A Comparative Case Study of Inclusive Culture in the Brno, Czech Republic Schools, and Fiji Inclusive Primary School.

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Abstract:

This study examined the inclusive teachers' perception of an inclusive culture in the inclusive schools in Fiji and Brno, Czech Republic schools. A comparative case study research design was employed, using mixed methods concentrating on qualitative data. The methods employed in this research include surveys, semi-structured interviews, and observations. Data was collected from teachers teaching in inclusive schools in both countries and was analyzed using SPSS. The qualitative data was also analyzed manually using a data analysis matrix. The research took place in two phases: firstly, through the interview and secondly, through the distribution of survey questionnaires to the schools under study. The findings revealed that although inclusive culture had become the norm worldwide, there are still many gaps in both countries. However, Brno, Czech Republic, is ahead of Fiji regarding inclusive culture. The history of Inclusive Education (I.E.) teaching within primary schools in Fiji began recently. There has been no comprehensive study of an inclusive culture in Fiji schools. These findings have implications for teacher training institutions and provide them with inclusive approaches to cope with students' diverse needs in the inclusive classroom. The results have the perspective to affect inclusive culture in both the countries' inclusive schools. This scholarship expects policymakers, educators, teachers, and decision-makers to give it the topmost priority.

Keywords: *Diverse Population, Hyperactive Child, Inclusion, Inclusive Culture, Inclusive Education, Students with Disabilities*

INTRODUCTION

Educating students with special needs in the regular classroom is a global trend. Children with impairments warrant regular access to quality education, enabling them to develop into valuable society members to contribute to their community's economic growth (Jacob & Olisaemeka, 2016). Special needs children need extra care and support while at school (UNESCO, 1994). One of the critical aspects of schooling is the school culture. School culture plays a pivotal role in meeting the daily elements of education. It enhances the holistic development of students, builds capacity, and addresses the demands of societies. Thus, schools must harness an inclusive approach to meet diverse learner needs.

An inclusive culture adopts continuous staff development to include students, collaborate with their professionals, and partner with parents. Such a positive culture also fosters team planning, collaborative teaching, cooperative learning, and transition planning for students as they progress through schooling (Shaddock, Giorcelli, & Smith, 2007, p. 4).

An essential aspect of enhancing inclusive culture in schools is capacity building. Kozleski, Yu, Satter, Francis, and Haines (2015), postulate that when schools allocate their resources to capacity building, inclusive culture is enhanced. It also requires the dynamics of relationships between the principal, school staff, and families from where they come to school. Zollers, Ramanathan, and Yu (1999) found that the three components of the

school culture, inclusive leadership, the vision of the school community, and shared language and values, contribute to the success of the inclusive culture in schools. In addition, it is vital to have a communal language of understanding. It allows dialogue to commence. It must explain inclusion or inclusivity and provide a clear-cut insight and significance within the school context (Forlin, 2007). However, school culture also becomes a barrier when teachers' impression is insufficient to deal with all learning methods (Paliokosta & Blandford, 2010). There is no association amongst the management teams that struggle to raise standards and the unique educational needs. This study addresses the inclusive Culture in Elementary schools in Brno and Fiji inclusive schools. Inclusive education can enhance lifetime achievement for students with and without a disability. Therefore, the implementation of inclusive education should be a collaborative process within all the stakeholders' involvement. The current study examined teachers' perceptions on inclusive culture in teaching inclusive education in the selected primary schools.

Inclusive Education in Fiji

Fiji has a parallel system of special schooling. Special schools and mainstream classrooms are organized alongside. In the countries that have established a similar system of 'special schools,' it is more challenging to change attitudes towards inclusive education, and Fiji falls into that category (Tavola & Whippy2010).

Teacher attitudes are frequently a barrier to Inclusive education because educators are aware of their inadequacy of education and preparation for coping with different children (Tavola & Whippy2010). A Fijian academic wrote her Master's thesis on teachers' attitudes towards Inclusive in Fiji, and she found that:

"The most common factors were the hardness of disability that the pupils had, inadequate preparation of teachers for teaching students with disabilities, insufficient government funding, lack of specialized support staff and lack of suitable tools and resources. These were some contributing factors for the non-inclusion of students with disabilities in regular schools"(Daveta,2009).

There is an ongoing debate over if some special schools should remain open when an inclusive program becomes the standard. In Fiji, there is a firmly supported view that while as many children as possible should attend regular schools, there will always be a place for special schools so that the neediest student can get individualized attention in small classes. There is extensive literature with many proven practical and inexpensive suggestions for teachers and educational administrators. The International research concludes overwhelmingly that inclusive education produces better educational outcomes for children with disabilities than segregated schools.

Also, Fiji is the only Pacific Island Country (PIC) that has disability-specific legislation, the 1994 Fiji National Council for Disabled Persons (FNCDP) Act (UNICEF, 2011). According to UNICEF (2011), the FNCDP is the central coordinating body on disability matters. Its functions include formulating disability policies and plans, incorporating disability into Government services and promoting disability prevention measures.

In addition, the Ministry of Education and the Australian government piloted a project to introduce disability-inclusive education in five primary schools in Fiji. It aims to increase access to education for children with disabilities in Fiji and improve retention and completion rates and learning outcomes. Sixty-seven teachers from around the country attended this workshop. AQEAP piloted the project at South Taveuni Primary School in the North, Tavua District School in the West, Adi Maopa Primary School in the Eastern Division, Ratu Latianara Primary School in the Central Division, and the West Arya Samaj Primary School in Suva.

Inclusive Education in the Czech Republic

The first option for providing special needs education is to include pupils with SEN in mainstream classes and, when necessary, provide special needs teaching in small teaching groups. To facilitate a broad inclusion, range of assistance is offered to students with disabilities. The class teacher is accountable for the learning process of all pupils in the class. Mainstream teachers are

supported by guidance and counselling services from the resource centres. Special teachers from these counselling centres provide direct support for students in mainstream settings if necessary (European Agency, 2014). The general objective of education of children with special needs both in mainstream and segregated provisions is to give them equal opportunities have a productive and efficient education to their needs and abilities. The central principle focuses on each pupil's strengths, learning, and developing conditions. Understanding must develop students' initiative and self-confidence and promote lifelong learning (European Agency, 2014).

The systematic integration policy in the Czech Republic began after 1989. Through these years, the growth of integration has changed towards broader social acceptance of admittance of persons with impediments, mainstreaming, and better educational and technological support for pupils with special needs in mainstream settings (European agency, 2009). According to Pancocha (2012), in the current Czech education system, the central principle of inclusion is intermediate results of educational activities; it is the fundamental mechanism of social inclusion.

The first principle of teaching for schoolchildren with individual needs is to provide them with quality education, with equal opportunities, to eliminate the disadvantage in accessing an appropriate level and quality of education. Social inclusion and social participation of a person with special needs is the main aim (European agency, 2015). The inclusion of pupils into mainstream schools at all levels of education is in the centre of interest of the Ministry of Education in the Czech Republic, which consists of additional provisions tailored to the pupil's needs to support the success of the school performance of each pupil with special needs (European agency, 2015).

All strategic documents on the state level deal with these problems, and the Ministry of Education, Youth and Sports finance schools to improve conditions for pupils with special needs and support their inclusion (European agency, 2015). Moreover, the government in 2010 approved National Action Plan for Inclusive Education (NAPIV), which ensures equal access and opportunities for all people to education. It

enriches the necessary measures to end segregation in Czech schools and, at the same time, prevents discriminatory effects (Vítková & Kopený, 2014). Furthermore, Masaryk University, Faculty of Education completed empirical research in Index for Inclusion in the Czech Primary schools on teacher's self-evaluation in Primary schools and accepted four characteristic features of inclusion from Ainscow (as cited in Kratochvílová and Havel, 2012 p. 7). Moreover, (Kratochvílová and Havel, 2012 p. 7) suggested that inclusion is a process. Inclusion involves naming and eliminating barriers; inclusion is about students' presence, participation, and achievement. In addition, Pancocha (2012) suggested that special education faced many challenges in the past. It focused mainly on the individual issues of students with disabilities and their education in separated or semi-separate settings. Nowadays, it needs to respond the social and political changes on the global level, and special education aims to lead the discussion and practice of Inclusive education. Studies outlined by Vítková (as cited Pancocha and Procházková, 2012, p.9.) summarized a research project for special needs of pupils in the context of the framework education program for primary education. The core component of the research was the integration/ inclusion of students with special education needs into primary schools.

Furthermore, a new and dynamic department, the Institute for Research in Inclusive Education (IRIE), was established at the Faculty of Education at Masaryk University, which closely cooperates with the Department of Special Education. The function of IRIE is the delivery of the study program Special Andragogy focusing on adults with special educational needs/disabilities and a close connection to education and practice. Therefore, it actively cooperates with some institutions and NGOs (Masaryk University, 2015). Apart from lecturing, it carries out practically oriented research aiming to improve education and employment opportunities for persons with special education needs (SEND), enhancing their independent life and social inclusion (Masaryk University, 2015).

The main research areas are:

- Inclusive education and social inclusion,

• Advancement of students with special educational needs in mainstream schools (Masaryk University, 2015).

The institute's multidisciplinary team comprises professionals from special education, adult education, sociology, psychology, and mathematics. It allows them to look at scientific problems and research from different perspectives. This study includes principal investigators or co-investigators sponsored by Masaryk University, Ministry of Education, Youth, and Sports of the Czech Republic and Fulbright Commission (Masaryk University, 2015).

The institute provides technical and mainly professional support to PhD students during their studies and research. The institute supports and conducts educational activities for PhD students of Special Education. Several doctoral students carry out their dissertation research in cooperation with the Institute (Masaryk University, 2015).

Moreover, the institute has close ties with many non-profit organizations, Human Rights League, Para center Fenix, state agencies, employment offices, social services offices, etcetera. Many former and current students who work with and support people with disabilities work in these organizations. It gives them a unique opportunity to conduct research among individuals with disabilities associated with these organizations or visit different state agencies (Masaryk University, 2015).

In addition, the Czech Republic developed the road map for the inclusion of students with special education in Vocational Education and Training Environments needs, a tool designed for professionals to foster and support inclusion in 2013 with the help of international cooperation. In addition, Cech Republic developed the road map of inclusion from the Index of Inclusion (Tile, 2013). As suggested by Booth and Ainscow (as cited in Foreman, 2011 p.25), the index for inclusion is a process for analyzing school and classroom cultures, policies and practices to see how inclusive they are. It also suggests ways in which they could become more inclusive.

METHODOLOGY

Research Design

A research design refers to the plan employed to carry out the study. These are procedures for collecting, analyzing, and reporting quantitative and qualitative research (Creswell, 2014). A case study is an in-depth investigation, often undertaken over time, of a single case – such as a policy, program, intervention site, execution procedure or participant (Goodrick, 2014). Since this research compares Inclusive Culture in Brno, Czech schools, a comparative case study design is employed in this study. In addition, Kevin, Vialle, Herrington and Okely (2006) suggest that comparative research explores the relationship between variables. This type of research often draws on statistical analysis to conclude, but qualitative approaches may also be used.

Mixed-Method

In a mixed-method approach, qualitative and quantitative data collection techniques are used. It involves mixing quantitative and qualitative research methods, procedures, or paradigm characteristics (Johnson and Christensen, 2004). Comparative case studies often incorporate both qualitative and quantitative data. Given the focus on generating a good understanding of the cases and case context, methods such as fieldwork visits, observation, interviews and document analysis often dominate among the various data collection methods employed (Goodrick, 2014). Combining both data types provides a better understanding of a research problem than one data type in isolation. The primary goal of mixed studies is to understand better and explain a research problem (Mertler, p.13, 2012).

Data collection methods employed in this quantitative and qualitative research included in-depth interviews and observations. In-depth interviews were used to explore the detailed understanding of inclusive Culture in Fijian Inclusive schools and Brno, Czech Republic schools. In-depth interviews reveal valuable data about lived experience and the meaning of the people under study (Denzin & Lincoln, 2003). The

participants were chosen purposefully; it is described in the table below.

Table 1. Research Sample for Interview

Participants	Brno, Czech Republic	Fiji	Total
Principal	3	2	5
Assistant Head Teacher	3	2	5
Teacher	12	15	27
Special Education Teacher	3	0	3
Teacher Aide	2	3	5
Computer Teacher	0	2	2
Total	23	24	47

Seven sets of interviews took place with the participants at different locations. The first interview took place in Brno, Czech Republic, for piloting purposes. The researcher deleted the ambiguous questions and created a new set of issues to avoid inconsistency in the research. The first three rounds of the interview took place in Brno, Czech Republic, inclusive schools with a translator's help. The other three sets took place in Fiji at three different locations. The medium of instruction was English because English is an official language in Fiji.

The first interview took place in an Elementary inclusive school in Brno, Czech Republic. Teachers' discussions took place during their free period. Prior arrangements were made with the school through the school's principal. Each interview lasted for about forty minutes. It was recorded digitally. The Teachers in Fiji were interviewed after approval from the Ministry of Education. Prior arrangement was made with the Ministry of Education and the Head Teachers of the selected schools. The first interview in Fiji Inclusive School took place during school hours, mostly when the teachers were free. The interview lasted for about thirty minutes. The second interview took place in the afternoon after school, as teachers were busy with Literacy and Numeracy Exams (LANA) exams. These interviews also lasted for around thirty minutes.

The third and final interview took place during school hours in the classroom. Teachers were interviewed when children were busy doing their activities. The entire interview lasted for thirty minutes and was recorded digitally. The other method of data collection was through observations. The observation protocol was developed considering the research questions, and the literature on I.E. To have an efficient and effective observation in the I.E. classroom and schools, an observational template was designed. The different themes related to the research question were articulated and transcribed from the observation template.

Observations occurred during the researcher's visit to Inclusive schools in Brno, the Czech Republic; colleagues translated the Czech Republic lessons from Masaryk University. The observation in Inclusive schools in Fiji took place while interviewing and distributing the questionnaires.

Qualitative Data Analysis

According to Mertler (2012), qualitative data analysis is an inductive method comprising the compression of information collected by organizing it into significant themes and patterns. The above processes were followed in analyzing qualitative data. The inclusive education teachers were given pseudonyms (I/IT.F.01/ and

(IT.CZ.01/. I/IT. F meant interview / inclusive education teacher in Fiji, 01 depicted the person. I/IT. C. meant interview /inclusive education teacher in Brno, Czech Republic, 01 described the person.

Quantitative Data Analysis

The quantitative data collection techniques included a survey questionnaire, a demographic information sheet and a Likert-type rating scale questionnaire. Inclusive teachers in both countries completed the questionnaires.

The survey questionnaire was equally distributed to Inclusive education teachers in Brno, Czech Republic and Fiji Inclusive schools. The questionnaires were distributed to the schools that were involved in the interview. A set of fifty questionnaires were distributed in both inclusive schools in both countries. Thirty-eight questionnaires in Fiji Inclusive schools and forty from Brno, Czech Republic schools were filled and returned to the researcher. Seventy-eight questionnaire was completed and analyzed using descriptive analysis in SPSS. The table below depicts the completed questionnaires by the teachers in both countries.

Table 2. Survey questionnaire completed by inclusive teachers in Fiji and Brno

Gender		Fiji	Czech Republic	Total
	Count	13	2	15
Male	% within country	34.2%	5.0%	19.2%
	Count	25	38	63
Female	% within country	65.8%	95.0%	80.8%
	Count	38	40	78
Total	% within country	100.0%	100.0%	100.0%

Instruments

Inclusive culture for inclusive education an adapted version of the Index for Inclusion (Booth and Ainscow,2000) was used to assess the perception of Inclusive teachers in terms of Inclusive Culture in both the countries Fiji and the Czech Republic. In the present study, only five out of thirteen items were used to assess teachers' perception of Inclusive Culture in their countries. The items that were included and adapted are as follows. Item 1 Our school welcomes students with special needs. Item 2, There is an ongoing collaboration between staff. Item 3, Students with special needs are respected and valued equally as regular students. Item 4 Removal of barriers to the teaching and learning process and participation is a core component of our school norms. Item 5, all

our staff is competent in catering all the ranges pf special needs. For the adapted version used in this survey, a five-point Likert scale was used, ranging from 1 = 'strongly disagree' to 5 = 'strongly agree'. The adapted version of the index for inclusion has a Cronbachs $= 0$ .6, thus it was accepted.

Data Analysis

Analysis of quantitative data is a deductive method, using descriptive or inferential statistics. Descriptive statistics illustrate the fundamental features of the data in a study. They provide simple summaries about the sample and the measures. Composed with modest visual analysis, they form the foundation of virtually quantitative data analysis (Trochin, 2006). The statistic software SPSS 23 was performed using statistical

analysis. A test of normality was carried out using a histogram. The trial showed that the data was normally distributed. Furthermore, a Levenes test was conducted to analyze differences between teachers' perception of Inclusive Culture in Inclusive Brno Elementary schools and Fiji Inclusive primary schools.

Ethical Consideration

Permission from relevant authorities was sought at the beginning of this research. The Ministry of Education granted permission for the study. The participants were informed about the aims, objectives, and research tools used in the study. The participants were also told that this participation was voluntary, and they could withdraw anytime they desired. Anonymity and confidentiality were given the utmost priority in this research. No names of the participants were used; instead, pseudonyms were utilized.

RESULTS OF THE STUDY

Accommodation of students with Special Needs in Mainstream Classroom

The data collected from the interview in both countries revealed that teachers were more optimistic about inclusive culture. Some of the respondents' enthusiastic comments during the interview from Brno, Czech Republic, and Fiji Inclusive schools include:

The headteacher and the staff believe that inclusion is essential. Our village is small, and children with special needs live here; we do not want them to go to other schools to accommodate their learning needs in our school. We do not want children to be forced out from the environment they are growing (IT.CZ. 01). We have included students with special needs at our school, we do not see them as different from others, but we know they need special needs (I/IT.F. 03)

Most of the teachers from Fiji inclusive schools commented that they were unaware of students with special needs in their classroom. It became evident when they had their training by Access to Quality Education Program (AQEP) and when the diagnostic by AQEP came out. Their views completely changed about students with special needs. It reveals a significant gap in the inclusive culture regarding inclusive education (I.E.) in Brno, Czech Republic and Fiji because Fiji implemented, I.E. in primary schools in 2012 by AQEP.

The data collected from the survey questionnaire regarding the implementation of inclusive culture in both countries is presented below.

Table 3. Teachers' perception regarding the welcoming of students with special needs

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
		F	Sig.	t	df				Lower	Upper
Our school welcomes students with special needs.	Equal variances assumed	.276	.601	.589	76	.557	.086	.145	-.204	.375
	Equal variances not assumed			.589	75.357	.558	.086	.145	-.204	.375

Due to the homogeneity of variances, Levene's Test for Equality of variances value of t =0.589, df =76 and p = 0.601 are more significant at 95 % confidence interval of the difference of 0.086 and 0.145. Consequently, since the p-value, 0.601, is greater than the significance value of 0.05, the null hypothesis is accepted and show there is no significant statistical mean difference between the Fijian Teachers and Czech Republic teachers in their perception of their schools welcoming students with special needs

Ongoing collaboration between staff, students, parents, and the Ministry of Education

97.3 % in Fiji and 90 % of the respondents/teachers in the participating inclusive schools agreed or strongly agreed that there is an ongoing collaboration between staff, students, parents and the Ministry of education about Inclusiveness at our schools

In Brno, the Czech Republic, the school and teachers prioritized their students' needs and worked collaboratively with the teaching assistant, special needs teacher and parents. The results from the independent t-test are tabulated below:

Table 4. Teachers' perception regarding ongoing collaboration between staff, students, parents and the Ministry of education about Inclusiveness

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
There is an ongoing collaboration between staff, students, parents and the Ministry of education about Inclusiveness.	Equal variances assumed	.097	.757	1.284	76	.203	.199	.155	-.109	.507
	Equal variances not assumed			1.288	75.816	.202	.199	.154	-.109	.506

Due to the homogeneity of variances, Levene's Test for Equality of variances values of t =1.284, df =76 and p = 0.757 are more significant at a 95 % confidence interval of 0.199 and 0.155. Consequently, since the p-value, 0.757, is greater than the significance value of 0.05, the null hypothesis is accepted. There is no significant

statistical mean difference between the teachers in Fiji and the Czech Republic teachers in their perception of an ongoing collaboration between staff, students, parents, and the Ministry of education about Inclusiveness at our school.

Respect and Valuing of Students with special needs

Interview conducted in Fiji schools revealed that the peers did not accept children with special needs. The regular students teased the special needs students in all the inclusive schools. Thus, the schools had to organize talks with the regular students, and after discussion, they slowly accepted the students with special needs. However, looking at Brno schools, the students with special needs were accepted in the mainstream classroom by their peers because the students with special needs attended preschool together, which is attached to the school. Therefore, parents and students were supportive of each other. One of the headteachers of Brno school commented that both the regular students and students with needs cooperate in the classroom's routine and playtime.

For Item 3 in the Likert scale, 92.1 % in Fiji and 90 % in the Czech Republic of the respondents/teachers agreed or strongly agreed that students with special needs are respected and valued equally as regular students. The results from the independent t-test are tabulated below.

Due to the homogeneity of variances, Levene's Test for Equality of variances values of t =0.814, df =76 and p = 0.760 are more significant at a 95 % confidence interval difference of -0.129 and 0.158. Consequently, since the p-value, 0.760, is greater than the significance value of 0.05, the null hypothesis is accepted and shows no significant statistical mean difference between Fiji and the Czech Republic teachers' teachers. Students with special needs are respected and valued equally as regular students.

Removal of Barriers to the teaching and learning process

At the beginning of the implementation plan, in Fijian schools and classrooms, due to the non-availability of unique spaces and learning materials, teachers were reluctant to include students with diversity in their classrooms. Some teachers even transferred to schools that did not practice inclusive education to avoid this.

Table 5. Teachers' perceptions regarding students with special needs are respected and valued equally as normal students

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students with special needs are respected and valued equally as normal students	Equal variances assumed	.094	.760	-.814	76	.418	-.129	.158	-.444	.187
	Equal variances not assumed			-.813	75.01	.419	-.129	.159	-.445	.187

However, this was not the case in Brno schools.

The resource rooms are equipped with teaching aids, adapted text materials and special computer programs.

In response to removing barriers to the teaching-learning process and participation as a core component of their school's norms, 89.5 % of the respondents in Fiji and 90 % in the Czech Republic agreed or strongly agreed to this. The results from the independent t-test are tabulated below.

Table 6. Removal of barriers to the teaching-learning process and participation is the core component of our school's norms.

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Removal of barriers to the teaching-learning process and participation is the core component of our schools' norms.	Equal variances assumed	.020	.887	-.225	76	.823	-.037	.164	-.363	.290
	Equal variances not assumed			-.225	75.79	.823	-.037	.164	-.363	.290

Due to the homogeneity of variances, Levene's Test for Equality of variances values of t =-0.225, df =76 and p = 0.887 are more significant at 95 % confidence interval of the difference of -0.037 and 0.164. Consequently, since the p-value, 0.887, is greater than the significance value of 0.05, the null hypothesis is accepted. It shows no significant statistical mean difference between the teachers in Fiji and the Czech Republic teachers in their perception of removing barriers to the teaching-learning process, and participation is a core component of our school's norms.

Staff Competency

The program implemented by AQEP in Fijian schools is viewed as a 'trial and error' to have full inclusion; the schools need human and physical resources. It was evident as one of the participants expressed:

We implement things independently and work based on students' needs; a hyperactive child was placed in one of our school classes. The classroom teacher did not have any knowledge and competency to handle the child (I/IT.F. 02).

One of the teachers in Fiji schools expressed her sentiments that he did not undergo any training, and the teacher's education program that she went through did not provide any knowledge about the teaching of special needs children (1/IT.F.03).

34.2 % of teachers surveyed in Fijian schools and 42.5 % in the Czech Republic agreed or strongly agreed that all their staff are competent in catering to different special needs. The results from the independent t-test are tabulated below.

Table 7. Staff Competency

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
All our staff is competent catering to all the ranges of special needs. Equal invariances assumed	4.857	.031	.06276		.951	.016	.255	-.493	.524
Equal variances not assumed			.0617	0.450.951		.016	.257	-.497	.528

Due to the homogeneity of variances, Levene's Test for Equality of variances values of t =0.062, df =76 and p = 0.031 are more significant at 95 % confidence intervals of 0.016 and 0.255. Consequently, since the p-value, 0.0301, is less than the significance value of 0.05, the null hypothesis is rejected. It shows a significant statistical mean difference between the teachers in Fiji and the Czech Republic teachers in their perception of staff competency in catering to all the ranges of special needs.

DISCUSSION OF THE FINDINGS

Inclusive Culture.

Accommodations of students with Special Needs in Mainstream Classroom

Overall, the teachers' perspectives on inclusive culture were very positive. The school welcomed students with particular needs in both countries. However, the inclusive education teachers in Fiji were reluctant to accept children with disabilities in the classroom. Teachers were confused, became unstable, and transferred to other schools where inclusive education was not practiced. The findings are consistent with Kumar (2015), which found that students with special needs existed in Fiji mainstream classrooms, and while the teachers wanted to help those students, they lacked the knowledge and skills to assist the students. Due to inadequate knowledge, competencies, and abilities to handle children with disabilities in the mainstream classroom. Teachers also believed they needed expertise and resources to include in the Fijian context. It validates with Forlin, Sharma, Loreman and Sprunt (2015), which found that a lack of multi-skills and knowledge of special education expertise among local teachers was one of the potential barriers of inclusive classroom practice. The change in attitude varies from years of professional experience or experience with the inclusive practice, school resources, and support for inclusive practices and type of special education needs (Alma, Amila, & Haris, 2017).

Besides, Philips (as cited in Timor & Hartanska, 2014) stated that unqualified teachers in special education are more likely to view inclusion as detrimental. It is supported by Sinkfield (as cited in Timor & Hartanska, 2014, p. 9) that another factor that may negatively affect reactions to inclusion is fear of the unknown. It is especially when mainstream teachers with no training in special needs are required to address these students' needs. It is one of the reasons teachers in Fiji schools took transfers during the implementation process. A recent study by Barnes and Gaines (2015) revealed that teachers of lower grade levels and fewer years of experience would have immense negative attitudes toward inclusion. It is consistent with the findings that the primary opponents of the inclusion of disabled students into general education are the teachers that reclaim the lack of specialized training that decrease the possibility of individualized activities with students (Alexiu. Baciu. Sandvin, & Birneanu, 2016).

The acceptance of children with special needs was feeble at the beginning of the implementation process of, I.E. in Fiji inclusive schools by the teachers and peers. It is consistent with Forlin, Sharma, Loreman and Sprunt (2015), where inequality issues still exist in children with disabilities, and children find it difficult to be included in regular schools in the Pacific Islands. The teachers in the Fijian context were speaking different languages about inclusion. Thus to have inclusion, "Language is important because it allows discussion among colleagues about inclusivity, as different people have different understandings of what the term means" (Forlin, 2007). However, students with special needs in Brno schools were accepted because they were educated with regular students at early childhood center's attached to the schools. The early diagnosis of special needs children at early childhood center's leads to a smooth transition to Elementary school. The children and parents from both groups knew each other, supporting inclusive education. Therefore, diagnosing students with special needs early in Fiji schools is needed to have supportive measures.

Ongoing collaboration between staff, students, parents, and the Ministry of Education

Further, the findings of this study indicated ongoing collaboration occurred at both inclusive schools in Fiji and the Czech Republic. The teachers in Fiji schools collaborated with the Ministry of Education and AQEAP if a need arose. In the Brno Czech Republic, the school's teachers, special education teacher's psychologists collaborated to help the needy child. It is consistent with the study of (Paliokosta, Mullick, Deppeler, and Sharma (2012) indicated that making a school community value diversity might be possible if the community members get involved with the school activities. Furthermore, the results of this study confirm the quality of the collaboration between mainstream educators and special educators could contribute to sharing knowledge about numerous teaching approaches to meet the needs of diverse students. (Mihajlovic, 2020). It can be beneficial if Fiji Mainstream classroom teachers can corroborate with special education teachers. The reason is that we do not have psychologists and teacher aides in the Fijian school context. This resource personal contributes immensely to the teaching and learning of SEND.

Respect and Valuing of Students with special needs.

Furthermore, the finding in Fiji schools revealed that the peers teased and did not accept children with special needs. These findings are consistent with the tendency to score lower on measures of social acceptance and higher on measures of social rejection than their classmates are less likely to have friends (Avramidis, 2013). There is a further possibility to be tormented or maltreated (Chatzitheochari, Parsons, and Platt, 2015). Furthermore, (Boer& Pijl,2016 contented that incorporating students with ADHD and ASD in typical secondary classrooms does not necessarily lead to acceptance by peers. The finding also revealed that Fiji schools had to organize talks with the regular students, and after discussion, they slowly accepted the students with special needs. It is also consistent with identifying the susceptible social status at the initial phase is an essential undertaking for teachers, through which interventions can be executed by teachers as quickly as feasible so adverse impacts can be reduced (Boer and Pijl,2016). In addition, acceptance of SEND by their peers in Brno

schools happened because of preschools' attachment with mainstream schools. The students cooperated very well during plays and regular classroom routines. It is consistent with Garrote, Felder, Krähenmann, Schnepel, Dessemontet, and Opitz (2020) that peers accept students more if they are seen as showing in inclusive classrooms collaborative prosocial conduct.

Removal of Barriers to the teaching and learning process

In addition, this study's findings indicated that teachers and students did not accept SEND at the beginning of implementation. I.E. in Fijian schools, but compared to SEND in Brno, Czech Republic schools were taken due to the schooling together in Preschools. The acceptance came slowly to schools organizing regular talks with typical students. These findings are consistent with Rajovic & Jovanovic's (2013) low peer status, and peer rejection of SEN children in traditional classrooms are obstacles to inclusion. It is the most common barrier to accepting SEND in regular classrooms. The other themes that have evolved in this research are barriers to SEND's teaching and learning process in the traditional classroom. Ainscow (2021) suggested that a "culture of inclusion in education requires a shared set of assumptions and beliefs among senior staff at the national, district and school levels that value differences, believe in collaboration, and are committed to offering educational opportunities to all students".

Staff Competency

Furthermore, the finding of this study indicated that the Likert scale responses rejected the null hypothesis, which meant that teachers in both countries are not competent in catering to the learning needs of the different range of special needs. In Fijian Inclusive primary schools, the teacher did not have inclusive education training. These findings are consistent with Alma, Amila, & Haris (2017) that inadequate teacher education is one of the main factors contributing to these ambivalent attitudes of teachers. However, looking into the Fijian context, six teacher training institutions provide teacher education. Fiji National University is the premier teacher training provider of these six starting from ECE, Primary

Education, and Secondary Education. Two courses are taught regarding special-inclusive education at the Fiji National University at the early childhood and primary levels. There are courses and programmes offered in special-inclusive education, which comprises more special education topics. These are consistent with the findings of Sharma, Armstrong, Merumeru, Simi and Yared (2019); teacher education programmes, which successively leads to a deficiency of educator ability and poor teaching doctrines at the micro-level, was also labelled as a hurdle by all researchers at the meso-level. There is a need to implement and measure new teacher efficacy scales. This teacher efficacy scale consists of three elements that determine teacher efficacy with inclusive teaching (Factor 1), collaboration (Factor 2), and managing disruptive behaviours (Factor 3) (Sharma, Loreman, & Forlin,2012). Educators can use this scale to measure teacher efficacy. In addition, it becomes the goal for teacher education institutes in both countries to provide diagnostic courses. The Ministry of Education plays a pivotal role in organizing workshops in diagnostic assessments to teachers and parents in a helpful manner

Looking at the Brno Czech Republic, Masaryk University is the premier provider for teacher's education in Brno, Czech Republic. It has a well-structured program from primary education, secondary education and another field of education. Panchocha (2012) expressed that although the Universities provide courses in respective areas like special education and inclusive education worldwide, in Brno, Czech Republic, it entirely depends on how student teachers perceive information and put it into practice in real classrooms situations. Hence, with the collaboration of schools and universities in the respective countries, the Ministry of Education should design an evaluative tool to measure new graduates' teaching.

Thus, this creates a theory that we have two types of teachers in the teaching fraternity: reluctant teachers and innovative teachers. Reluctant teachers will never want to change their mindset about a new paradigm shift in education and will never want to move out of their comfort zone. The innovative teachers move out from their comfort

zone, accept ideas, and create new knowledge of ideas; this brings changes in pedagogy and brings a new dimension to the teaching and learning process. Finally, their ultimate goal in life is to make a difference in the child's life they teach. In this 21st century, we need innovative teachers due to the diverse population in the classroom.

CONCLUSION

The findings show that inclusive culture is present in those schools where the staff are proficient in inclusive education. The knowledge and skills can be harnessed amongst the teachers when the state plays a pivotal role in the collaborative process. Therefore, all educational stakeholders should create an inclusive culture in schools. The new self-efficacy scales designed by educators should be prioritized in both countries to measure teachers' self-efficacy in inclusive education. This comparative research unveiled the truth and gave some insights into Inclusive Education. It also provided some ideas of inclusive culture in both countries. Whenever any change in the school system is brought, global education trends are considered. The Ministry of Education implements changes without consultation with teachers who enforce these changes. A further investigation is required to measure teachers' self-efficacy using the recent scales developed by educators.

LIMITATIONS

This research has endeavored to discover inclusive culture in Fiji and Brno Czech Republic schools and propose strategies that could be used to address obstacles to inclusive culture in the two countries. It is essential to acknowledge a limitation of the research. This manuscript analytically captured inclusive teachers' opinions in inclusive schools in the two countries. As an educator and researcher, I do not claim that I have identified all the components of Inclusive Culture. I hope the findings may benefit diverse stakeholders keen to execute inclusive culture within their schools. The data showed that five significant issues needed to be addressed to implement inclusive culture within the school context successfully.

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