
37. I am satisfied with the working pattern and discipline requirements of the school	0.517	0.508		
24. I am well aware of what my position allows me to do and what my area of responsibility is		0.759		
32. If necessary, I can help my colleague with his/her work		0.726		
12. I have enough authority to meet the objectives set before me		0.713		
29. The content of my job and its results do not conflict with my beliefs		0.686		
36. I have good relationships with the people I work with		0.685		
15. I am proud of my job at school and always speak positively about the school's activities		0.657		
28. My job is very important, useful, and necessary for society		0.646		
23. I have a clear understanding of my functions and tasks and what the management expects of me		0.611	0.486	
7. My position matches my competencies and merits		0.597	0.556	
16. I try to invite skilled professionals to work in my school		0.593		
30. I can rely on my colleagues if I am in difficult straits		0.534		
19. I like to look for new ways of solving work-related problems		0.504		0.442
35. I feel as if school problems were my problems	0.465	0.466		
1. At my job I have the opportunity to do what I love and am best at		0.427		
38. I don't feel anxiety related to the prospect of losing my job		0.421		
5. The results of my work are evaluated adequately to my contribution to the common cause			0.790	
4. The results of my work are evaluated adequately to my efforts and actual work results			0.753	
27. The management values my merits, recognizes my successes, and my diligence does not go unnoticed	0.404		0.728	
21. I understand the criteria by which my work is evaluated	0.427		0.694	
2. I am satisfied with how much the school uses my potential			0.681	
3. My remuneration is adequate to my qualifications, skills, and experience	0.412		0.674	
25. I feel that the principal and my colleagues are interested in my work resultst			0.645	
8. At this stage I am quite satisfied with the position I hold		0.497	0.595	
14. At my job I make the most of my intellectual potential			0.552	
6. I know what to do to earn more while continuing to work at school			0.552	
26. My workplace has everything I need to do my job well	0.513		0.518	
9. I am aware of my career opportunities and can steer my advancement		0.428	0.468	
20. My job at school gives me an opportunity for learning and professional growth	0.422	0.425	0.447	

	Factor			
	1	2	3	4
10. If the situation calls for it, I am ready to work even to the detriment of my personal interests				0.661
18. I am ready to dedicate to the work process more time than specified in the employment contract	0.406			0.616
17. While doing the work, I try to do more and better than expected of me		0.485		0.519
33. I offer ideas for improving the work process and its outcomes				0.491
22. I am actively involved in setting and meeting corporate objectives				0.444

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