

**Determinants of Teachers' Attitudes Towards Inclusive Education:  
A Cross-Cultural Perspective**

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**Abstract**

Teachers' attitudes towards inclusive education play crucial role in supporting students with special educational needs (SEN). However, studies all over the world suggesting vary results regarding teachers' attitudes towards inclusive education which leaving spaces to be continued. Present study aims to uncover the determinant factors influencing teachers' attitudes and practices towards inclusive education which is the first study to compare between Indonesia and Poland. The theoretical basis used to define the concept of attitudes was Theory of Planned Behaviour (TPB) by Ajzen (1991). A mixed-method was used to analyse the factors influencing teachers' attitudes towards inclusive education, comparing the socio-cultural, educational, and psychological contexts between Poland and Indonesia. The quantitative component involved a combination surveys of teachers (N = 619) to assess their attitudes towards inclusive education using Multidimensional Attitudes Towards Inclusive Education (MATIES) and the related factors including (1) Empathy Questions (EQ-10), (2) Self-Esteem Scales (SES), (3) Belief of fun in teaching and learning, and (4) Autism Questions (AQ-10). The qualitative aspect comprised semi-structured interviews with selected teachers from both countries (N = 23), aiming to have deeper understanding into teachers' experiences in implementing inclusive education.

The first research phase in present study is *how do teachers' attitudes toward inclusive education compare between Indonesia and Poland based on social, educational and psychological factors*, were answered. The findings show that teachers' attitudes towards inclusive education are significantly different between Indonesia and Poland, and that gender, school type, school level, teaching experiences, contact with disability, all have significant impact on teachers attitudes towards inclusive education. Specifically, the results were that (1) Polish teachers had significantly more positive affective attitudes towards inclusive education than Indonesian teachers, (2) Polish female teachers had significantly more positive affective dimensions of attitudes than Polish male teachers while Indonesian male teachers had significantly more positive attitudes in three dimensions than Indonesian female teachers, (3) Polish inclusive

school teachers had significantly more positive affective and behavioural attitudes than Indonesian inclusive school teachers, while Indonesian special school teachers had significantly more positive behavioural attitudes than Polish special school teachers, (4) Polish preschools teachers' had significantly more positive attitudes in all three dimensions than Indonesian preschool teachers, while Indonesian primary school teachers had significantly more positive cognitive and behavioural attitudes than Polish primary school teachers but less positive affective attitudes than Polish primary school teachers, (5) teaching experience for Polish teachers was not significantly different in the three dimensions of attitudes, while for Indonesian teachers the initial years of teaching are associated with more positive attitudes in three dimensions. These positive attitudes tend to decrease and stabilize as teaching experience increases beyond 5 years, and (6) experience of contact with disabled people for Polish teachers is not significantly difference in any of the three dimensions of attitudes whilst, for Indonesian teachers, their experience of contact with disability is associated with more positive attitudes in each of the three dimensions.

Measures of other psychological factors such as teachers' empathy, self-esteem, belief of fun in teaching and learning, and their level of autistic spectrum condition (ASC) are important to determine the differences and correlation with teachers attitudes towards inclusion. This is the first study to examine teachers' ASC and belief of fun in teaching and learning in relation to attitudes towards inclusive education. The findings show that (1) Polish teachers' empathy scores were significantly positive correlated with the affective and behavioural dimensions of attitudes while Indonesian teachers' empathy scores were significantly positive correlated with all dimensions of attitudes, (2) Polish teachers' self-esteem was significantly positive correlated with the affective and behavioural dimensions of attitudes towards inclusive education, while Indonesian teachers' self-esteem scores were significantly positive correlated with all dimensions of attitude measures, (3) Polish teachers' belief of fun in teaching and learning was significantly positive correlated with cognitive and behavioural dimension of their attitudes towards inclusion, while Indonesian teachers' beliefs of fun in teaching and learning were significantly correlated with cognitive and affective dimension of attitudes, and (4) Polish teachers' ASC scores were significantly higher than Indonesian teachers and correlated negatively with affective and behavioural attitudes, whilst for Indonesian teachers their ASC scores were significantly negative correlated with their behavioural attitude dimension scores.

Furthermore, the second research phase in present study is *what are teachers' experiences of implementing inclusive education in Poland and Indonesia*, were answered using thematic analysis of interviews. The results found similarities and differences in teachers experiences implementing inclusive education between Poland and Indonesia. The identified themes were (1) mindset of inclusion, (2) diagnostic and specialist, (3) teachers responsibility, (4) barrier and action in implementing inclusive education, and (5) fun and effective learning. A subtheme for mindset of inclusion, in Poland was 'superficial inclusion' and Indonesia was 'collaborative inclusion'. A subtheme for diagnostic and specialist, in Poland was 'the power of certification' and in Indonesia was 'own assessment'. A subtheme for teacher responsibility, in Poland was its assistant job and in Indonesia was 'will try my best'. A subtheme for fun and effective learning, in Poland was 'it depends' and in Indonesia was 'a key to open door'.

The thematic analysis enriches the quantitative findings for deeper and comprehensive understanding about teachers experiences implementing inclusive education in Indonesia and Poland by providing nuanced contextual insights. The study highlights how historical legacies in philosophical perspective, current educational policies, and societal attitudes towards disability and diversity play critical roles in shaping teachers' approaches to inclusion. In Poland, the legacy of segregated education systems and recent policy shifts towards greater inclusion reflect a complex transition period, influencing teacher attitudes. In contrast, Indonesia's diverse cultural landscape and decentralised education system present unique challenges and opportunities for inclusive education.

The thesis concludes with a discussion on the importance of addressing these determinants to foster positive attitudes towards inclusive education among teachers. It emphasises the need for comprehensive professional development programmes, supportive policy frameworks, and societal awareness campaigns to promote inclusivity. Recommendations are aimed at policymakers, educational institutions, and international organisations, urging collaborative efforts to remove barriers to inclusive education and ensure that all learners can benefit from equitable educational opportunities. This research contributes to the growing body of literature on inclusive education and offers contextual evidence regarding teacher attitudes towards inclusion in Indonesia and Poland, with the ultimate goal of making education more accessible and equitable for all students.