

SOCIAL DESIRABILITY AND ATTITUDE OF TEACHERS TOWARDS INCLUSIVE EDUCATION IN TERTIARY LEVEL

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ABSTRACT

This study investigates the attitudes and social desirability of teachers towards inclusive education practices for students with special needs in tertiary education. It aims to understand faculty members' perceptions and their inclination towards promoting inclusivity in higher education settings. The data was collected through a questionnaire distributed online to faculty members. The survey included statements related to attitudes towards inclusive education and social desirability. The results show that faculty members have a very favorable attitude toward inclusive educational techniques. This study underscores the overwhelmingly positive attitudes of faculty members towards inclusive education for students with special needs in tertiary education. The high agreement level in attitudes and social desirability reflects a solid commitment to creating inclusive learning environments.

I. INTRODUCTION

The education of people with disabilities has been redefined in recent decades by inclusive education. The 'education for all' mandate, which can only be met by including all students in the general school, was made in the Salamanca Statement (UNESCO, 1994). This Statement states that general education institutions with an inclusive orientation work to eliminate discrimination, foster inclusive communities, and promote social equality. Each child has unique qualities, interests, abilities, and learning needs, and while disparities between persons are being acknowledged as usual, the focus should be on strengths rather than weaknesses. As a result, education should be tailored to each child's unique needs rather than attempting to fit them within the requirements of the current curriculum (Peters, 2007; UNESCO, 1994).

Despite the laws and regulations supporting equal access to education, particularly in the case of the implementation of SPED classes, the need for education for all needs to be adequately implemented. Students with disabilities are becoming more prevalent in higher education institutions on a global scale (Hadjikakou & Hartas, 2008). The tertiary educational institution faces challenges in accommodating students with special needs, not just in removing physical barriers but also in providing more widespread access to the curriculum, instruction, learning, and assessment.

It has become apparent that institutional reforms are a requirement to serve pupils with disabilities attending regular schools effectively. However, a key element in the success of inclusive education is the active participation of instructors. Implementing inclusive education is thought to be crucially dependent on teachers and administrators. As key players in integrating students with disabilities into regular courses, they were crucial to the effective implementation of inclusive education. According to numerous research (Avramidis & Norwich, 2002; De Boer et al., 2011), teachers' attitudes play a vital role in the success of inclusive education. According to research on children, teachers' attitudes toward inclusion significantly impact how students with special needs learn (Monsen et al., 2014; Monsen & Frederickson, 2004). Considering these factors, looking into teachers' attitudes toward inclusive education is essential. It is crucial to recognize the crucial roles that teachers play in creating inclusive classrooms. While inclusion in schools starts with the teachers, it is crucial that the educational system also supports teachers by giving them access to the right resources and providing supportive leadership and sound policy.

According to Moriña (2016), there is still a long way to go before we can fully embrace inclusion in higher education, and numerous issues need to be resolved to bring educational practices into line with inclusive education's guiding principles. Higher education faces challenges in advancing the ideas of inclusive education. According to the Convention on the Rights of Individuals with Disabilities (UN, 2006), access to higher education, career training, adult education, and lifelong learning for people with disabilities must be ensured

without prejudice and under equal terms. Many institutions have established offices to address the educational requirements of students with disabilities; in response to these rules and regulations, they have adopted inclusive educational techniques or included modern technologies. However, because these initiatives exist, it is insufficient to guarantee students' rights to high-quality instruction that is inclusive and devoid of discrimination.

For this reason, this study aims to determine the factors affecting faculty members' attitudes toward inclusive education at the tertiary level. Teachers from higher education and students with special needs who are in higher education will benefit from the result of this study because of the valuable information that this study may provide. The results will provide a great source of information about inclusive education at the tertiary level, contributing to the teaching and learning process of the tertiary teachers and the learners with special needs.

II. LITERATURE REVIEW

2.1 Inclusive Education Practices in the Tertiary Level

"Inclusive education" refers to integrating or including all pupils in the same settings, including classes and schools. It includes accommodating or integrating pupils with special needs. Diversity and inclusion of children in the same classroom indicate that inclusive education is practiced. The best approach is to ensure that all children have an equal opportunity to go to school, study, and develop the skills they need to succeed. Additionally, it suggests that a student's "exceptionalities" must be seen as an element of diversity rather than a flaw. For children who have frequently been excluded, such as those with disabilities, this translates into actual learning chances.

According to the European Agency for Development in Special Education (2012), Inclusive education is a fundamental human right and is the key to creating a just and equitable society. A child has a right to inclusive education; it is not a privilege. Inclusion encourages quality and fair education for all, without discrimination, even those who could be drawn out due to educational needs or social standing. Making sure the system is modified is essential to inclusive education. Rather than expecting kids to "fit" into the system, the design of special education is to fulfill kids' needs (National Council for Special Education, 2014).

While college is an exciting time for first-year students, it can be stressful for those with disabilities. With the proper support, these students could stay calm with the adjustment. When they enter college, students with disabilities must adjust to significant changes in their autonomy and academic expectations. Individuals with Disabilities Education Act (IDEA), which provided protections for their education, is no longer in place. However, UNESCO (2015) highlights several disparities in this group of students' access to higher education and expresses its commitment to eliminating such disparities as a critical objective in the Education 2030 agenda. Due to this circumstance, students with special educational needs not only need to be guaranteed the opportunity to attend university, but they also need to be able to find professors who are trained and willing to understand their needs, as well as those who have additional training to develop different materials in their subjects or to use various evaluation methodologies and strategies (Campoy-Cubillo & Fortea-Bagan, 2020)

The European Disability Strategy (2010-2020) addressed understanding the teaching-learning process for students with special educational needs in higher education. It noted the necessity of offering training and assistance to educators (European Commission, 2010). Hence, professors are essential in achieving an inclusive education in higher education (Llorent et al., 2020).

2.2 Social Desirability and Attitudes of Teachers towards Inclusive Education

No matter their abilities, backgrounds, or impairments, all children should have access to high-quality education through inclusive education, a revolutionary strategy. Since teachers are primarily responsible for putting inclusive practices into effect, their attitudes and views are crucial to the success of inclusive education. This overview of related literature explores the complex relationship between social desirability and teachers' attitudes toward inclusive education. It aims to shed light on the social desirability bias's effects on the evaluation of teachers' attitudes and its wider ramifications for inclusive education.

Attitudes play a significant role in the implementation of inclusive education. The integration of children who have different needs in regular classrooms might be helped or hindered by teachers' attitudes. Numerous

studies have looked at teachers' thoughts on inclusive education and have found a variety of viewpoints. While some instructors enthusiastically embrace inclusive approaches and see them as chances for personal and professional growth, others have differing opinions and need to learn how to manage the classroom, their workload, and the children's needs.

The drive and achievement of students with disabilities are influenced by faculty attitudes and the support offered by the institution's aid, administrative services, and professional coordination. According to Shine & Stefanou (2022), instructors play the most significant role in the classroom and the lives of university students with disabilities. Hobbs and Wrestling (1998) suggest that instructors who are influential and actively involved in promoting the adoption of inclusive education have favorable attitudes toward students with disabilities and other special needs. Simply said, teachers' attitudes toward inclusive education pertain to their perspectives or dispositions toward a specific "object" of inclusive education.

Social desirability bias is a common psychological phenomenon wherein individuals respond to questions and surveys in a manner that aligns with societal norms and expectations rather than expressing their genuine beliefs or attitudes. In inclusive education, teachers may be prone to this bias, as they may feel compelled to present themselves as inclusive and supportive educators, irrespective of their true sentiments. Questionnaires are used frequently to gauge attitudes toward inclusive education. However, several biases might affect self-reported opinions frequently overlooked when interpreting survey results. (Tobias, 2022)

Several studies have explored the impact of social desirability bias on assessing teacher attitudes toward inclusive education. Teachers may be inclined to provide socially desirable responses about their attitudes toward inclusive practices. This can result in overestimating their support for inclusion, which may not align with their actual behavior in the classroom. The success of a particular inclusive school system is commonly stated as being significantly influenced by teachers' attitudes toward inclusion. In addition, attitudes toward inclusiveness are explored in relation to views about the nature of teaching and learning as potential predictors (Ringleb et al., 2020)

It is crucial to consider the variables that affect this bias to comprehend the connection between social desirability and teacher attitudes. Teachers may conceal their genuine attitudes due to peer pressure, self-consciousness, and the need for professional approbation. Additionally, teachers' degree of social desirability bias can vary depending on the cultural and contextual norms surrounding inclusive education in different geographic areas.

2.3 Relationship of Social Desirability and Attitude of Tertiary level teachers to Inclusive Education

An essential part of promoting diversity, equity, and accessibility in higher education is tertiary inclusive education. The experiences of students with different backgrounds and requirements are significantly influenced by the attitudes of professors in higher institutions toward inclusive education. Professors and other tertiary-level educators have a significant impact on how students perceive their academic experiences. The caliber and efficacy of inclusive practices at this level can be strongly impacted by their views toward inclusive education.

For inclusive tertiary education, the considerable association between teachers' attitudes and social desirability bias has significant implications. It may lead to a skewed perception of teachers' views and obstruct the creation of efficient training courses, guidelines, and support systems for inclusive education at higher education institutions.

The assessment of these attitudes may be made more challenging by social desirability bias. To make sure that policies and practices in tertiary-level inclusive education are based on an accurate understanding of teacher attitudes and the complex dynamics of inclusion in higher education, it is crucial to acknowledge and address this bias.

Statement of the Problem

This study aims to determine the factors affecting the social desirability and attitudes of faculty members towards inclusive education for students with special needs in Holy Cross of Davao College. Specifically, this study aims to answer the following questions:

1. What is the level of social desirability of teachers in tertiary education?

2. What is the level of attitude of towards inclusive education?
3. Is there a significant relationship between teachers' attitudes and inclusive education in the tertiary level?

III. METHOD

3.1 Participants

This research will be carried out at a private school in Davao City. Participants will be academic staff from the higher education institution.

3.2 Procedures

This study will be conducted through the use of a survey questionnaire in which measures the level of social desirability and the level of attitudes of higher education academic staff towards inclusive education. The instrument that will be used is a self-report survey titled Inclusive Teaching Strategies Inventory which was modified for this particular study. A self-made social desirability scale in Inclusive Education was also used for this study to help measure if respondents were providing socially desirable responses on self-reporting survey. This survey questionnaire will be distributed through the use of Google Forms. The results will be analyzed using statistical measure.

3.3 Research Design

This study will use descriptive correlation in a non-experimental quantitative research strategy. With this approach, the researcher explores the relationship between two or more variables in a real-world setting without the use of manipulation or control, according to a non-experimental quantitative research design. Coghlan, D., and Brydon-Miller, M. (2014) Quantitative research is a technique and the preeminent paradigm for social science research. It alludes to a collection of methods, approaches, and presumptions used to investigate numerical patterns to examine psychological, social, and economic phenomena. Furthermore, a quantitative research design based on a correlational design will be used for this study. This research technique involves observing two variables without using an experimental design. Instead, it uses prepared questionnaires, which are then analyzed using the gathered statistical information. The researcher uses natural settings to analyze the various variables. Finding variables with relationships such that a change in one could impact the other is the primary objective of correlational research. Therefore, correlational design is suitable for this study since it focuses on the correlation between teachers' social desirability and attitude towards inclusive education at the tertiary level.

IV. RESULTS AND DISCUSSIONS

This section presents and analyzes the findings obtained in this study related to social desirability and attitudes of teachers towards inclusive education.

Table 1. Level of Social Desirability of Faculty Members Towards Inclusive Education for Students with Special Needs in the Tertiary Level

Social Desirability	Mean	Descriptive Level
1. I believe that all students, regardless of their abilities, should have the opportunity to learn in inclusive classrooms.	6.68	Very High
2. I support the idea of adapting teaching methods and materials to meet the diverse needs of students in inclusive settings.	6.67	Very High
3. It is important for teachers to receive training and support to effectively implement inclusive education practices.	6.73	Very High
4. I believe that fostering a sense of belonging and acceptance among all students in inclusive classrooms is crucial.	6.54	Very High
5. I think that schools should actively promote awareness and understanding of diversity and inclusion.	6.69	Very High
6. Inclusive education benefits not only students with disabilities but also	6.67	Very High

their typically developing peers.

- | | | |
|--|------|-----------|
| 7. I believe that inclusive education helps prepare students for a more inclusive and accepting society. | 6.66 | Very High |
|--|------|-----------|

Overall	6.66	Very High
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The data in Table 1 shows how socially desirable faculty members are in providing inclusive education for tertiary students with special needs. Seven statements about inclusive education are included in the data, each with a mean score and a level of social desirability that defines it. Overall, all statements received a mean score of 6.66, classified as "Very High" on the social desirability scale.

Statement 3 had a mean score of 6.73, indicating a very high level of agreement: "It is important for teachers to receive training and support to effectively implement inclusive education practices." Faculty members stress the value of training and assistance for educators to implement inclusive educational approaches successfully. A general agreement among faculty members regarding the value of support and training demonstrates the institution's strong commitment to inclusive education. The institution as a whole may adopt inclusive practices as a result of this commitment. This acknowledgment may result in better instructional strategies that help students with exceptional needs and their peers.

In inclusive education, research repeatedly stresses the value of teacher preparation and ongoing professional development (Crispel & Kasperski, 2021). To fulfill the different needs of children, teachers must have specific knowledge and abilities to implement effective inclusive practices (Cate et al., 2018). This highlights that effective inclusive education requires initial and ongoing professional development for teachers. Teachers who have received training are more equipped to provide inclusive learning settings that benefit all students, including those with disabilities.

Statement 5: "I think that schools should actively promote awareness and understanding of diversity and inclusion." This statement had a mean score of 6.69, indicating a very high level of agreement. The faculty firmly supports the idea of schools actively fostering knowledge of diversity and inclusion. The faculty members' strong agreement demonstrates their dedication to building cultural competency throughout the school. This demonstrates that the school understands the value of successfully empowering pupils to navigate a varied and inclusive society. In order to foster cross-cultural understanding, this can entail providing courses or modules that study these subjects in various academic areas.

The attitude of appreciating and embracing diversity is the basis of inclusive education. As frequently emphasized in the literature (Booth & Ainscow, 2011), inclusive education's guiding principles must be promoted by raising awareness of diversity and inclusion. Schools are crucial in helping kids become culturally competent and responsive. A more profound knowledge of various cultures and backgrounds can be fostered by exposure to diverse perspectives and experiences (Banks & Banks, 1995).

The first statement received a mean score of 6.68, indicating a very high level of agreement among faculty members: "I believe that all students, regardless of their abilities, should have the opportunity to learn in inclusive classrooms." This implies that the academic staff members firmly believe in the value of inclusive education. The high level of agreement among faculty members demonstrates a solid dedication to the principles of inclusive education. This dedication is essential for building an inclusive learning environment. It shows that the institution is committed to giving all students, including those with disabilities, equal educational opportunities.

The foundation of inclusive education is the belief that all students should have equal access to education, regardless of their aptitudes (Booth & Ainscow, 2011). This fundamental tenet highlights the idea that inclusive classrooms are advantageous for students with disabilities and their peers who are usually developing. Providing equal opportunities, fostering diversity and acceptance, and preparing students for success in a diverse and inclusive society are all achieved through inclusive education.

Statement 2 had a mean score of 6.67, which is likewise in the very high category, and said, "I support the idea of adapting teaching methods and materials to meet the diverse needs of students in inclusive settings." According to faculty members, teaching strategies and materials should be modified to meet the various needs

of students in inclusive classrooms. The strong support of the statement by faculty members demonstrates a dedication to individualized training.

Differentiated instruction is a core component of inclusive education (Tomlinson et al., 2001). In order to ensure that instruction is sensitive to individual differences, the research emphasizes the importance of adjusting teaching strategies to account for the various learning needs and capacities of all students (Tomlinson & Allan, 2000).

Statement 6: "Inclusive education benefits not only students with disabilities but also their typically developing peers." This statement had a mean score of 6.67, which is in the very high category. Faculty members recognize the advantages of inclusive education for all students, not just those with impairments. This way of thinking acknowledges that inclusive education aims to improve all students' educational experiences, not only those of students with disabilities. Every student may benefit academically and socially as a result of this.

All pupils' academic outcomes have been demonstrated to be enhanced through inclusive education. According to research, inclusive classrooms' different learning opportunities and peer relationships can help peers who are usually developing learn more academically (Mastropieri & Scruggs, 2010).

Statement 7 had a mean score of 6.66, indicating extremely high agreement: "I believe that inclusive education helps prepare students for a more inclusive and accepting society." Academics believe inclusive education helps pupils prepare for a more accepting and inclusive society. Education has a broader social impact, according to teachers who believe it prepares students for a more welcoming and inclusive society. They know schools' crucial role in creating future citizens who value inclusiveness and diversity.

It is believed that inclusive education can help pupils develop inclusive attitudes and values. According to research, students' attitudes and views are positively impacted when they are exposed to diversity and inclusion in the classroom (Slee, 2011). Student development of greater knowledge and acceptance of diversity is aided by interaction with peers with various backgrounds and skills (Pijl et al., 2008).

Statement 4 had a mean score of 6.54, slightly lower than the preceding statements, but remains within the very high range. It states, "I believe that fostering a sense of belonging and acceptance among all students in inclusive classrooms is crucial." In inclusive classrooms, teachers understand how crucial it is to foster a sense of welcome and belonging. This awareness implies a dedication to fostering a supportive and encouraging learning environment. Promoting acceptance and a sense of community helps students feel safe emotionally. Students are more inclined to take risks, participate actively, and engage in learning when they feel protected and appreciated.

According to studies, it is crucial to establish a welcoming environment in the classroom where all students, including those with disabilities, feel like they belong (Ainscow et al., 2006). Academic success and student well-being are both tied to a sense of belonging.

According to the findings, tertiary faculty members strongly and consistently support inclusive education. They strongly emphasize the value of giving everyone in the classroom the opportunity to succeed, regardless of their ability, and they support providing teachers with the training and assistance they need to adopt inclusive practices successfully. This shows that institutions of higher learning have a supportive and constructive attitude toward developing inclusive learning environments.

Table 2. Level of Attitude of Faculty Members Towards Inclusive Education for Students with Special Needs in Tertiary Education

Attitude	Mean	Descriptive Level
1. allow students with documented disabilities to use technology (e.g., laptop, calculator, spell checker) to complete tests even when such technologies are not permitted for use by students without disabilities	5.98	High
2. arrange extended time on exams for students who have documented	6.50	Very High

disabilities

3. provide copies of my overhead and/or PowerPoint presentations to students with documented disabilities	6.47	Very High
4. extend the due dates of assignments to accommodate the needs of students with documented disabilities	6.38	Very High
5. make individual accommodations for students who have disclosed their disability to me	6.44	Very High
6. provide copies of my lecture notes or outlines to students with documented disabilities	6.46	Very High
7. allow students with documented disabilities to digitally record (audio or visual) class sessions	6.53	Very High
8. allow a student with a documented disability to complete extra credit assignment	6.16	Very High
9. reduce the overall course reading load for a student with a documented disability even when I would not allow a reduced reading load for another student	5.96	High
10. repeat the question back to the class before answering when a question is asked during a class session	6.43	Very High
11. allow flexible response options on exams (e.g., change from written to oral) for ANY student who expresses a need regardless of whether or not they have a disability	6.16	Very High
12. allow ANY student to complete extra credit assignments in my course(s)	5.98	High
13. reduce the course reading load for ANY student who expresses a need	5.93	High
14. allow flexible response options on exams (e.g., change from written to oral) for students with documented disabilities	6.23	Very High
15. be flexible with assignment deadlines in my course(s) for ANY student who expresses a need	6.40	Very High
16. allow students to demonstrate the knowledge and skills in ways other than traditional tests and exams (e.g., written essays, portfolios, journals)	6.56	Very High
17. allow students flexibility in submitting assignments electronically (e.g., mail attachment, digital drop box)	6.46	Very High
18. allow students to express comprehension in multiple ways	6.53	Very High

19.	make a verbal statement in class inviting students with disabilities to discuss their needs with me	6.46	Very High
20.	include a statement in my syllabus inviting students with disabilities to discuss their needs with me	6.46	Very High
21.	survey my classroom in advance to anticipate any physical barriers	6.49	Very High
22.	use a variety of instructional formats in addition to lecture, such as small groups, peer assisted learning, and hands on activities	6.61	Very High
23.	begin each class session with an outline/agenda of the topics that will be covered	6.60	Very High
24.	summarize key points throughout each class session	6.67	Very High
25.	connect key points with larger course objectives during class sessions	6.58	Very High
26.	use interactive technology to facilitate class communication and participation (e.g., Discussion Board)	6.56	Very High
27.	supplement class sessions and reading assignments with visual aids (e.g., photographs, videos, diagrams, interactive simulations)	6.59	Very High
28.	create multiple opportunities for engagement	6.60	Very High
29.	put my lecture notes online for ALL students (on Blackboard or another website)	6.56	Very High
30.	use technology so that my course material can be available in a variety of formats (e.g., podcast of lecture available for download, course readings available as mp3 files)	6.59	Very High
31.	present course information in multiple formats (e.g., lecture, text, graphics, audio, video, hands-on exercises)	6.63	Very High
32.	post electronic versions of course handouts	6.49	Very High
33.	use a course website (e.g., Blackboard or faculty web page)	6.40	Very High
Overall		6.41	Very High

The level of attitude among faculty members in providing inclusive education for tertiary students with special needs is shown in Table 2. The mean scores and descriptor levels shed light on the attitudes and behaviors of the teachers about the assistance and accommodations for students with disabilities. The two items with very high descriptive levels and one that falls into a high descriptive level, though slightly lower than the other items, will be discussed.

Item 24 in Table 2, which states, "summarize key points throughout each class session" and has a mean score of 6.67, falls within the "Very High" category. This indicates that faculty members strongly believe in the importance of summarizing critical points during class sessions in the context of inclusive education. This item

suggests that faculty members highly value summarizing key points throughout each class session as a part of their teaching approach in the context of inclusive education.

According to Tomlinson & Allan (2000), summarizing critical points during class sessions is a well-recognized inclusive teaching strategy. It helps students process and retain information. For students with and without disabilities, summarization as a teaching approach is linked to better learning outcomes and understanding (Avramidis et al., 2000).

The high mean score of 6.63 for item 31, which asks respondents to "present course information in multiple formats (e.g., lecture, text, graphics, audio, video, hands-on exercises)," reveals that faculty members have a "Very High" level of support for doing so in the interest of inclusive education.

The high mean score indicates that teachers understand the value of providing course material in various media and have a strong and positive attitude toward doing so. It improves accessibility for all students, especially those with different learning needs, to present course material in various formats. It takes into consideration various learning preferences and styles. Content presented in different formats enables numerous modes of representation, which is emphasized by Universal Design for Learning (UDL) (Rose & Meyer, 2002).

The mean score for item 13, "reduce the course reading load for ANY student who expresses a need," is 5.93, placing it in the "High" category. This shows that professors are generally receptive to reducing the course reading requirements for any student who requests it, albeit less so than in other areas. While the mean score of 5.93 indicates a "High" level of attitude, it is slightly lower compared to other items in Table 2, which mostly fall into the "Very High" category. This suggests that faculty members are generally supportive but somewhat less so when reducing the course reading load for any student, regardless of whether they have a documented disability.

According to research, children who struggle with reading comprehension due to learning difficulties or other factors may benefit from reducing their reading loads (Rose & Meyer, 2002). Inclusive education promotes flexibility in accommodating various student needs, including reading accommodations (Forlin & Chambers, 2011).

The total average score is 6.41, reflecting high support for inclusive education and accommodations for students with disabilities. The general positive attitude of faculty members toward inclusive educational approaches suggests a welcoming environment for students with impairments. For education to be inclusive, attitudes and behaviors relating to modifications and assistance for students with disabilities are essential (Salend, 2016). According to Forlin et al. (2011), better outcomes for students with disabilities are related to teacher attitudes toward inclusion.

Table 3. Significance On The Relationship Between Attitude And Social Desirability of Faculty Members Towards Inclusive Education for Students with Special Needs in Tertiary

Social Desirability	Attitude			
	r	p-value	Decision on H ₀	Interpretation
	.901	.000	Reject	Significant

The findings of a statistical study on faculty members' views and social desirability regarding inclusive education for students with special needs in higher education are shown in Table 3. The table indicates a strong positive correlation ($r = 0.901$) between faculty members' social desirability and their attitudes towards inclusive education for students with special needs. The p-value is less than 0.01 ($p < 0.01$), indicating that this correlation is statistically significant. As a result, the null hypothesis (H_0) is rejected. The high positive correlation between social desirability and attitudes suggests that faculty members with a stronger inclination towards socially desirable responses are more likely to hold positive attitudes towards inclusive education for students with special needs. A correlation coefficient of 0.901, which is very close to 1.0 and indicates a nearly perfect positive link, is quite strong. This suggests that faculty members' attitudes toward inclusive education will likely increase when their social desirability ratings rise. In other words, people are more likely to express favorable sentiments toward inclusive education if they respond in a socially desirable way. Faculty members

may perceive inclusive education as a socially desirable position and are more likely to express positive attitudes in line with societal expectations.

V. CONCLUSION

The results of this study support the idea that there is a significant and positive relationship between the faculty members' social desirability and attitude towards inclusive education for students with special needs at the tertiary level. There is a clear positive association between faculty members' social desirability and their attitudes toward inclusive education. This means that as faculty members' social desirability scores increase, their attitudes toward inclusive education tend to become more positive. Faculty members who are more inclined to respond in socially desirable ways, aligning their responses with societal expectations or norms, are more likely to express positive attitudes toward inclusive education.

In tertiary education, faculty members have generally favorable attitudes regarding inclusive educational approaches and accommodations for students with special needs. This is consistent with inclusive education's guiding principles, which place a premium on providing all children with fair learning settings. The strong commitment to promoting diversity, inclusion, and accessibility in higher education is evident from the high levels of agreement in both social desirability and attitudes.

Support for inclusive education for students with special needs among the study's faculty members is relatively high, and this support is closely tied to social desirability. These results are reassuring and point to a trend in tertiary education that favors the development of inclusive learning environments.

In conclusion, the data suggest that faculty members' opinions about inclusive education for students with special needs in higher education are significantly influenced by social desirability. Faculty members are more likely to have favorable attitudes regarding inclusive education if they prefer to respond in a way consistent with social desirability. Understanding this connection might help develop ways to encourage attitudes and actions more supportive of inclusive education. These findings may be helpful to organizations that want to encourage faculty members' implementation of inclusive practices and advance inclusive education. Higher education emphasizes the value of establishing an inclusive and diverse culture.

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