

## Attitudes of Schools' teachers'towards the integration of students with physical disabilities into regular schools and health services provided to them in schools

Nadia Ahmed El-Adham <sup>(1)</sup>, Zeinab Hassan Hassan Osman <sup>(2)</sup>

(1) Assistant Professor of Family and Community Health Nursing, Faculty of Nursing, Damietta University, Egypt.

(2) Assistant Professor of Psychiatric Mental Health Nursing, Faculty of nursing Fayoum University.King Salman international university, Egypt.

### Abstract

**Background:** Teachers play an important role in students' lives, also it's a challenging job when working with special needs students. **Aim:** to determine the attitudes of schools' teachers towards the integration of students with physical disabilities into regular schools and the health services provided to them in schools – Egypt. **Method:** a descriptive study design of 390 school teachers from 6 governmental private, basic education, and secondary general and special education schools in Mansoura and fayoum cities –Dakahlia and fayoum governorate **Tool:** A self-administered questionnaire that covering socio-demographic characteristics details of teachers, Attitudes of teachers towards the inclusion of special needs students in general schools it comprises six topical groups. **Results:** Most of the teachers have a positive attitude towards the integration of special needs students. Related to the type of school, private schools' teachers have significantly higher-level attitudes than the governmental schools' teachers. Also, primary school teachers have a lack of support and environment towards the integration of special needs students. **Conclusion:** Most private school teachers had a positive attitude toward the inclusion of special needs students, and also the primary school sectors lacked facilities, and those teachers had significantly less attitude compared with intermediate and secondary schools. **Recommendations:** large focus on all the areas is required to know the significant factors regarding the lack of facilities and attitudes in governmental schools, especially in primary schools.

**Keywords:** Disability, Inclusive education, Special education, Teacher attitudes.

### Introduction:

People with disabilities have been frequently stigmatized and, in turn, underestimated throughout history. It is considered that the stigma of disability involves harmful effects regarding this collective's socio-educational inclusion. In this respect, the attitudes and beliefs of society, in general, and teachers, in particular, represent a major research field, as they inform about teaching ideas and practices that may condition the inclusion of the most underprivileged students within regular schools (Heyder, Suedkamp, & Steinmayr, 2020).

Indeed, one of the Sustainable Development Goals for 2030 to contribute to tackling inequality is the effort to achieve an inclusive and quality education in all educational and social areas. This precedent acknowledges the need to carry out studies to explore different realities and to implement improvement practices contributing to mitigate the possible impediments that hinder the fulfillment of a

fully inclusive education (Lacruz-Pérez, Sanz-Cervera, & Tárraga-Mínguez, 2021).

Inclusive education has been a recurring topic in the educational reforms of the last decades. Therefore, teachers are perceived as one of the most prominent factors when encouraging or obstructing inclusion processes. Their beliefs are going to be defining for the behaviors observed within the classrooms, as these conceptions have an enormous influence on the teachers' attitudes and inclusive practices when it comes to meeting the needs of students with disabilities (Ljubić, & Kiš-Glavaš, 2023).

The UN Convention on the Rights of Persons with Disabilities (UNCRPD) defined children with a disability as “those who have long-term mental, physical, or sensory or intellectual impairments which impact their completely effective participation in society and participation with others. Oulanyah and colleagues estimated the number of children with developmental disabilities among children

younger than 5 years in North Africa and the Middle East by 6.53 million (**Olusanya, et al., 2018**).

The study done by **Metwally, Aboulghate, Elshaarawy, Abdallah, Abdel Raouf, El-Din, & ElRifay, (2023)**, found that a high prevalence of disability among Egyptian children aged 1–6 years. The percentage of children with at least one disability was 8.1% as follows: teach/communication (4.4%), Mobility/physical (2.5%), Seizures (2.2%), Comprehension (1.7%), Intellectual impairment (1.4%), Visual (0.3%) and Hearing (0.2%) .

Many basic theories about the education system state that teaching is a stressful profession by nature, but it is even more so in the field of special education, also the literature mentioned that working with special needs students is a challenging situation even for those teachers with a lot of academic and real-life preparation. In the classroom teachers should continually reinforce the importance of effort and boost student sense of ability (**Parey, 2023**). Teachers can improve learning by planning ways to improve student attitudes and perceptions of the classroom climate and assigned tasks. It is important to allow students both responsibility and freedom within the classroom community. Both the teachers and students need to contribute to the learning environment for the relationship of closeness and acceptance to develop. This attitude deals with empathy and the importance of your students (**Talmor, et al., 2018**).

Teachers' attitudes are considered one of the most decisive and predictive factors regarding human behavior when it comes to encouraging inclusion processes. Attitudes determine how teachers behave in front of their students, as they predetermine their ideas and feelings. Nevertheless, attitudes vary depending on the context, even at the moment, and their understanding is challenging. Thus, they can be approached from very different perspectives, given their multidimensional nature. It is commonly admitted that three components can be found in attitudes: affective, cognitive, and behavioral (**Havercamp, Barnhart, Robinson, & Smith, 2021**).

The cognitive component reflects people's beliefs towards inclusive education; it comprises thoughts, ideas, perceptions, opinions, and the

mental conceptualization of this referent (e.g., the right for children with disabilities to attend regular schools). The affective component focuses on the feelings and alludes to the positive and negative emotions concerning a specific group, in this case, people with disabilities (e.g., concerns about including a disabled child within a regular classroom). Finally, the behavioral component revolves around the tendency to act in a particular way when faced with a disability. It also reveals the disposition to behave in a certain manner (e.g., sharing an event with a child with disabilities) (**Parey, 2023**).

Stated that the goal of inclusive education is to enable all students to participate in classrooms and to ensure that decisions are made about how best to support them to achieve their individualized education goals within a rich and dynamic education environment (**Snell, Janney, & Elliot, 2023**). A person with a disability requires more attention from teachers at the same time normal people lose attention and the teacher's concentration is on the disabled person. When working with special needs students two terms you are sure to encounter are accommodation and modification. An accommodation is a device, material, or support process that will enable a student to accomplish a task more efficiently. Modification refers to changes to the instructional outcomes; a change or decrease in the course content or outcome. (**UNESCO., 2022**)

A study done by **Samir, (2023)**, stated that the attitude of regular classroom teachers toward educational inclusion is considered a central point to including students with disabilities in regular schools. Several studies reported that regular class teachers do not have supportive attitudes toward educational inclusion. According to **Florian, (2022)**, many general classroom teachers in Scotland resist including children with special needs in their classes, believing that inclusion interferes with the effective education of other students. Another study done by (**Zoniou-Sideri and Vlachou,2018**), results revealed that regular education teachers hold several restrictive as well as conflicting beliefs towards disability and educational inclusion, also these teachers reported that although educational inclusion is necessary as a means of improving the way ordinary school functions and reducing the

disgraceful of students with disabilities, special segregated education is important as a means of providing a secure and protective shelter to this student and as a way of covering several ordinary educations and deficiency.

### 1.1. Significance of the Study:

As per the literature, there are many studies available to know the overall attitudes of teachers towards integrating special needs students, but in Egypt, there are no significant studies available especially a comparative study of teacher's attitudes between the levels of standard of schools. To fill this gap, the current study was initiated to know the overall attitude of teachers and the level of attitude among the teachers in primary, intermediate, and secondary schools. This study presents the results of one of the latest studies examining the attitudes of private and governmental schools' teachers towards the inclusion of special needs students (**White paper on education in the Republic of Slovenia, 2021**). In summary, studying the attitudes of schools' teachers towards the integration of students with physical disabilities into regular schools and the health services provided to them in schools in Egypt is significant for promoting inclusive education, equal access to education, social integration, and the overall well-being of students with disabilities. It can inform the development of policies, interventions, and training programs that foster a more inclusive and supportive educational environment for all students.

### 1.2. The aim of the study:

To determine the attitudes of schools' teachers towards the integration of students with physical disabilities into regular schools and health services provided to them in schools.

### 1.3. Research questions:

1. What is the difference in the teachers' attitudes towards inclusion according to the type of school (Private vs. governmental)?
2. What is the difference in the teachers' attitudes score toward inclusion according to their age group?
3. What is the difference in the teachers' attitude towards inclusion according to the

student's class level (Elementary, Intermediate, and Secondary school)?

## 2. Subjects and Methods:

**2.1. Research Design:** This study was based on a descriptive comparative study.

**2.2. Research Setting:** This study carried out the following 6 governmental and private primary, preparatory, and secondary and special education schools in Mansoura and Fayoum cities –during the period from the first of October to the end of (30th) of December 2023, The basic education, secondary, and special education schools in both educational zones (eastern and western zones) of Mansoura and fayoum cities, as well as the rural sector, were included Six public primary, preparatory, secondary, and special education schools were randomly selected, (i.e., six schools, one governmental from each primary, preparatory and secondary school from the urban and rural sector, and three special education schools from basic and secondary schools).

### 2.3. Subjects:

#### Sample technique and Sample size:

A convenience, non-probability sampling method was used to collect the required sample size of 390 teachers included in this study from Mansoura and Fayoum cities general and special education teachers,

### 2.4. Data Collection Tools:

A questionnaire was modified in this study regarding the attitudes of teachers toward inclusion of students with special needs. It was based on two previous questionnaires: the Questionnaire on Attitudes towards Integration in **Kiš-Glavaš, (2017)** and the Teacher Stress and Coping Questionnaire in **Forlin, (2015)**.

**The first part of the questionnaire:** Comprises general data about the teachers: the type of school where they taught (basic, and secondary), their age, the number of special needs students they taught, and their acquired training for the inclusion of children with special needs.

**The second part:** comprises 30 statements and relates to the attitudes of teachers towards

the inclusion of special needs students in general schools.

The survey tool especially the teacher's attitude questionnaire comprises six topical groups:

**Group 1:** Special needs students, it includes the statement that special education students impede educational work in regular schools and that it would be better if they were sent to schools with adapted programs (items 1 - 4).

**Group 2:** Inclusion of special needs students in schools; it includes the statement that special needs students in regular schools have personal traits similar to those of other students (items 5-11).

**Group 3:** Teachers' preparation for coping with problems of inclusion, includes statements that teachers are prepared for educational work with special needs students and that they are willing to undergo additional training (items 12-17).

**Group 4:** Teaching and adaptation depending on the students with special needs, it includes statements that teachers decide which groups of special needs students cause the teacher, the most problems in teaching and for which groups can necessary adaptations be introduced (items 19-20).

**Group 5:** Teacher's psychological strain in an inclusive classroom, includes statements that the teacher's additional workload, assignments, and administrative work as a result of working with special needs students (items 21-26).

**Group 6:** Provision of adequate support and assistance in educational work with special needs students, it includes statements about lack of support for teachers from education professionals and parents (items 27-30).

#### **Scoring System:**

The teachers expressed the degree of their agreement with the statements by choosing one of five degrees on a Likert-type scale. These degrees were labeled as follows: I fully disagree, I mostly disagree, I don't know/I can't decide, I mostly agree, and I fully agree. Some statements are negative and some are positive

from the standpoint of inclusion. In the analysis of individual attitudes, all individual statements (both positive and negative) are graded from 1 – I fully disagree to 5 – I fully agree. In the analysis of groups of attitudes, the order of grades with negative statements is reversed, from 5 - I fully disagree to 1 - I fully agree, thus the most highly graded positive attitude had a value of 5.

#### **2.5. Methods of Data Collection:**

Upon receiving administrative approval for conducting the study from the Ministry of Education in Dakahlia and Fayoum governorates and school administrators. The study tool questionnaire was designed by the researcher after an extensive review of the relevant literature. The tool was facing and content-validated through experts' opinions in the relevant field. They were presented to a panel of three professors from the faculties of nursing at Mansoura and Fayoum Universities. They checked the items for relevancy, clarity, comprehensiveness, and logical sequences. The validity and reliability of the questionnaire were tested by calculating their Guttman split-half coefficients. They showed high reliability with coefficients of 0.71.

#### **Pilot study:**

A pilot study was carried out on 10% of the total subjects size (39) to demonstrate the feasibility and applicability of the tools and to estimate the time needed for data collection. The necessary modifications were done, and the tools were finalized accordingly. These teachers were then excluded from the main study sample.

#### **Ethical Considerations:**

Ethical approval was obtained from the Research Ethics Committee of the Faculty of Nursing. This study considers strictly the ethical issues related to the research. The purpose, risks, and benefits of the study were explained to the teachers before they decided to participate in the study. The teachers were assured that their participation was voluntary. The privacy of the studied participants and confidentiality of the collected data were assured and were only used for the study. An identification number was assigned to each

participant to maintain the confidentiality of the data.

### Statistical Analysis

All continuous data were presented by mean with standard deviation; categorical data were presented by frequency with percentage. An Independent t-test was used to test the significant difference between the type of school and total attitude score. All the analysis was done by using the SPSS 21.0 version. A (P-value) less than 0.05 were considered significant. Minimum Maximum Mean  $\pm$  SD, ANOVA test, and Error Bar.

### 3. Results:

A total of 390 teachers participated in this survey, out of this 53% of teachers from governmental schools and 47% of them from private schools (**Figure 1**). Also (**figure 2**) shows that 35% of teachers responded to from primary schools, 26% from intermediate schools, and the rest (39%) of respondents from secondary schools.

**Figure (3)** shows the distribution of teachers' overall attitude towards inclusion of special needs students, most likely score was between 3.5 to 4.0 which indicates higher support for inclusion. Thus, teachers mostly agree with the inclusion of special needs students in regular schools and are satisfied with the provision of adequate support and assistance from other education professionals and parents in educational work involving students with special needs. Also, from Figure 3 was observed that the mean over the score was 3.63 with a standard deviation of 0.33, which indicates most of the respondents agreed about all those statements of attitude.

The mean and standard deviations of the six subscales (groups) used in this study are shown in **Table 1**. Group 1 (students with special needs) total score was 15.9 with a standard deviation of 2.1 the total available score for this group was 20 because there are 4 items included for this scoring, which indicates there is no significant difference between the actual and expected score for group 1, i.e., most of the teachers were agree about those statements come under group 1. Similarly, actual and expected scores for group 2 were 25.3 and 35, which indicates mostly agreement about the

items that come under the inclusion of special needs students. Also, for group 3 the actual and expected scores were 24.3 and 30, which indicates mostly agree those statements mostly come under the teacher's preparation for coping with problems. Almost 50% of teachers did not agree that those items come under the Teaching and adaptation depending on the student's special needs.

**Table (2)** Concerning the other most accepted and most disallowed disabilities, teachers agree most of those items like special needs students can receive education in public schools with the following disabilities special needs students who can walk (94.4%), Visually impaired (91.5%), Hearing impaired (95.5%). Few of those items agree among teachers of disabled students who can use a wheelchair can receive education (36.6%), mentally disabled people can receive education in public schools (37.8%), Blind students who cannot read publications can receive education (0.89%), and Deaf students can receive education (3.6%). Also, teachers do not agree with the statement that it is acceptable to study the normal child and the mentally retarded child in the same class (11.8%).

**Table (3)** shows the main problems that prevent the inclusion of disabled children in public primary schools, most of the teachers agree that there is a lack of facilities in public schools like no provision of medical services to disabled students (93.5%), also teachers not qualified to deal with the disabled child within the regular classroom (64.8%), lack of flexibility of the curriculum (93.8%), and lack of adequate educational sources (93.5%). But teachers do not agree about other environmental factors like the community looking negatively towards the disabled (22.1%), and parents refusing to have their children attend normal children (8.9%).

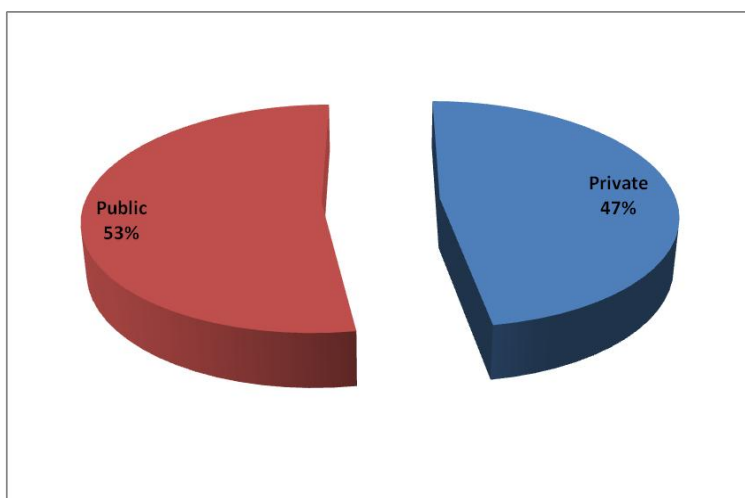
An error bar with a 95% confidence interval was constructed to show the relationship between teachers' attitudes and the type of school, private school teachers were more aware of all those things about the inclusion of special needs and mostly they have positive attitudes. The t-test shows a statistically significant difference between the means of the

attitude of the type of schools (private, and governmental).

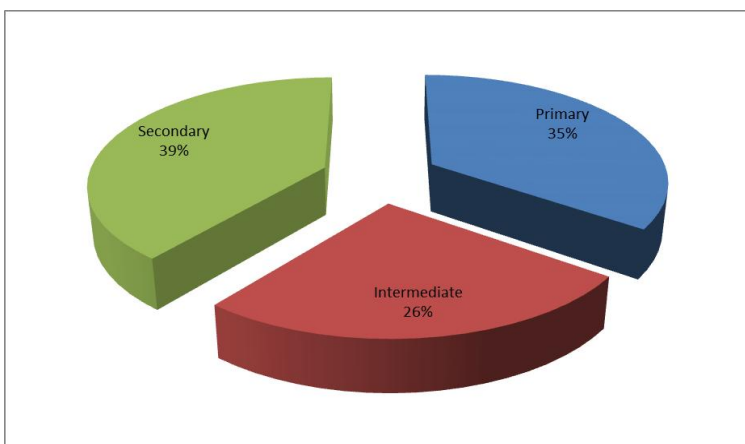
**Figure 4** indicates a higher level of agreement in the attitudes among private school teachers compared to governmental schools' teachers. This suggests that private school teachers show a more positive attitude towards the special needs of students and teaching and adapting concerning including special needs of students.

ANOVA test and Error Bar with 95% (**Figure 5**) shows the relationship between teachers' attitudes and the standards of the

school, which indicates a higher level of agreement in the attitudes among intermediate and secondary school teachers compared to primary teachers, and it is statistically significant ( $P < 0.001$ ). This suggests that intermediate and secondary school teachers show a more positive attitude towards special needs of students and teaching and adapting concerning types of special needs than their primary school colleagues do, and they also demonstrate a more positive attitude towards the psychophysical strain of teachers.



**Figure 1: Distribution of the type of school**



**Figure 2: Distribution of the type of school**

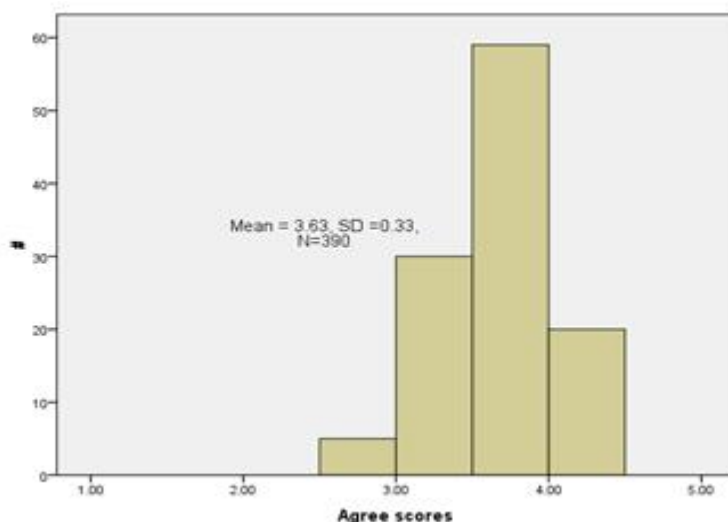


Figure 3: Distribution of respondent’s scores: Teacher’s attitude

Table 1: Descriptive Statistics of groups of attitudes (n=390)

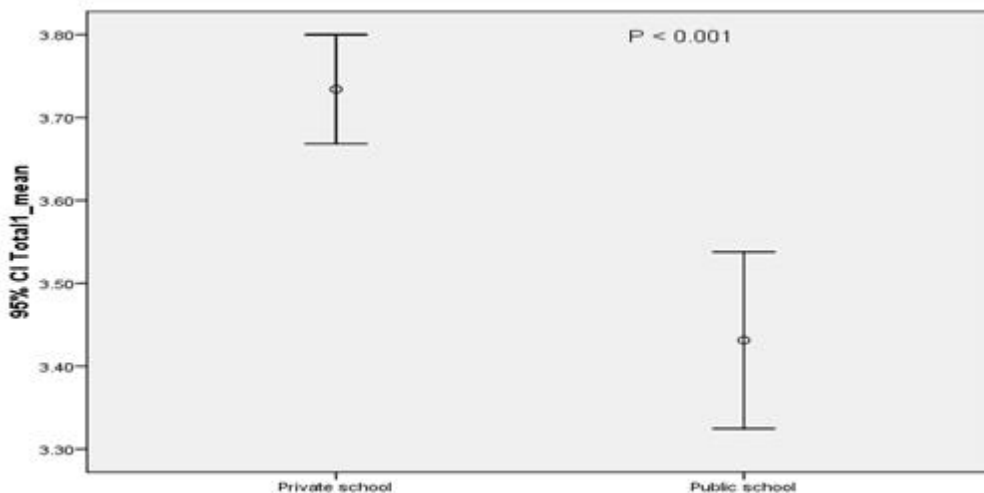
Attitudes groups	N	Minimum	Maximum	Mean ± SD
• Students with special needs	390	10	19.0	15.9 ± 2.1
• Inclusion of special needs students	390	14	32.0	25.3 ± 4.4
• Teacher’s preparation for coping with problems	390	16	28.0	24.3 ± 2.9
• Teaching and adaptation depending on the student’s special needs	390	4	9.0	5.8 ± 1.4
• Teacher’s psychophysical strain	390	13	30.0	20.3 ± 5.6
• Provision of adequate support and assistance	390	11	18.0	15.2 ± 1.7

Table 2: Most accepted and most disallowed disabilities (n=390)

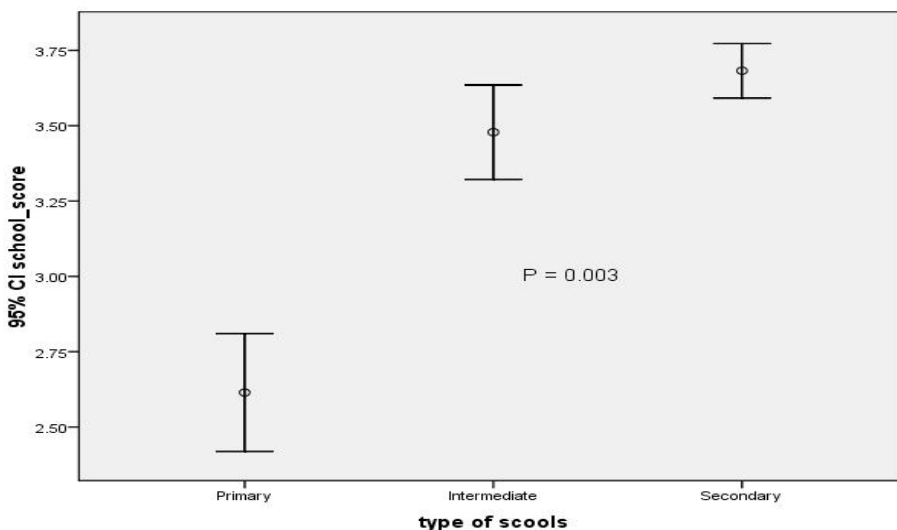
Items	N (%)
• Students with mobility disabilities who can walk can receive education in public schools.	368 (94.4%)
• Visually impaired people who can read clear publications can receive education in public schools	357 (91.5%)
• Hearing impaired people who can be heard by private devices can receive education in public school	372 (95.5%)
• Disabled students who can use a wheelchair can receive education in public schools	142 (36.6%)
• Mentally disabled people can receive education in public schools	147 (37.8%)
• It is acceptable to study the normal child and the mentally retarded child in the same class	46 (11.8%)
• Blind students who cannot read publications can receive education in public schools	3 (0.89%)
• Deaf students can receive education in public schools	14(3.6%)

**Table 3: Main problems that prevent the inclusion of disabled children in public primary schools (n=390)**

Items	N (%)
• Is not the provision of medical services to the disabled within the public school?	364 (93.5%)
• Is the teacher not qualified to deal with the disabled child within the regular classroom?	253 (64.8%)
• Is a lack of adequate educational means and means for the disabled in public schools?	364 (93.5%)
• Is the lack of flexibility of the curriculum in public schools, lead to weak responses to the needs of the disabled?	366 (93.8%)
• Does the community look negatively towards the disabled?	86 (22.1%)
• Did the parents refuse to have their children attend normal children?	35 (8.9%)



**Figure 4: Relationship between the teacher's attitude and Private, and governmental schools  
Analysis of teachers' attitudes concerning the type of school.**



**Figure 5: Relationship between the Teacher's attitude and Elementary, Intermediate, and High school**



#### 4. Discussion:

The study was conducted with 53% of teachers from governmental schools and 47% of them from private schools (Figure 1). Respondents are equally mixed in private and governmental schools which is so important to analyze behavioral patterns of Teachers among disabled child management in schools.

Based on a review of 33 questionnaires, an average of 5% of the overall disabled patients require special attention responded by 35% of teachers from primary schools, 26% from intermediate schools, and 39% of respondents from secondary schools.

Teaching and adaptation depending on the student's special need is very low in other categories of primary and intermediate school teachers, so the methodology of teaching and adaptive strategy should be redefined, and the provision of adequate support and assistance also needs to be improved through community-based programs.

As per the study, most of them accepted and most disallowed disabilities (n=390) the normal child and the mentally retarded child in the same class, visually impaired people who can read clear publications can receive education in public schools. Private schools have positive attitudes when compared to governmental schools, this suggests that private school teachers show a more positive attitude toward student's special needs and teaching and adapting concerning including students' special needs. Simply, primary schools have less knowledge of mental disability.

One of the main problems in preventing the inclusion of disabled children in governmental primary schools are lack of medical provision and flexibility of the curriculum which leads to weak responses to the needs of the disabled child's education. However, the interest of parents is high and only 35% of 35% of respondents have agreed that parents refuse to have their children attend normal children. Also, important to note that the training and qualification of teachers' attitudes are so important to dealing with disabled children within regular classrooms. Hence highest number of 283 respondents was accepting not many qualified teachers to manage the disabled children in schools in Egypt.

Students with mobility disabilities who can walk can receive education in governmental schools where blind disability affects regressing school as they find difficulty in reading articles and interpreting. Visually impaired people who can read clear publications can receive education in governmental schools' Respondents were so high as 91.5%. Blind students who cannot read publications in schools only 0.89% which proves that visually impaired individuals can under normal schooling and destroyed.

Results indicate that teachers' attitudes to the integration of individual disabled children reflect a lack of confidence both in their instructional skills and in the quality of support personnel care provided to them. They are positive about integrating only those children whose disabling characteristics are not likely to require extra instructional or management skills on the part of the teacher. However, teachers' attitudes may be significantly modified by their pre-service training and the nature of their subsequent professional experience.

The relationship between teachers' attitudes toward inclusion and their age, gender, and years of experience was investigated in several international and regional studies. E.g. the Botswana study found no significant correlation between attitudes and age (**Chhabra et al., 2019**), and also stated that younger teachers showed more positive attitudes. Regarding gender, the studies conducted in Italy & China found that there was no significant relationship between teacher's attitudes and gender (**Peng, 2015; Wan & Huang, 2018; Wei & Yuen, 2020**). Another study (**Fakolade & Adeniyi, 2019**) stated that the teachers' years of experience did not influence their attitudes towards inclusion.

While the above studies have provided positive empirical proof of the importance of teacher contact and experience with students with disabilities in the creation of positive attitudes toward inclusion, some studies have reported no such positive correlation. For example, **Stephens and Braun (2018)** found no significant correlation between reported contact with students with severe disabilities, and teacher attitudes toward integrating these students into regular classrooms; while a study done by **White paper on education in the Republic of Slovenia. (2021)** argued that the contact experience of

students with disabilities does not necessarily result in the formation of more positive attitudes, as their teacher-respondents were found to be more tolerant of integration if no special class or unit was attached to their school. A study done by **White paper on education in the Republic of Slovenia. (2022)** further pointed out that there appears to be an inverse relationship between teaching experience and teacher attitudes towards inclusion.

### **5. Conclusion:**

Most private school teachers are more aware and positive attitudes toward the inclusion of students special needs, and also primary school sectors have lack facilities, and those teachers have significantly less attitude compared with intermediate and secondary schools.

### **6. Recommendation:**

Further study with a larger sample size, also with a larger focus on all the areas is required to know the significant factors regarding the lack of facilities and attitudes in governmental schools, especially in primary schools.

### **7. References:**

- Chhabra, S., Srivastava, R., Srivastava, I., (2019).** Inclusive education in Botswana: the perceptions of schoolteachers. *Journal of Disability Policy Studies*, 20(4), 219-228.
- Fakolade, O.A. & Adeniyi, S.O. (2019).** Attitudes towards the inclusion of children with special needs in the general education classroom: the case of teachers in selected schools in Nigeria. *The Journal of the International Association of Special Education*, 10(1), 60-64.
- Florian, L. (2022).** Preparing teachers to work in inclusive classrooms: key lessons for the professional development of teacher educators from Scotland's Inclusive Practice Project. *Journal of Teacher Education*, 63(4), 275-285.
- Forlin, C. (2015):** Inclusion: Identifying potential stressors for regular class teachers. *Educational Research*, 43, 3, 235–245.
- Havercamp, S. M., Barnhart, W. R., Robinson, A. C., & Smith, C. N. W. (2021).** What should we teach about disability? National consensus on disability competencies for health care education. *Disability and Health Journal*, 14(2), 100989.
- Heyder, A., Suedkamp, A., & Steinmayr, R. (2020).** How are teachers' attitudes toward inclusion related to the social-emotional school experiences of students with and without special educational needs? *Learning and Individual Differences*, 77, 101776.
- Kiš-Glavaš, L. (2017):** Teachers' Attitudes Toward Integration of Children with Delayed Cognitive Development about their Cooperation with the School's Special Educator, *Rehabilitation and Inclusion, Proceedings of the 5<sup>th</sup> Scientific Conference of Faculty of Special Education and Rehabilitation, Zagreb, September 23. - 26. 2017, 291-301.*
- Lacruz-Pérez, I., Sanz-Cervera, P., & Tárraga-Mínguez, R. (2021).** Teachers' attitudes toward educational inclusion in Spain: A systematic review. *Education Sciences*, 11(2), 58.
- Ljubić, M., & Kiš-Glavaš, L. (2023).** Razlike u stavovima nastavnika osnovnih i srednjih škola prema edukacijskoj integraciji. *Hrvatska revija za rehabilitacijska istraživanja*, 39(2), 129-136.
- Metwally, A. M., Aboulgate, A., Elshaarawy, G. A., Abdallah, A. M., Abdel Raouf, E. R., El-Din, E. M. S., ... & ElRifay, A. S. (2023).** Prevalence and risk factors of disabilities among Egyptian preschool children: a community-based population study. *BMC psychiatry*, 23(1), 689.
- Olusanya, B. O., Davis, A. C., Wertlieb, D., Boo, N. Y., Nair, M. K. C., Halpern, R., ... & Kassebaum, N. J. (2018).** Developmental disabilities among children younger than 5 years in 195 countries and territories, 1990–2016: a systematic analysis for the Global Burden of Disease Study 2016. *The Lancet Global Health*, 6(10), e1100-e1121.
- Parey, B. (2023).** Exploring positive and negative teachers' attitudes towards inclusion of children with disabilities in schools in Trinidad: implications for teacher education. *International Journal of Inclusive Education*, 27(14), 1544-1558.

**Peng, X. (2015).** Teachers' attitudes toward mainstreaming handicapped students. *Journal of Special Education*, 28, 18-21.

**Samir, S. J. (2023).** Regular classroom teachers' attitudes towards including students with disabilities in the regular classroom in the United Arab Emirates. *The Journal of Human Resource and Adult Learning*, 9(1), 26.

**Stephens and Braun (2018), Special Education Teacher; M.S. Sp. Ed** derived from <https://www.special-education-degree.net/how-to-overcome-challenges-posed-by-special-children-in-the-classroom-as-a-special-education-teacher/>.

**Snell, M. E., Janney, R., & Elliot, J. (2023).** Collaborative teaming. Baltimore, MD: Brookes.

**Talmor, R. Reiter, S., Feigin, N. (2018):** Factors relating to regular education teacher burnout in inclusive education. *European Journal of Special Needs Education*, 20, 2, 215-229.

**UNESCO (United Nations Educational, Scientific and Cultural Organization) (2022):** The Salamanca Statement and Framework for Action on Special Needs Education. New York: UNESCO.

**White paper on education in the Republic of Slovenia. (2021):** Ministry of Education and Sport, Republic of Slovenia. Tiskarna Slovenija: Ljubljana.

**White Paper on Education in the Republic of Slovenia. (2022):** National Education Institute of the Republic of Slovenia. Retrieved from [http://www.belaknjiga2011.si/pdf/bela\\_knjiga\\_2011.pdf](http://www.belaknjiga2011.si/pdf/bela_knjiga_2011.pdf).

**Zoniou-Sidri, A. & Vlachou, A. (2018).** Greek teachers' belief systems about disability and inclusive education. *International Journal of Inclusive Education*, 10 (4-5), 379-394.