



# Teachers' Perceptions Regarding the Inclusive Education of Children with ASD

Argyro Iliadou

University of East London, University Campus, London

Author E-mail: [ailiadou20b@amcstudent.edu.gr](mailto:ailiadou20b@amcstudent.edu.gr)

<https://orcid.org/0009-0002-7264-8511>

\*\*\*\*\*

## ABSTRACT

The purpose of this research work was the study and investigation the perceptions of general education teachers in Greek primary education regarding the inclusion of children with autism spectrum disorder in the general school context, as well as their knowledge about this disorder. A total of 60 general education teachers participated in the survey. The research tool used was the questionnaire and knowledge were measured by closed-ended questions, which would have a 5-point Likert format (1 = “agree” to 5 = “disagree”). In the present research, a) teachers' perceptions of inclusive education for autistic children in general education classes were studied and b) the relationships between individual and demographic teacher characteristics. and their perceptions of inclusion. An important finding of the statistical analysis of the results was that teachers were generally found to have a relatively moderate level of knowledge, as assessed by a 48-question questionnaire. In addition, it was found that gender, educational level, and participation in autism education programs did not appear to significantly influence teachers' scores on this questionnaire.

**Keywords:** Autism Spectrum Disorder, Inclusion, Teachers, Early Childhood

## INTRODUCTION

A large percentage of researchers began by investigating the views of primary school teachers on the institution of inclusion of students with Special Educational Needs (Bania et al. 2019; Bania et al. 2020; Charitaki et al. 2022; Charitaki et al. 2023; Vogiatzi et al. 2021; Vogiatzi et al. 2022). The literature review includes various researches using the appropriate tools. According to the Greek educational system, various surveys have been conducted on teachers' perceptions and opinions. Initially, Kassimos et al. (2013) evaluated the views and perceptions as well as attitudes of 228 Greek teachers (166 women and 62 men) regarding vocational integration education of students with autism using questionnaires. Most teachers seemed to have positive views on inclusion. However, some teachers seemed to be skeptical about dealing effectively with students in the classroom, while the absence of support services was strongly highlighted.

According to Mavropoulou and Panteliadou (2000), 35 general education teachers and 29 special education teachers in Greece were asked about their perceptions of autism and its impact on educational practice. Data from their research showed that teachers were aware of autism spectrum disorder and that autism is not always associated with intellectual disability, however, teachers seemed confused about the possible causes of autism and the associated educational process. Meanwhile, Kalyva (2010) conducted a study in 2010 on 229 primary school teachers in Greece on their perceptions of learning disabilities, autism and attention. The results of this study showed that teachers knew much more about learning disabilities than about autism and ADHD, regardless of whether they were general or special education teachers. The results also suggest that vocational training of teachers for each type of disability is essential.

Al Jaffal (2022) conducted qualitative research at a private primary school in the United States. A total of 120 students and 20 general education teachers participated in this study. This study aimed to identify the tools that teachers require in order to create a successful classroom integration environment for students with ASD. The survey results showed a lack of teacher training regarding students with ASD, a lack of opportunities for collaboration between teachers and a lack of resources provided by schools. Charitaki et al. (2021) researched academic self-regulation in children with ASD through teachers' perspective.

Agarwal and Asthana (2018) conducted a study on general education teachers' views on the integration of children with autism in mainstream schools. The results of this study showed that there was heterogeneity regarding the views of



general education teachers on integration, emphasizing the significant behavioral problems of children with ASD. It was also mentioned that teachers have little knowledge among the characteristics of students with ASD, due to their lack of training. Finally, the study also showed that the findings of the research were shaky about whether the inclusion of students with autism produces positive results or not. In summary, the majority of studies showed that general education teachers had a mixed attitude (favourable and unfavourable) towards the integration of children with ASD.

On the other hand, studies have also been conducted showing factors that influence teachers' attitudes towards children with disabilities or special educational needs. Some elements are: their gender, their age level, their educational qualifications, their previous experience in working with people with disabilities or special needs, even their teaching and professional qualifications and the professional seminars they have attended. Alghazo and Naggar Gaad in 2004 found a particular difference between female and male teachers in which male teachers had a less positive approach to integrating children with disabilities or special educational needs. However, Opdal, Wormnaes, and Habaye (2001) stated that (69.5%) of women had a more positive attitude towards integrating children as opposed to the male population (59%). Also, other scholars agree with the above 2 researchers in relation to the influence of gender, teachers' attitude towards the integration of children with disabilities.

Education in Greece in recent years, and in line with the guidelines of the relevant funds that drive the funding of educational programs for the inclusion of children with disabilities in general comments, is increasingly related to inclusion, in relation to students with Autism Spectrum Disorder in General Education schools. However, the implementation of integration and the success rate it can have, it is influenced by several factors. In particular, one of the main ones is the perceptions and attitudes of teachers during the educational process. According to modern literature, the inclusion of students with ASD is one of the most difficult processes of education (Humphrey & Symes, 2011). Therefore, the aim of this research is general education teachers of primary education in order to investigate a series of views and perceptions regarding the inclusion of students with ASD.

More specifically, the research questions studied in this research paper are the following:

1. Teachers' perceptions on the inclusive education of children with ASD in general education classes.
2. The relationships between teachers' individual and demographic characteristics and their perceptions of inclusion.

### **Method**

The method chosen for this survey is quantitative. The quantitative method is based on statistical comparisons of hypotheses using questionnaires (Korres, 2011). The reason why the quantitative method was chosen is because it gives the opportunity to reach a large percentage of general education teachers, in order to answer closed-ended questionnaires on knowledge and knowledge teachers' perceptions regarding the inclusion of children with Autism Spectrum Disorder in mainstream schools (Papageorgiou, 2014). The use of questionnaires provided the opportunity to study teachers' views on inclusive education by a large part of the population, as specific issues on inclusion and autism were broadened (Papageorgiou, 2014). A key feature of the questionnaire is that it allows to ensure complete anonymity while encouraging participants to complete it honestly when it comes to answering sensitive questions (Cohen et al., 2008). Finally, the questionnaire consists of closed-ended questions, which are in the form of a 5-point Likert (1="agree" to 5="disagree") as the data analysis was carried out by the Superior Performance Software System (SPSS) program.

The survey was implemented during the 2023 school year. More specifically, the distribution and collection of questionnaires began on February 15, 2023 and was completed on May 15, 2023. The participants who took part in the survey were sixty (60) teachers of primary education (teachers who teach in the first and second grade), general education regardless of gender and age. More specifically, participants were informed orally about the title of the survey and then in writing with the service of relevant documents (information letter and consent form). If they wished to participate in this survey, they were sent to their personal email the newsletter, as well as the consent form of the participants. In addition, they were given contact details for any questions (her email and phone). The completion of the questionnaire took about 10-15 minutes.

The questionnaire used is: My Thinking About Inclusion was designed in 1998 by Stoiber, Gettinger and Goetz (1998). This tool includes 28 questions about the inclusion of children with special educational needs. His questions were organized along three main axes, namely: Teachers' basic perceptions of the claim that children with special educational needs have the right to be educated alongside regular children developing peers (12 questions), the common benefits of co-education (11 questions), related to the expectations of students with special educational needs, according to Stoiber et al. (1998), has a significant impact on teaching and inclusion practice (5 questions), which examines how inclusion affects classroom dynamics and teaching practice in general. To collect the above scale, participants were asked to indicate their degree of agreement on a Likert scale of 5/points (0=strongly agree, 1=agree, 2=undecided, 3=disagree, 4=strongly disagree).

**Reliability**

Participants were informed by letter about the title of the research, the purpose, as well as the personal details of the researcher. All information was given to the participants, there was no information that needed to be withheld from them. More specifically, they were informed that their participation is voluntary, so they can give their consent in the context of informed consent, by filling out a consent form. The participants were also informed about the conduct of the survey. More specifically, they were able to leave at any time they wished, there will be no risk for them, that anonymity and confidentiality will be maintained, and that they can request the destruction of the data provided to them at any time. In particular, their anonymity was ensured through the coding of their personal information, and their confidentiality was implemented through the non-exposure of personal data and the non-violation of their property (Cohen et al. 2008). Finally, there was a relevant information about the fact that you have not made any of the research data except from the researcher herself.

**RESULTS**

The results with the main descriptive statistics of the sample are presented in Table 1 and concern demographics, such as gender, age group and educational level. These results showed that women made up the largest part of the sample, accounting for 62.9%, while men made up 37.1%. Also, more than half of the participants were young adults, as they belonged to the 20 to 30-year-old category with a percentage of 62.9%. The fewest participants belonged to the age group 50 years and older with a rate of 8.6%. In terms of educational attainment of the sample, more than half were only holders of a basic degree in education and constituted 57.1% of the total sample. Participants with a master's degree constituted 31.5%, while only 11.4% were PhD holders (Table 1).

**Table 1 Demographic Characteristics of the Sample**

Measure	Absolute frequency (N)	Relative frequency (%)
Sex		
Males	13	37.1
Females	22	62.9
Age group		
20-30 years	22	62.9
31-39 years	6	17.1
40-49 years	4	11.4
50 years and over	3	8.6
Educational attainment		
Basic degree	20	57.1
Master	11	31.5
Phd	4	11.4

When asked if teachers had received any kind of training on autism, the vast majority of them answered positively with their percentage corresponding to 74.3% of the total sample. In contrast, 9 teachers answered negatively and accounted for the remaining 25.7% of the sample. On the other hand, Table 2 shows the averages of the responses given by teachers to the autism questionnaire. The lowest average recorded in a question was 0.8 and concerned the question "Children with special educational needs should be provided with every opportunity to function in a unified classroom" and the question "Do we need to know more about the effectiveness of inclusive education classes? before it is widely implemented.;" In contrast, the highest score observed was 5.2 and was recorded for the question "Can I give an alternative explanation or example when students do not understand". Also, a sum was obtained from the set of questions which gave the total score of the questionnaire. This score for the whole sample was 129.1 ±26.3.

**Table 2 Descriptive Statistics on the Attitude's Questionnaire**

Measures	Mean (m)	Standard deviation (s.d.)
1. I can use a variety of assessment strategies (e.g. assessment with a student's assignment file, modified tests for children with ASD).	4.6	1.5
2. Can I give an alternative explanation for example when students do not understand?	5.2	1.0
3. I can prepare assignments that meet the individual needs of students with learning difficulties.	5.0	1.0
4. I can accurately assess my students' level of understanding of what I have taught.	4.6	1.1
5. I can make my course attractive even to very capable students.	5.1	0.9



---

6. I can prevent my students' behavior problems before they manifest themselves.	4.1	1.1
7. I can manage behavior problems in the classroom.	4.6	1.1
8. Can I calm a student when he creates problems in class or makes a fuss?	3.9	0.8
9. I can convince children to follow the rules in class.	4.7	1.2
10. I can deal with students who manifest physical aggression.	4.5	1.1
11. I can clearly express my expectations for the behavior of students.	4.9	1.3
12. I can guide parents to help their children do well in school.	4.6	1.2
13. I can collaborate with other professionals (e.g. psychologist, occupational therapist) to teach students with special needs in the classroom.	5.1	1.2
16. I can persuade parents of children with special needs to participate in their children's school activities.	4.5	1.3
17. I can make parents want to come to school.	4.4	1.2
18. I can collaborate with other professionals (e.g. psychologists or speech therapists) in designing educational programs for students with ASD.	5.1	1.3
19. I can inform others about the laws and policies of integrating students with ASD.	4.7	1.2
20. I can apply a variety of assessment methods in order to identify the strengths and difficulties of students with ASD.	5.0	1.2
21. Pupils with special educational needs have the right to be educated in the same classroom as typically developing pupils.	1.1	1.4
22. Inclusion is not a desirable practice for the education of most typically developing students.	2.5	1.5
23. It is difficult to maintain discipline in a classroom that contains a mixture of children with and without special educational needs.	1.9	1.3
24. Children with special educational needs should be given every opportunity to function in an integrated classroom.	0.8	1.2
25. Inclusion can be beneficial for parents of children with special educational needs.	1.1	1.3
26. Parents of children with special educational needs prefer their child to attend a non-inclusive classroom environment.	2.0	1.6
27. Most special education teachers do not have the appropriate knowledge to teach effectively to typically developing students.	1.9	1.3
28. The particular needs of children with disabilities cannot be adequately met by a general education teacher.	1.3	1.1
29. We need to know more about the effectiveness of inclusive education classes before they can be implemented on a large scale.	0.8	1.2
30. The best way to start teaching children in a co-education environment is simply to do so, as no special training is needed.	3.0	1.2
31. Most children with special educational needs do not have behavioural problems in inclusive education classes	2.3	1.3
32. It is possible to teach children with and without special educational needs in the same class.	1.7	1.2
33. Inclusion is socially beneficial for children with special educational needs.	0.9	1.2
34. Children with special educational needs are likely to develop academic skills more quickly in a special, separate classroom than in a co-education class.	1.7	1.2
35. Children with special educational needs are likely to be isolated from typically developing children in co-education classes.	1.8	1.4
36. The presence of children with special educational needs promotes acceptance of diversity on the part of typically developing pupils.	1.0	1.3
37. Inclusion promotes the social independence of children with special educational needs.	1.0	1.2
38. Inclusion enhances the self-esteem of students with special educational needs	1.1	1.2
39. Children with special educational needs are likely to exhibit more challenging behavior in a co-education class.	1.9	1.2

---



---

40. Children with special educational needs in co-education classes develop better self-perception than in an independent classroom.	1.2	1.1
41. The challenge of the general education classroom promotes the academic development of children with special educational needs.	1.3	1.2
42. Attending a special class before high school does not have a negative effect on the social and emotional development of students.	1.9	1.3
43. Typically developing students in co-education classes are likely to exhibit challenging behavior "learned" from children with special educational needs.	2.5	1.2
44. Children with special educational needs monopolize teachers' time.	2.4	1.3
45. The behavior of students with special educational needs requires significantly more attention from the teacher compared to that of typically developing children	1.5	1.2
46. Parents of children with special educational needs require more supportive services from teachers than parents of typically developing children.	1.4	1.2
47. Parents of children with special educational needs treat the classroom teacher in the same way as parents of children without special educational needs	1.4	1.2
48. A good approach to managing a co-education class is to have a special educator who will be responsible for teaching children with special educational needs.	1.0	1.1

---

The differences between male and female teachers were then investigated to examine any possible gender influence. Initially, it was investigated whether there were differences between men and women in attending educational programs around autism. This study showed that there were no significant differences in the percentages of men who had attended such programs compared to those of women. The t-test was then performed for independent samples, in order to study the differences between men and women in the overall score of the questionnaire. The results showed that there were no statistically significant differences between men and women in the averages of the overall score. To investigate the effect of study level on knowledge about autism issues, a dispersion analysis (ANOVA) was performed where the score values in the questionnaire were compared between the 3 different levels of study (bachelor's, master's, doctorate). The results of this analysis showed that there were no statistically significant differences between the 3 levels of education in the overall score of the questionnaire. They also investigated differences between people who said they had received some kind of autism education versus those who did not. The difference between them in the overall score of the autism questionnaire was examined for independent samples. The results of this analysis showed that there were no statistically significant differences between them.

Overall score on the autism questionnaire between teachers who had attended an autism program and those who had not. Also, to test the effect of age on opinions and knowledge about autism, an ANOVA was performed among the 4 different age groups in terms of score on the autism questionnaire. The results showed that there was a statistically significant difference in questionnaire score between age groups. Specifically, the post-hoc audit showed that this difference existed between teachers in the age group 20-30 years and teachers 50 years and older (Mean difference = 48.5), but also between teachers in the age group 31-39 and teachers 50 years and older (Mean difference = 48.0).

## DISCUSSION

The aim of this work was to explore teachers' views and knowledge on the inclusion of students with particular learning needs and specifically ASD. Among the main findings of the statistical analysis of the results, it was found that in general teachers have a relatively moderate level of knowledge, as assessed by a 48-question questionnaire. They also found that gender, educational attainment and attendance at educational programs around autism did not appear to significantly affect teachers' scores on this questionnaire. On the contrary, age was found to be an important factor influencing grades, with younger teachers scoring significantly higher than middle-aged teachers.

Some of these findings are consistent with previous studies in the international literature, while others contradict each other. For example, this study found that autism education did not appear to affect teachers' knowledge and opinions about the inclusion of autistic students. However, a study carried out on a teacher from Bosnia and Herzegovina found different results. Specifically, the study examined teachers' attitudes regarding the inclusion of students with ASD in mainstream education classes (Memisevic et al., 2021).

The researchers investigated teachers' attitudes regarding teachers' age, gender, educational attainment, experience working with children with ASD, self-efficacy, and additional ASD education. The findings showed mostly positive attitudes of teachers towards the inclusion of students with ASD, although teachers reported low ability to provide educational and behavioral support to students with ASD (Memisevic et al., 2021). It was also found that teachers who had ASD training and felt able to work with children with ASD had significantly more positive attitudes than teachers





without training. This study also found that gender and education level had no significant effect on teachers' views, which is consistent with our findings. On the contrary, it was found that age did not have a significant effect on teachers' attitudes, which contradicts the results of our own research (Memisevic et al., 2021).

Another study of 78 primary school teachers from Ireland also studied the impact of education on teachers' views on the inclusion of pupils with ASD in mainstream schools. Teachers completed an online questionnaire consisting of demographic questions and an attitudes questionnaire towards inclusion (Leonard & Smyth, 2022). This research showed that teachers had mainly negative or neutral attitudes towards the inclusion of children with ASD in mainstream education. Consistent with our study, these researchers showed that gender and education about special educational needs did not significantly affect teachers' attitudes. The study also found that teaching experience, measured by the number of years of teaching employment, was not significantly related to teachers' attitudes. It was also found that teachers who believed they had sufficient resources to facilitate inclusion had significantly more positive attitudes than teachers who did not believe they had sufficient resources to facilitate inclusion (Leonard & Smyth, 2022).

On the other hand, a study by Low et al. (2020) conducted in a non-European country, Malaysia, examined teachers' knowledge and opinions about the inclusion of students with ASD, but also the factors influencing these views. This study did not involve general education teachers, but 87 special education teachers. This study showed that teachers' social attitudes were the most powerful predictor of special education teachers' perceptions of the inclusion of students with ASD in mainstream education. Also, unlike our own study, a significant gender relationship was found with teachers' views on the inclusion of students with ASD. It was also found that there was a significant relationship between these views and teachers' knowledge about play and behavioral characteristics of children with ASD (Low et al., 2020).

## CONCLUSION

The main conclusions that emerge from this study are that in the sample of Greek teachers evaluated there are moderately positive views on the inclusion of students with ASD in general education, which indicates that there is plenty of room for improvement of these beliefs on the part of teachers. At the same time, this should concern those involved in designing education policies in order to overcome the factors that limit and hinder the inclusion of these students in mainstream education and make teachers more positive towards it. Of the individual and demographic factors examined in this study, only age was found to significantly influence teachers' views. In particular, the fact that older teachers had much more negative attitudes about the inclusion of students with ASD may have been expected, but it indicates a possible factor that does not facilitate the inclusion of these students, especially when you consider that older teachers are usually also those in school leaders.

Like every study has various limitations and limitations, so this study could not fail to carry some limitations mainly related to its methodology. Initially, the most important limitation of the study concerning its methodology is the fact that the number of participants participating in it, i.e. the sample size, was relatively limited and much lower compared to the corresponding studies of the international literature that use double or even triple the number of participants. It should also be noted that the selection of the sample was with a sample of convenience and not with some random sampling method that would allow the selection of a more representative sample. At the same time, another disadvantage is the fact that a relatively limited number of demographic and individual parameters were studied in this study and thus many possible factors that may influence teachers' views on the inclusion of students with ASD could not be examined. Finally, a disadvantage is the fact that the analysis of the data in this study was done with univariate analysis and not with multivariate analysis to examine the possible influence of correlated factors on the results. Therefore, you propose to carry out future research that will expand the investigation of the factors influencing the attitudes and perceptions of Greek teachers regarding the inclusion of students with ASD in mainstream education. It is also proposed to select a representative sample from different regions of Greece, as well as to examine more social, demographic and environmental factors. Conclusively, teachers' perceptions are of major importance since they are related to their active efforts to implement inclusive education and to (Antoniou, Geralexis et al. 2017; Antoniou, Pavlidou et al. 2022; Antoniou, Pavlidou et al. 2023)

## REFERENCES

- [1]. Agarwal, T. & Asthana, N. (2018). General Education Teachers Attitude towards the Inclusion of Children with Autism in Mainstream Schools - A Systematic Review based on Literature. *Journal of Emerging Technologies and Innovative Research (JETIR)*,5(9), 148-159.
- [2]. Alghazo, E., & Nagggar Gaad, E. (2004). General education teachers in the United Arab Emirates and their acceptance of the inclusion of students with disabilities. *British Journal of Special Education*, 31(2), 94-99. doi:10.1111/j.0952-3383.2004.00335.x



- [3]. Al Jaffal, M. (2022) Barriers general education teachers face regarding the inclusion of students with autism. *Frontiers in Psychology*, 13,873248. doi: 10.3389/fpsyg.2022.873248
- [4]. Antoniou, A.S., Charitaki, G., & Mastrogiannis, D. (2023). Supporting in-service teachers to stay engaged: A two-step hierarchical linear regression analysis. *Technology, Knowledge and Learning*, 1-33. doi:10.1007/s10758-022-09640-8
- [5]. Antoniou, A.S., Geralexis, I., & Charitaki, G. (2017). Special Educators' Teaching Self-Efficacy Determination: A Quantitative Approach. *Psychology*, 8(11), 1642- 1656. doi:10.4236/psych.2017.811108
- [6]. Antoniou, A.S., Pavlidou, K., Charitaki, G., & Alevriadou, A. (2022). Profiles of teachers' work engagement in special education: The impact of burnout and job satisfaction. *International Journal of Disability, Development and Education*, 1-18. doi:10.1080/1034912X.2022.2144810
- [7]. Bania, F., Antoniou, A.S., Theodoritsi, M., Theodoritsi, I., & Charitaki, G., & Billis, E. (2019). Interaction with Disabled Persons Scale (IDPS): Translation and cross-cultural validation in Greek. *Disability and Rehabilitation*, 1-8. doi:10.1080/09638288.2019.1643420
- [8]. Bania, F., Gianniki, M., Giannakoudi, S., & Charitaki, G., Matzaroglou, C., & Billis, E. (2020). The Interaction with Disabled Persons scale (IDPS): Evidencing Construct Validity with Factor Analysis and Measurement Invariance in Greek-speaking Healthcare students. *Disability and Rehabilitation*, 1- 11. doi: 10.1080/09638288.2020.1850890
- [9]. Charitaki, G., Kourti, I., Gregory, J., Ozturk, M., Ismail, Z., Alevriadou, A., Soulis, S.G., Sakici, S., & Demirel, C. (2022). Attitudes Towards Teaching All Students: A cross-national exploration. *Trends in Psychology*, 1-33. doi:10.1007/s43076-022-00240-0
- [10]. Charitaki, G., Kyriotaki, M., & Alevriadou, A. (2023). Greek adaptation of the teachers' attitudes towards teaching all students (ATTAS-mm) scale. *Equity in Education & Society*
- [11]. Charitaki, G., Soulis, S. G., & Tyropoli, R. (2021). Academic self-regulation in autism spectrum disorder: A principal components analysis. *International Journal of Disability, Development and Education*, 68(1), 26-45.
- [12]. Cohen, L., Manion, L. and Morrison, K. (2008). *Educational Research Methodology*. Athens: Metaichmio.
- [13]. Humphrey, N., & Symes, W. (2013). Inclusive education for pupils with autistic spectrum disorders in secondary mainstream schools: teacher attitudes, experience and knowledge. *International Journal of Inclusive Education*, 17(1), 32-46. doi:10.1080/13603116.2011.580462
- [14]. Kalyva, E. (2010). Special education: What do Greek teachers know about learning disabilities, autism, and attention-deficit/hyperactivity disorder? In J. H. Stone & M. Blouin (Eds.), *International Encyclopedia of Rehabilitation*. Retrieved from <http://cirrie.buffalo.edu/encyclopedia/en/article/263/>
- [15]. Kassimos, D., Polychronopoulou, S., Tripsianis, G., & Syriopoulou-Delli, C. (2013). Views and attitudes of teachers on the educational integration of students with autism spectrum disorders. *Developmental Neurorehabilitation*, 18(4), 1-11. <http://dx.doi.org/10.3109/17518423.2013.794870>
- [16]. Korres, K. (2011) Quantitative research approaches [ Out of sync]. Date accessed: 10/5/2022. Available at: [https://www.academia.edu/30851634/%CE%95%CF%81%CE%B5%CF%85%CE%BD%CE%B7%CF%84%CE%B9%CE%BA%CE%AD%CF%82\\_%CF%80%CF%81%CE%BF%CF%83%CE%B5%CE%B3%CE%B3%CE%AF%CF%83%CE%B5%CE%B9%CF%82\\_Research\\_Approaches](https://www.academia.edu/30851634/%CE%95%CF%81%CE%B5%CF%85%CE%BD%CE%B7%CF%84%CE%B9%CE%BA%CE%AD%CF%82_%CF%80%CF%81%CE%BF%CF%83%CE%B5%CE%B3%CE%B3%CE%AF%CF%83%CE%B5%CE%B9%CF%82_Research_Approaches)
- [17]. Leonard, N. M., & Smyth, S. (2022). Does training matter? Exploring teachers' attitudes towards the inclusion of children with autism spectrum disorder in mainstream education in Ireland. *International Journal of Inclusive Education*, 26(7), 737-751. <https://doi.org/10.1080/13603116.2020.1718221>
- [18]. Low, H. M., Lee, L. W., & Che Ahmad, A. (2020). Knowledge and Attitudes of Special Education Teachers Towards the Inclusion of Students with Autism Spectrum Disorder. *International Journal of Disability, Development and Education*, 67(5), 497-514. <https://doi.org/10.1080/1034912X.2019.1626005>
- [19]. Mavropoulou, S., & Padelidou, S. (2000). Greek teachers' perception of autism and implications for educational practice: A preliminary analysis. *Autism*, 4(2), 173-183. doi:10.1177/1362361300004002005.
- [20]. Memisevic, H., Dizdarevic, A., Mujezinovic, A., & Djordjevic, M. (2021). Factors affecting teachers' attitudes towards inclusion of students with autism spectrum disorder in Bosnia and Herzegovina. *International Journal of Inclusive Education*, 1-17. <https://doi.org/10.1080/13603116.2021.1991489>
- [21]. Opdal, R. L., Wormnaes, S., & Habaye, A. (2001). Teachers' opinions about inclusion: A pilot study in Palestinian context. *International Journal of Disability, Development and Education*, 48(2), 143-162. <http://dx.doi.org/10.1080/10349120120053630>
- [22]. Papageorgiou, G. (2014). *Quantitative research*. University notes. Crete: Department of Social Sciences.
- [23]. Stoiber, K. C., Gettinger, M., & Goetz, D. (1998). Exploring factors influencing parents' and early childhood practitioners' beliefs about inclusion. *Early childhood research quarterly*, 13(1), 107-124.
- [24]. Vogiatzi, C. A., Charitaki, G., & Kourkoutas, E. (2021). Assessing Psychometric Properties of the Sentiments, Attitudes and Concerns about Inclusive Education scale in a Greek-speaking sample of in-service teachers. *Technology, Knowledge and Learning*, 1-19. doi:10.1007/s10758-021-09554-x.
- [25]. Vogiatzi, C. A., Charitaki, G., Kourkoutas, E., & Forlin, C. (2022). The Teacher Efficacy for Inclusive Practices (TEIP) Scale: Further Evidence for Construct Validity in Greek-speaking Teachers. *Prospects*. doi:10.1007/s11125-022-09605-w.