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Exploring Teachers' Attitudes Toward the Implementation of Inclusive Education for Students with Special Needs: An Analytical Study Based on Findings from Previous Research

Benhazil Abderahmen[1], Merouane Hamida [2], Zitouni Mohammed Zoheir[3]

[1] Laboratory for the Analysis of

[2] Quantitative Data on Psychological and Social Behaviors, Algeria

[3] Laboratory for the Analysis of

[4] Quantitative Data on Psychological and Social Behaviors, Algeria

Email: abderrahmen.benhazil.etu@univ-mosta.dz, hamida.merouane.etu@univ-mosta.dz, zitouni.zohir@univ-bechar.dz

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***Abstract*—**This study aims to investigate teachers' attitudes toward inclusive education for individuals with special needs, based on the findings of prior Arab and international studies. The primary objective is to identify the outcomes related to teachers' attitudes and readiness to implement inclusive education, as well as to determine the factors that facilitate or hinder the inclusive education strategy. The ultimate goal is to understand the requirements for successful inclusive education within mainstream classrooms.

The researchers concluded that teachers' attitudes constitute one of the most critical factors contributing to the success of the inclusive education philosophy. Since teachers are the cornerstone of the educational process, their acceptance of integrating individuals with special needs positively impacts all students in the classroom, particularly those with special needs. This integration aims to equip these students with the necessary skills to achieve social, emotional, and behavioral interaction and communication with their typically developing peers.

The researchers recommend conducting awareness campaigns within educational institutions to foster positive and supportive attitudes toward inclusive education for individuals with special needs. Additionally, it is essential to identify and address the factors influencing these attitudes to ensure the successful implementation of inclusive education.

***Keywords*—**Attitudes; Inclusive Education; Individuals with Special Needs.

Introduction:

In recent years, countries worldwide have made concerted efforts to maximize the inclusion of students with special needs in general education curricula, enabling them to learn alongside their peers without disabilities. This shift has facilitated their integration into mainstream schools, transitioning from the exclusion of students with disabilities to their enrollment in regular classrooms, provided that the nature of their disability is not severe enough to hinder their academic progress.

The 1990s marked a significant development, recognizing that every individual with special needs has the right to education. More importantly, it emphasized the creation of modern strategies to facilitate their learning. Consequently, special education's primary objective became ensuring a place for individuals with disabilities whether in school or within society while harnessing and activating their potential and skills socially (Aziz, 2022). Numerous international conferences, such as the 1994 Salamanca Conference under UNESCO's auspices, endorsed inclusive education as a key strategy for advancing education for all.

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Since the early years following Algeria's independence, the state has demonstrated a commitment to social issues broadly and to persons with disabilities specifically. In 1984, the Ministry of Social Protection was established, tasked with safeguarding and promoting the rights of individuals with disabilities and working toward their full and effective participation in national life.

This is embodied in Law No. 08-04 dated January 23, 2008, which includes the Framework Law on National Education, specifically in Article 14, stating the following: The state is committed to ensuring that children with special needs fully enjoy their right to education.

Increasing attention has been directed particularly towards special education through the study of all categories of individuals with special needs, employing early detection, intervention, and diagnosis methods, and developing preventive, counseling, and therapeutic programs addressing all psychological, social, cultural, and environmental aspects. However, despite these efforts, the traditional perception of children with disabilities as characterized by disability, marginalization, and neglect remains prevalent in Arab countries. This is especially evident in the neglect of special education, as seen in Algeria, due to the rigidity of the general education system, insufficient administrative support, and the low quality of ancillary educational services. Moreover, there is a weak link between educational practices and the focus on quantity rather than quality in special education, alongside the absence of teamwork, significant deficits in diagnostic tools, evaluation instruments, curriculum adaptation, and a shortage of qualified scientific and technical staff.

The experience of inclusive education, by its very nature, represents a process of cultural and civilizational transformation. Consequently, it entails a shift in societal attitudes toward individuals with special needs by altering perceptions and fostering a vision for a better future for all, particularly for those with special needs, their families, and society as a whole (Al-Qaryouti & Abbas, 2009, p. 25).

Thus, the research problem arises from the necessity to focus on the population of individuals with special needs and to provide them with appropriate care, as an essential requirement in the educational domain to achieve both personal and social belonging. The ultimate goal is to overcome the consequences resulting from the significant increase in their numbers, ensuring they receive adequate care and educational opportunities comparable to those of their typically developing peers, and achieving full inclusion (El-Atribi, 2018, p. 489).

Algeria seeks to successfully undertake this experience by drawing inspiration from countries that have previously implemented and refined it. However, can we initiate the integration of individuals with special needs solely based on international decisions, without grounding our efforts in the practical realities on the ground specifically, without considering the actual perspectives of educational staff and the parents of both typical students and those with special needs?

Is it feasible to integrate these individuals without understanding the attitudes of teachers, who are the primary responsible parties for this group within the classroom, and on whom the success of inclusive education largely depends?

Study Problem:

Accordingly, this scholarly paper aims primarily to shed light on teachers' attitudes toward the inclusion of students with special needs, drawing on both regional and international studies.

- What are teachers' attitudes toward integrating students from special needs categories into regular classrooms, in line with the principle of inclusive education?
- What factors influence these teachers' attitudes?

Study Objectives:

- To analyze teachers' attitudes toward inclusive education.
- To evaluate the factors affecting these attitudes (such as training, experience, professional competence, and others).
- To provide a comprehensive perspective that assists researchers and educational stakeholders in improving the implementation of inclusive education, with particular attention to teachers' viewpoints as a critical element in the success of the educational process.

Study Significance:

The importance of this study lies in highlighting the concept of teachers' attitudes toward inclusive education for students with special needs within public educational institutions. It aims to identify the findings reached by

previous research, as well as to understand the factors that facilitate or hinder the inclusive education process. Given that teachers' attitudes constitute a fundamental and influential element in the success of inclusive education strategies, the integration of this special group with typically developing children seeks to establish a supportive environment physically, psychologically, and socially that fosters the development of behavioral and social skills. This, in turn, aims to achieve autonomy and social adaptation for students with special needs.

1. Definitions of Key Terms:

1.1 Attitudes:

Attitudes are defined as a psychological readiness or a neuro cognitive disposition to respond positively or negatively to a particular stimulus that drives an individual toward a specific behavior or toward certain people, subjects, situations, symbols, ideas, or principles. The reaction to this stimulus manifests as either acceptance and preference or avoidance and rejection, in accordance with the individual's social values (Amal & Hussein, 2022, p. 269).

Operationally, attitudes refer to internal mechanisms within a person that produce specific behaviors. Generally, attitudes comprise three fundamental components that interact with one another: cognitive, affective, and behavioral components.

1.2 Inclusive Education:

Inclusive education refers to providing educational opportunities and support to all students without exception, including individuals with disabilities of all types and categories, typically developing students, gifted students, and culturally diverse learners, within general education classrooms. It involves the use of appropriate teaching methods, designing behavioral programs, and applying various strategies to develop individual skills, thereby enabling all students to participate fully in both social and academic spheres (Saland, 2015).

Operationally, inclusive education is defined as educating students with special needs alongside their typically developing peers in regular educational institutions, supplemented by specialized educational services.

1.3 Individuals with Special Needs:

An individual with special needs is defined as a person who experiences impairment in one or more areas of development, as well as an individual possessing high or exceptional abilities. Such a person is viewed as differing from an average or typical individual to a degree that necessitates adjustments in abilities or educational practices to nurture their unique talents and capacities (Yahya, 2006, p. 56).

Operationally, students with special needs are those who suffer from disabilities such as intellectual, auditory, visual, or motor impairments, communication disorders, or autism spectrum disorder, which necessitate special education services.

2. Theoretical Framework of the Study:

2.1 Attitudes:

The subject of attitudes holds particular and clear significance within psychology in general, and social psychology in particular, due to its impact on individual behavior across various social contexts. Attitudes are considered among the primary outcomes of socialization and are key determinants regulating social behavior. They also serve as important indicators of personality development. Attitudes encompass the relationship between an individual and a given object, whether it involves individuals or diverse groups.

In this regard, Gordon Allport emphasizes that an attitude is a state of neuropsychological readiness that organizes an individual's experience and exerts a dynamic influence on the person's responses toward all subjects and situations to which these responses apply.

Attitudes toward inclusive education continue to face numerous challenges, which are attributed to unclear objectives, the absence of a pre-established plan, and the lack of preparation of specialized teachers and instructors to implement these plans and to adapt appropriate programs according to the characteristics of each category of individuals with special needs.

According to Manal Yahya (2005), there are three main attitudes toward the philosophy of inclusive education, which can be summarized as follows:

- The first attitude strongly opposes the concept of integration, viewing the education of students with special needs in specialized centers as more effective, safer, and more comfortable for them. This perspective

considers that specialized programs yield greater benefits, arguing that integration has negative effects on both students with disabilities and their typically developing peers due to differences in abilities, psychological, intellectual, and behavioral characteristics.

- The second attitude strongly supports the idea of full inclusion, emphasizing its positive impact on changing societal attitudes and eliminating the isolation of students with special needs. This approach also influences the perceptions of children and their families regarding their children's condition, which is often viewed as a significant stigma threatening the family's reputation. This stigma commonly associates disability with deficiency, impairment, or other negative traits, which may adversely affect the disabled student's motivation and aspirations, as well as the family, school, and society at large.
- The third attitude advocates for a neutral stance, arguing against prioritizing one program over another. Proponents of this view believe that certain groups of individuals with special needs are not easily integrated and should instead receive specialized services through dedicated centers. This perspective supports integrating students with mild to moderate disabilities into regular schools alongside their typically developing peers (Omar & Al-Fotouh, 2011, pp. 21-22).

Teachers' attitudes are among the most critical factors influencing the success of inclusive education programs, given that educators are the backbone of the educational process. Acceptance of inclusion for individuals with special needs positively affects all students within the school environment and society more broadly.

Furthermore, the nature of attitudes varies from one individual to another, depending on the composition and formation of these attitudes. Attitudes can be modified and shifted from negative to positive or vice versa, with the ease of change influenced by the degree of coherence among their components.

2.1.1 Components of Attitudes:

- Cognitive Component: This consists of an individual's beliefs, opinions, thoughts, perceptions, and the information they possess regarding the subject of the attitude.
- Affective Component: This relates to an individual's emotions, feelings, and reactions, reflected in either attraction or aversion toward the attitude's subject. When an individual likes the subject, they respond positively; conversely, if they dislike it, they respond negatively (Jaber, 2011, p. 106).
- Behavioral Component: This involves the practical response or action toward the attitude's subject. For example, if an individual holds a negative attitude toward a subject or group, they tend to avoid interaction; if the attitude is positive, they seek engagement (Al-Nil & El-Sayed, 2009, p. 321).

Attitudes vary in strength and independence; an individual may possess knowledge or facts about a matter (cognitive component) but may not feel pleasure or comfort regarding it (affective component), which influences their subsequent action or behavior toward it (behavioral component) (Al-Jabri & Shaaban, 2023, p. 325).

2.2 Inclusive Education:

Inclusive education has recently received considerable attention as a modern, effective educational approach that supports individuals with special needs in enhancing and developing their skills. The aim is to facilitate their adaptation within school, family, and social environments, as well as to foster verbal and nonverbal interaction and communication with their typically developing peers. Additionally, inclusive education helps overcome various psychological, behavioral, and social challenges, striving to cultivate socially adaptive behaviors in children while eliminating undesirable social behaviors.

Bradley's study demonstrated that children with special needs in inclusive classrooms acquire new behavioral and social skills, enabling them to overcome life challenges and access a range of educational opportunities essential for healthy development. Furthermore, these inclusive social models support balanced social growth (Doaa Abdallah et al., 2020, p. 252).

2.2.1 Types of Inclusive Education

Inclusive education can be categorized into the following types:

- Full Inclusion: This term refers to a setting where all students, regardless of their abilities or characteristics, study together in age-appropriate classrooms alongside their typically developing peers, with the maximum possible support provided to them.
- Spatial Inclusion: This involves the co-location of a mainstream school and a special education school within the same physical building, while each maintains its own curriculum,

teaching methods, and dedicated educational staff.

- Educational Inclusion: This model entails the participation of both typically developing students and students with special needs in the same school under the supervision of a single educational body, though they follow different curricula. In this approach, students with special needs attend classes alongside their peers but receive specialized educational services tailored to their needs.
- Social Inclusion: This form of inclusion involves integrating students with special needs alongside their typically developing peers in extracurricular activities such as field trips, sports, arts, and other social events.
- Partial Inclusion: This refers to the integration of students with special needs with their typically developing peers in one or more regular classrooms within mainstream schools (Rahim & Khadija, 2021, p. 125)

2.3 Teachers' Attitudes Toward the Inclusion of Students with Special Needs:

Teachers in inclusive classrooms play a critically important role in the success of this educational model (Wakabayashi, 2005). These teachers are expected to provide appropriate instruction and suitable services to students with disabilities. It is worth noting that teachers' experience with inclusive education is essential. This is supported by the findings of (Wakabayashi, 2005), who observed that teachers experienced in inclusive settings demonstrated more positive attitudes toward inclusion and exhibited greater confidence and efficacy in working with students with disabilities compared to their counterparts in traditional classrooms. This indicates that teachers support inclusion as long as adequate resources are available. Such resources include well-prepared teachers supported by ongoing, high-quality training that equips them to adapt effectively to inclusive educational environments.

Positive attitudes play a pivotal role in developing the skills of students with special needs, enhancing social interaction and providing emotional support. Multiple studies have shown that teachers with positive attitudes toward inclusive education are motivated to create a supportive learning environment that encourages student interaction. This interaction fosters social and behavioral skills such as communication, cooperation, relationship building, and self-discipline. Additionally, the emotional support provided by teachers is a fundamental and effective element in skill development, helping students feel secure and connected to the school environment.

A study by (Rodríguez-Dorta & Borges, 2017) demonstrated that teachers adapt their behavior according to the needs and characteristics of their students. Teachers promote learning by offering positive feedback and verifying student comprehension through questioning and nonverbal supervision, thereby creating a safe and trustworthy learning climate.

Despite the importance of inclusive education, other studies have reported highly positive outcomes. Gresham noted that several students integrated into mainstream schools showed improvements in social and academic domains, or in one of these areas. Similarly, Vandrocook reviewed multiple studies on inclusion and concluded that there are numerous benefits across behavioral, social, and academic dimensions, as supported by Johnson's study (Jabbar, 1999, p. 623).

2.4 Following the review of the theoretical framework, this section connects the theoretical foundations with practical application by referencing local and international studies addressing teachers' attitudes toward inclusive education:

Table Il lustrating studies on teachers' attitudes toward inclusive education, sourced from ASJP, covering the period from 2019 to 2024:

Study Results	Research Tool	Type of Integrated Disability	Sample	Research Methodology	Study
Positive Attitudes	Semi-structured interviews	All types of disabilities	8 teachers	Descriptive approach	Zaitouni Nesiba 2024
Positive Attitudes	Questionnaire development	Visually impaired children	87 secondary school teachers	Correlational descriptive	(Marouach & Hussein, 2024)
Positive Attitudes	Scale preparation	Autism spectrum disorder	60 teachers	Descriptive approach	(Twati, 2022)
Positive Attitudes	Questionnaire development	All types of disabilities	50 teachers (male and female)	Descriptive approach	(Amal & Hussein, 2022)
Positive Attitudes	Mahmoud Shaqir Scale (2003)	Autism Spectrum Disorder	9 teachers	Descriptive approach	(Salihah, lalouch 2022)
Positive Attitudes	Questionnaire Development	Intellectual Disability	38 teachers, 35 school principals	Descriptive approach	(Dallah & Farhat, 2021)
Negative Attitudes	Questionnaire Development	All types of disabilities	9 teachers, 5 teachers	Descriptive approach	(Rahim & Khadija, 2021)
Neutral Attitudes	Questionnaire Preparation	All types of disabilities	75 Arabic language inspectors	Descriptive approach	(Harayez, 2022)

Table II lustrating studies on teachers' attitudes toward inclusive education, sourced from ASJP, covering the period from 2019 to 2024: *(continued)*

Negative Attitudes	Questionnaire based on Abdullah Al-Najjar & Murad (2014)	All types of disabilities	39 teachers	Descriptive approach	(Marsali & Daoudi, 2020)
Positive Attitudes	Questionnaire based on Al-Hanini (1989)	All types of disabilities with psychological distinction	30 teachers	Descriptive approach	(Bakhoush, 2022)
Negative Attitudes	Questionnaire Preparation	All types of disabilities	30 teachers, 30 primary teachers, 11 middle school teachers, 9 secondary school teachers	Descriptive approach	(Mohammedi, 2019)
Negative Attitudes	Questionnaire Preparation to Measure Attitudes	Mild Intellectual Disability	60 teachers	Descriptive approach	(Zakri & Omar, 2018)
Positive Attitudes	Questionnaire Development	Mild Autism Spectrum	57 teachers and educators	Descriptive approach	(Maamri & Ahddoun, 2019)

2.5 Analysis of Study Results:

In a 2022 study by Salihah Alawash titled *"Primary School Teachers' Attitudes toward Academic Inclusion of Children with Autism Spectrum Disorder: A Descriptive Study of a Sample of Teachers in Regular Schools,"* a descriptive methodology was employed to analyze teachers' attitudes toward integrating children with autism into mainstream classrooms. The results indicated a positive attitude toward inclusion, with teachers emphasizing improvements in the social and communication skills of autistic children integrated alongside their typically developing peers.

This study aligns with a 2024 study by Nassiba Zeitouni entitled *"Mechanisms of School Inclusion for Students with Autism Spectrum Disorder in Regular Schools from the Perspective of Special Education Teachers and Caregivers,"* which also applied a descriptive approach and analyzed data from a similar sample of teachers and special educators. The findings similarly revealed positive attitudes toward the inclusion of autistic children in regular schools. The main distinction between the two studies lies in their data collection methods: the first relied on questionnaires, while the second utilized structured interviews.

Similarly, the 2019 study by Nasser Maamri and Hamza Ahddoun, titled *"Teachers' and Educators' Attitudes toward the School Inclusion of Children with Mild Autism Spectrum Disorder in Primary Schools,"* also employed the descriptive method to examine teacher attitudes. Their findings were positive, confirming that inclusion enhances self-confidence and academic performance in children with autism, consistent with the results of the 2022 study by Adnan Touati.

These studies contrast with the 2024 research by Qais Morouch and Hussein Bashiwah, which focused on a different type of disability specifically, the inclusion of visually impaired children. Despite this difference, the study similarly used a descriptive methodology and reported positive attitudes among high school teachers toward the inclusion of visually impaired students.

Other studies diverge in terms of the type of disability addressed, such as the 2021 study by Dala Awda and Nadia Farhat, and the 2019 study by Narges Nour Elhuda, both of which focused on the inclusion of students with mild intellectual disabilities. These studies similarly employed a descriptive design, concentrating on teachers' attitudes and questionnaire data analysis. They found positive attitudes toward including students with mild intellectual disabilities, emphasizing the need for interventions focused on improving academic skills and social adaptation needs that differ depending on the nature of the disability.

In contrast to these predominantly positive findings, some studies revealed negative teacher attitudes toward inclusion, despite using the same descriptive approach focused on analyzing teachers' attitudes via questionnaires. Examples include studies by (Marsali & Daoudi, 2020), (Rahim & Khadija, 2021), and (Mohammedi, 2019). These studies identified several reasons for negative attitudes, including insufficient training on working with students with special needs, a lack of necessary resources such as specialized tools and devices to facilitate teaching, difficulties managing and controlling inclusive classrooms, lack of support for teachers, and inadequate infrastructure to support mobility and access within school facilities.

- Therefore, it can be stated that the success of inclusive education depends not only on theoretical understanding but also on practical implementation. This requires overcoming the challenges and difficulties faced by teachers through adequate training, provision of necessary resources such as tools and devices, and

the adoption of modern strategies that facilitate the inclusive education process. Additionally, supporting teachers in creating an inclusive educational environment is essential.

- Studies addressing teachers' attitudes toward inclusive education sourced from Science Direct in 2024:
- Numerous studies published in the ScienceDirect database have examined teachers' attitudes toward integrating students with special needs into general education classrooms. Approximately 275 studies on this topic were identified; however, the current study focused on only 40 selected studies. These were chosen based on specific criteria, including the recency of the research, the study methodology, and relevance to the research objectives. The selected studies provided a comprehensive analysis of factors influencing teachers' attitudes, such as professional training, availability of support resources, educational policies, and others.

Study Results	Statistical Methods	Methodology	Sample	Author(s)
Positive results revealed	Multiple linear regression coefficient	Quantitative analysis	376 teachers	Sally chumo , 2024
Positive attitude results	Simple linear regression coefficient	Quantitative analysis	100 teachers	Jonath chityo et al., 2024
Positive attitudes	Logistic regression coefficient	Quantitative analysis	416 teachers	Mizan tsegaye et al., 2024
Positive attitudes	Content analysis of interviews	Qualitative analysis	10 teachers	Nilsonitcho, 2024
Positive attitudes	Simple linear regression coefficient	Quantitative analysis	165 teachers	Hina Pathan et al., 2024
Negative attitudes	Multiple regression and Pearson coefficient	Quantitative analysis	300 teachers	Faisal Anis et al., 2024
Positive attitudes	Pearson correlation and linear regression coefficients	Quantitative analysis	454 teachers	Daria Khanolain et al., 2024
Positive attitudes	Multiple linear regression coefficient	Quantitative analysis	899 teachers	Succana wananchi et al., 2024
Negative Attitudes	ANOVA Coefficient	Quantitative analysis	138 teachers	Tom Jannick selisko, 2024
Positive Attitudes	Pearson Correlation Coefficient	Quantitative analysis (Experimental design)	68 professors	Rafael Quintero et al., 2024
Negative Attitudes	Regression Coefficient & Pearson Correlation	Quantitative analysis	140 teachers	Stuart Woodcock et al., 2024
Neutral Attitudes	Content Analysis of Interviews	Qualitative analysis	10 teachers	Lujien Wang et al., 2024
Positive Attitudes	Simple Linear Regression Coefficient	Quantitative analysis	260 teachers	Mensah Prince Osiesi et al., 2024
Negative Attitudes	Thematic Content Analysis	Qualitative analysis	31 teachers	Henry Chinhara et al., 2024
Positive Attitudes	Multiple Regression & Pearson Correlation	Quantitative analysis	180 teachers	Clare Beak et al., 2024
Positive Attitudes	Simple Regression & Pearson Correlation	Quantitative analysis	381 university professors	Halal Elkorbi et al., 2024
Negative Attitudes	Content Analysis of Interviews	Qualitative analysis	19 teachers	Sai Keerthan et al., 2024
Positive Attitudes	Multiple Regression Coefficient	Quantitative analysis	286 teachers	Luc Veira et al., 2024
Positive Attitudes	Multiple Regression & Pearson Correlation	Quantitative analysis	269 teachers	Vecent J et al., 2024
Positive Attitudes	Thematic Content Analysis of Interviews	Qualitative analysis	12 secondary school teachers	Nika Hendriksen et al., 2024
Positive Attitudes	Spearman correlation coefficient, multiple regression coefficient	Quantitative analysis	498 teachers	Lang Yang et al., 2024
Positive Attitudes	Simple regression coefficient	Quantitative analysis	169 teachers	Sai Krethan et al., 2024
Negative Attitudes	ANOVA, simple regression coefficient	Quantitative analysis	276 teachers	Karrah L. Bowman et al., 2024
Positive Attitudes	Pearson correlation coefficient, simple regression coefficient	Quantitative analysis	459 teachers	Saherto, 2024
Negative Attitudes	T-test, simple regression coefficient	Quantitative analysis	148 teachers	Sakamith et al., 2024
Positive Attitudes	Simple regression coefficient	Quantitative analysis	125 teachers	Hussein A., 2024
Positive Attitudes	Multiple regression coefficient, Pearson correlation coefficient	Quantitative analysis	542 teachers	Herrike Mental, 2024
Negative Attitudes	ANOVA, simple regression coefficient	Quantitative analysis	143 teachers	Pablo Saiz Gonzalez et al., 2024
Positive Attitudes	Pearson correlation coefficient, multiple regression analysis	Quantitative analysis	539 teachers	Marissa Calvalho et al., 2024
Positive Attitudes	Pearson correlation coefficient, multiple regression analysis	Quantitative analysis	508 teachers	Ernestina Uka, 2024
Positive Attitudes	Pearson correlation coefficient, simple regression coefficient	Quantitative analysis	267 teachers	Poseka Andrew Mosia et al., 2024
Negative Attitudes	Content analysis	Qualitative analysis	148 teachers	Sokonth et Normine kawai, 2024
Positive Attitudes	Total Pearson's R-squared	Qualitative analysis	269 teachers	Sveltana. V et al., 2024
Positive Attitudes	Thematic content analysis of interviews	Qualitative analysis	15 teachers	Nida Khalleel et al., 2024
Positive Attitudes	Thematic content analysis of interviews	Qualitative analysis	34 teachers	Dinitrinka Atonsava & Utapapen, 2024
Negative Attitudes	Thematic content analysis of interviews	Qualitative analysis	8 teachers	Jude ktah, 2024
Positive Attitudes	Thematic content analysis of interviews	Qualitative analysis	48 teachers	Roban Ogdal et al., 2024

Positive Attitudes	Thematic content analysis of interviews	Qualitative analysis	7 teachers	Olga Oliverio et al., 2024
Negative Attitudes	Percentage and frequency analysis	Mixed qualitative and quantitative analysis	250 principals, 250 teachers	Kunni susy et al., 2024

Table (01) presents the methods employed to determine teachers' attitudes toward inclusive education

Type of Analysis and Statistical Method	Quantitative Analysis	Qualitative Analysis	Simple/Multiple Regression	Thematic Analysis
Frequency	27	13	25	13
Percentage (%)	0.675	0.325	0.625	0.275

From the results shown in Table (01), it is evident that quantitative analysis constitutes the vast majority of studies, accounting for 67.5%. This indicates that most researchers prefer to use quantitative methods for data analysis, as these methods aim to test hypotheses, identify relationships between variables, and derive generalizable conclusions. Quantitative approaches are also regarded as more objective since they rely on measurable numbers and data. Additionally, most studies favored the use of linear regression (both simple and multiple) over Pearson's correlation coefficient because regression analysis enhances the ability to predict outcomes between independent and dependent variables and allows for testing hypotheses about causal relationships between variables.

Conversely, qualitative analysis was used less frequently, representing 32.5% of the studies. Nevertheless, it continues to receive moderate attention, particularly in research that requires a deeper understanding of phenomena through interviews, thematic analysis, or content analysis of human and social issues. This type of analysis contributes to a richer comprehension of general trends in prior research and can serve multiple purposes in guiding future studies.

Table (02) illustrates the percentage distributions applied in identifying teachers' attitudes

Percentage (%)	Frequency	Type of Attitude
0.66	35	Positive Attitudes
0.264	14	Negative Attitudes
0.075	4	Neutral Attitudes

Analysis of Table (02) Results on Teachers' and Instructors' Attitudes Toward Inclusive Education (Positive, Negative, Neutral):

7-1 Positive Attitudes Toward Inclusive Education:

Positive attitudes toward inclusive education were observed in 66% of the studies involving teachers and instructors. These educators highlighted the benefits of inclusion, particularly in developing communication and collaboration skills, as well as fostering self-confidence among students with special needs. Among the factors contributing to these positive attitudes were the provision of adequate training for teachers, extensive professional experience, and sufficient resources.

For instance, the study by (Carvalho, Simó-Pinatella, Azevedo, & Adam Alcocer, 2024) titled "Inclusive Education in Portugal: Exploring Teachers' Emotions, Concerns, and Attitudes," reported generally positive attitudes among Portuguese teachers. This was attributed to the professional experience of the teachers, with 45% having between 21 and 30 years of teaching experience, and 52% having received training in teaching students with special needs.

Similarly, the study by (Khanolainen, Nesterova, Semenova, Fatkhulova, & Trach, 2024), titled "Teachers' Beliefs and Characteristics Predicting Their Willingness to Create a Safe and Inclusive School," confirmed that 90% of teachers held positive attitudes toward inclusive education.

These findings align with those of (Mosia & Kotelo, 2024) in their study, "Teacher Training on Inclusive Education in Lesotho: Assessing Factors Affecting Teachers' Attitudes Toward Inclusion in Schools," where teachers expressed positive attitudes and emphasized the need for further training to improve the inclusion process in mainstream schools.

Arab studies also reflected similar outcomes. Research by (Amal & Hussein, 2022), (Twati, 2022), and (Lounis, 2019) all revealed consistent results, showing that teachers generally hold positive attitudes toward inclusive education.

2.7 Negative Attitudes toward Inclusive Education:

Negative attitudes toward inclusive education were reported among teachers and instructors in approximately 26.4% of the studies reviewed. In these studies, educators cited a lack of necessary skills and insufficient training, as well as difficulties in meeting diverse student needs. Additionally, they highlighted the absence or inadequacy of support and the lack of appropriate teaching tools and equipment.

For instance, the study by Clare beak et al.2024, titled *"Exploring Teachers' Self-Efficacy and Readiness to Provide Accommodations for Students with Autism,"* asked teachers to assess their preparedness to implement inclusive education. The findings revealed that 62% of respondents felt extremely unprepared, while 30% reported only moderate readiness. These challenges were attributed to 42% of respondents reporting the absence of facilities specifically designed for inclusive schools and 38% noting a lack of educational materials.

These findings align with the study by Pablo-Saiz Gonzalez et al.,2024 *"Inclusive Education and Physical Education in Spain: A Qualitative Analysis of Teachers' Perspectives,"* which showed that teachers are constrained by a shortage of both human and material resources. The study also emphasized the need for specialized training to integrate the principles of inclusive education into their classrooms, highlighting this as a key reason why teachers struggle to meet the requirements of students with special needs.

- These findings align with the results of Kunni susy et al. (2024), which reported predominantly negative teacher attitudes, attributed to a lack of resources and school facilities, as well as insufficient skills and knowledge for working with students with special needs. Similarly, the study by Sakari moberg et al. (2019), which compared the attitudes of Japanese and Finnish teachers toward inclusive education, found that Finnish teachers exhibited negative attitudes. This was linked to the type and severity of disabilities integrated alongside typically developing peers.
- These previous studies correspond with the findings of (Rahim & Khadija, 2021), (Mohammedi, 2019), and (Marsali & Daoudi, 2020). This is reflected in the results with Sig = 0.126, indicating a statistically non-significant outcome. Consequently, it can be concluded that elementary school teachers hold predominantly negative attitudes toward the inclusion of students with special needs. This negativity is attributed to insufficient training and professional development, as well as inadequate educational infrastructure and teaching materials necessary to improve the integration process.

2.7 Neutral Attitudes Toward Inclusive Education:

- Results showed that 7.5% of teachers held neutral attitudes toward inclusive education. These teachers believed inclusive education could be beneficial if conditions facilitating the integration process such as adequate training, professional competence, and educational materials were met. However, they also recognized the presence of both positive aspects and challenges that require addressing and adjustment.
- This is consistent with Katrina theresa et al. (2023) in their systematic review titled "A Systematic Review of Primary School Teachers' Attitudes Toward Inclusive Education," where analysis of 36 studies indicated that primary school teachers generally exhibited neutral attitudes toward inclusive education. Similar to this study's findings, integration remains contingent on the type of disability and the level of training provided. Notably, teachers did not support the inclusion of all types of disabilities.
- These findings also align with Ernestina Uka (2024), in her study "Exploring Differences in Primary School Teachers' Attitudes Toward Inclusive Education in Kosovo," which reported 58% of teachers held neutral attitudes, 7.5% expressed opposition, and 30% were supportive overall.
- Likewise, (Wang, Luedtke, Malet, & Malinen, 2024) found predominantly neutral attitudes, with the majority of teachers emphasizing the need for further training, particularly those with longer teaching experience.
- Additionally, Rabah (Harayez, 2022) concluded that the level of academic inclusion for students with autism spectrum disorders in mainstream elementary schools was perceived as neutral by primary education inspectors. This was mainly due to the absence of specialists within these schools and the classroom environment's inadequacy in meeting the needs and requirements of students with autism.

3. Among the factors contributing to teachers' resistance to the concept of inclusion or inclusive education are the level of training, administrative support, the type and severity of the disability, and, finally, professional experience and competence:

3.1 Teacher Training:

Previous studies have revealed that negative attitudes toward inclusive education often stem from insufficient training. For instance, Ernestina uka (2024) highlighted a difference in attitudes between teachers who have received training and those who have not. Similarly, Pablo -Saiz Gonzalez (2024) reported predominantly negative attitudes toward inclusive education. Teachers emphasize the importance of continuous training. (Carvalho, Simó-Pinatella, Azevedo, & Adam Alcocer, 2024) identified training as a critical form of administrative support provided by educational institutions that can shift attitudes toward inclusion. Luc Veira et al. (2024) demonstrated that training in inclusive education strategies enhances both attitudes and professional competence while reducing burnout. Likewise, the study by (Marsali & Daoudi, 2020) showed negative attitudes attributed to some teachers' lack of readiness to teach students with special needs, who consequently call for training to improve the quality of inclusive education.

Rosmely Sallah and W. John (2019) found that teachers lack the necessary skills and knowledge to work effectively with students with special needs, underscoring the urgent need for training to implement inclusive education policies. Studies by Fawzia Mohammedi and Abdel Rahim also identified insufficient or absent teacher training as a significant factor influencing teachers' attitudes toward inclusion.

3.2 Administrative Support for Teachers:

(Chinhara & Kuyayama, 2024) reported negative teacher attitudes linked to inadequate support, citing a shortage of sufficient human and material resources. Without such support, progress toward an inclusive educational environment is hindered. Pablo-Saiz Gonzalez similarly emphasized that teachers demand administrative support that provides the necessary tools and materials, which motivate and facilitate the modification of their attitudes, thereby enabling effective implementation of inclusive education.

Walvarton (2021) confirmed a positive correlation between teachers' attitudes toward inclusion and the level of administrative support: the greater the administrative support, the higher the acceptance of integrating students with special needs into mainstream classrooms.

This evidence clearly indicates that educational institutions must allocate budgets to support inclusive education, including offering financial incentives to teachers and providing adequate equipment for both special and inclusive classrooms. Consequently, administrative support emerges as a key motivator that can significantly improve and transform teachers' attitudes toward inclusive education.

3.3 Impact of Type and Severity of Disability:

Few studies have examined the relationship between the type of disability and teachers' attitudes toward inclusive education. The findings of a study by Katrina theres Alindner (2023) revealed that inclusion remains contingent upon the type of disability exhibited by students. Consequently, primary school teachers tend to be reluctant to include all types of disabilities. These results align with those of (Bowman & Harrison, 2024), which indicated that teachers generally held negative attitudes toward inclusion, particularly regarding the integration of students with intellectual disabilities and emotional or behavioral disorders.

The type and severity of the disability have emerged as significant factors influencing teachers' attitudes. As the severity of the disability increases, managing inclusive classrooms becomes more challenging, especially in contexts of limited training, inadequate teaching resources, and time constraints. Under such circumstances, teachers often feel unprepared. This is supported by (Ismail, 2018) study, which found that teachers exhibit more positive attitudes when including students with mild or hidden disabilities, particularly when administrative support is available.

3.4 Experience and Professional Competence of Teachers:

The study by (Bowman & Harrison, 2024) demonstrated a clear relationship between professional competence and teachers' attitudes, identifying professional competence as a critical factor in shaping and improving teachers' perspectives on inclusive education. Consequently, it is considered a fundamental requirement for success in this domain. In contrast, studies by (Chinhara & Kuyayama, 2024) and Sakamith et al. (2024) reported negative attitudes among teachers, attributed primarily to a lack of professional competence.

Similarly, Marissa Carvalho's (2024) findings indicated a positive correlation between teaching experience and teachers' acceptance of inclusion. The study emphasized that greater teaching experience fosters greater acceptance of students with special needs in mainstream classrooms, as experience motivates teachers to develop the necessary skills to address educational challenges such as embracing diversity. Conversely, some teachers exhibit negative attitudes due to insufficient experience, which affects their ability to manage inclusive classrooms effectively. This leads to reluctance, inadequate preparation, and a preference against teaching in inclusive settings. Supporting this, Sakamith et al. (2024) found that teachers with extensive experience working with students with disabilities demonstrated more positive attitudes than those with limited experience.

However, the study by (Bakhoush, 2022) contradicted these findings, indicating that teachers' attitudes were not significantly influenced by the number of years of experience.

Through the analysis of the presented studies, it becomes clear that the shared objective across all countries whether Arab or foreign has been the integration of children with special needs alongside their typically developing peers within a unified educational environment. However, the contexts in which this integration takes place vary widely. The success of inclusive education differs significantly from one country to another, primarily due to variations in the availability of material resources, human capital, and modern teaching aids that facilitate the educational process. These factors, in turn, influence teachers' psychological readiness to teach in inclusive classrooms by providing appropriate training and administrative support. Naturally, this fosters positive attitudes toward inclusion.

Before fully implementing inclusive education, many procedural adjustments are necessary beyond merely addressing attitudes. For example, some schools accommodate students with certain types of disabilities such as severe intellectual disabilities or profound autism which can impact the classroom environment in regular settings. Additionally, class sizes reaching up to 40 students, combined with diverse abilities, make classroom management and effective instruction challenging for teachers, especially when compounded by a lack of training, professional experience, and teaching materials.

Overall, there is significant disparity in inclusive educational environments, attributable to the aforementioned factors. Therefore, inclusive educational institutions must work to mitigate and address these challenges by ensuring the provision of adequate material and human resources before proceeding with inclusive education initiatives.

Conclusion:

The current study demonstrates that teachers' attitudes toward inclusive education are a crucial factor in its success. However, for these positive attitudes to manifest effectively, certain conditions and factors must be met, including training, administrative support, the severity and type of disability, and teachers' professional competence and experience. These elements create a conducive inclusive classroom climate, enabling teachers to be psychologically prepared and motivated to teach and integrate students with special needs within regular classrooms.

Study Recommendations:

- Conduct awareness campaigns within educational institutions aimed at fostering positive and supportive attitudes toward inclusive education for students with special needs.
- Identify and address the factors influencing teachers' attitudes to minimize negative impacts.
- Provide the necessary resources and support to both teachers and students to facilitate effective inclusive education.

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