

Civic Education Teacher's Attitudes Toward the Inclusion of Students with Specific Learning Disorders: A Field Study in Inclusive Public Schools in North Lebanon

Dr. Wafaa Youssef Youssef¹

Saint Joseph university of Beirut/ Lebanon

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الملخص:

يستقصي هذا البحث اتجاهات معلّمي التربية المدنية نحو دمج ذوي اضطراب التعلّم المحدّد في سياقات التعلّم الدامج، مع التركيز على حصّة التربية المدنية. اعتمد المنهج الوصفي المسحي؛ وتكوّنت العينة من (112) معلّماً ومعلّمة في التربية المدنية، تمّ اختيارهم بطريقة عشوائية، بناءً على توزيعهم في المدارس الدّامجة. تمّ تطوير أداة قياس سيكومترية متعدّدة الأبعاد لتقييم الكفاءات المعرفيّة-الأكاديميّة، والاجتماعيّة-التفاعليّة، والنفسية-الوجدانيّة والمهارية-التطبيقية للمعلّمين. أظهرت النتائج اتجاهاً إيجابياً نحو دمج هذه الفئة في تدريس المادّة، مع وجود تباين طفيف بين الأبعاد الأكاديمية والنفسية والاجتماعية والمهارية لصالح الإنانث، ولصالح المعلّمين والمعلّمت الأصغر سناً وحاملي درجة الماجستير. لم تكن هناك فروق دالّة احصائيّاً في الاتجاهات نحو الدّمج بناءً على سنوات الخبرة. كما تبين وجود تأثير إيجابي للتدريب المتخصّص على اتجاهات معلّمي ومعلّمت التربية المدنية نحو تنفيذ عمليّة الدّمج بفعاليّة. يستقصي هذا البحث اتجاهات معلّمي التربية المدنية نحو دمج ذوي اضطراب التعلّم المحدّد في سياقات التعلّم الدامج، مع التركيز على حصّة التربية المدنية. اعتمد المنهج الوصفي المسحي؛ وتكوّنت العينة من (112) معلّماً ومعلّمة في التربية المدنية، تمّ اختيارهم بطريقة عشوائية، بناءً على توزيعهم في المدارس الدّامجة. تمّ تطوير أداة قياس سيكومترية متعدّدة الأبعاد لتقييم الكفاءات المعرفيّة-الأكاديميّة، والاجتماعيّة-التفاعليّة، والنفسية-الوجدانيّة والمهارية-التطبيقية للمعلّمين. أظهرت النتائج اتجاهاً إيجابياً نحو دمج هذه الفئة في تدريس المادّة، مع وجود تباين طفيف بين الأبعاد الأكاديمية والنفسية والاجتماعية والمهارية لصالح الإنانث، ولصالح المعلّمين والمعلّمت الأصغر سناً وحاملي درجة الماجستير. لم تكن هناك فروق دالّة احصائيّاً في الاتجاهات نحو الدّمج بناءً على سنوات الخبرة. كما تبين وجود تأثير إيجابي للتدريب المتخصّص على اتجاهات معلّمي ومعلّمت التربية المدنية نحو تنفيذ عمليّة الدّمج بفعاليّة.

الكلمات المفتاحية: اتجاهات- التربية المدنية- اضطراب التعلّم المحدّد - التعلّم الدامج.

Abstract

This study investigates the attitudes of civic education teachers in elementary schools toward the inclusion of students with Specific Learning Disorders (SLDs) within inclusive educational settings, focusing on civic education classes. The research adopts a descriptive survey methodology and involves a sample of 112 teachers, randomly selected from inclusive public schools. A multidimensional psychometric tool was developed to assess cognitive-academic, social-interactive, psychological-emotional, and practical skills dimensions of teachers' attitudes. The

findings reveal generally positive attitudes toward inclusion, with slight differences favoring female teachers, younger teachers, and those holding a master's degree. No statistically significant differences were found regarding teaching experience. Specialized training was found to have a significant positive effect on teachers' attitudes toward effective inclusion practices.

Keywords: Attitudes, Civic Education, Specific Learning Disorder, Inclusive Education

Introduction

Every child possesses a unique combination of talents, characteristics, and interests, which may sometimes be accompanied by challenges or special needs that affect their development. Consequently, educators and psychologists have long debated the most effective teaching methods to address diverse learning needs.

Inclusive education has emerged as a transformative global educational philosophy aiming to achieve equality and equal opportunities for all learners, regardless of their differences or disabilities (Donath et al., 2023). This approach is grounded in the belief that children who learn together develop the ability to live together, enhancing their social, psychological, communicative, and academic skills.

International organizations, such as the United Nations and UNESCO, have endorsed inclusive education through international agreements that emphasize every individual's right to education and the need to eliminate barriers to participation and learning (Uka, 2024).

In response to these global trends, the Lebanese Ministry of Education, in collaboration with the Educational Center for Research and Development (CRDP), launched a national educational plan in 2012 to institutionalize inclusion within public education. This initiative aligns with Law No. 220/2000 and Lebanon's international commitments to ensuring equitable educational opportunities for all. The policy aims to transform all public schools into inclusive institutions by 2030, with a particular focus on the elementary stage and the involvement of multidisciplinary teams (UNICEF, 2018).

Recent studies have explored the challenges and realities of inclusion, analyzing teachers' attitudes toward integrating students with special needs into various subjects. Bayu et al. (2024) highlighted obstacles such as limited teacher training, inadequate resources, and prevailing social stigma, which affect students' self-confidence. Obah (2024) emphasized addressing barriers and promoting social justice through continuous monitoring and teacher development programs. Neagu et al. (2020) examined how factors like age and teaching experience influence teachers' attitudes toward inclusion, while Fert (2023) underscored the importance of specialized training to strengthen teachers' capacity for effective inclusion.

In the Arab context, Qasim (2022) reported positive attitudes among science teachers toward inclusion, while Al-Mashaqba and Abu Quwider (2021) observed similar attitudes among physical education teachers.

Within these efforts to promote inclusive education in Lebanon, it is crucial to study civic education teachers' attitudes in inclusive public schools in North Lebanon. Civic education plays a central role in fostering diversity and inclusion, equipping learners with civic values and social competencies essential for participatory citizenship. Understanding these attitudes can inform policies and practices aimed at building more inclusive and equitable educational environments.

Research Significance

This research is significant to the field of special education and inclusive schooling as it:

- Enriches Arabic academic literature on inclusion in civic education contexts.
- Examines the relationship between teachers' attitudes and the effectiveness of including students with SLDs in civic education classes.
- Encourages future research on inclusion in other regions and school subjects.

Research Objectives

The study aims to provide scientific insights into factors shaping civic education teachers' attitudes toward including students with SLDs by:

- Developing a measurement tool to assess teachers' attitudes across cognitive-academic, psychological, social, and practical dimensions.
- Raising awareness of the importance of these dimensions in successful inclusion practices.

Research Problem

The research problem emerged from the researcher's field observations as a school psychologist working in inclusive public schools. It was noted that teachers hold varying opinions on inclusion. Some perceive it as time-consuming, distracting to other learners, and burdensome for teachers, while others demonstrate understanding and readiness to support students with SLDs, welcoming their participation in mainstream classrooms.

The study assumes that students with SLDs represent a vital social value that should be particularly emphasized in civic education. By addressing cognitive, social, psychological, and humanistic aspects, civic education aims to foster active citizenship in a culturally and intellectually diverse society. This raises questions about the effectiveness of current inclusion policies and ways to improve them for a fully supportive learning environment.

Accordingly, this study seeks to explore:

Main Question:

What are the attitudes of elementary civic education teachers toward including students with SLDs in teaching the subject across academic, psychological, social, and practical dimensions?

Sub-questions:

1. Are there significant differences in attitudes based on demographic variables (gender, age, teaching experience, educational qualification)?
2. How does specialized training in dealing with SLDs affect teachers' attitudes toward effective inclusion practices?

General Hypothesis

Civic education teachers generally hold positive attitudes toward the inclusion of students with SLDs in elementary classrooms, with variations across academic, psychological, social, and practical dimensions.

Sub-hypotheses:

1. Significant gender differences exist in teachers' attitudes, favoring female teachers.
2. Significant age differences exist, favoring younger teachers.
3. Significant differences based on teaching experience exist, favoring more experienced teachers.
4. Significant differences exist based on educational qualifications, favoring teachers with postgraduate degrees.
5. Specialized training has a positive impact on teachers' attitudes toward effective inclusion.

Research Terminology

- **Attitudes:** A set of beliefs, emotions, and behavioral tendencies that influence an individual's evaluation of a topic, idea, or person (Shehzad et al., 2023). In this study, it refers to teachers' perceptions and emotional responses toward inclusion in public schools, assessed across cognitive, psychological, social, and practical dimensions.
- **Civic Education:** An educational approach aimed at developing responsible citizenship by fostering moral values, democratic awareness, and social responsibility through interactive teaching methods (Dwintari et al., 2024).
- **Inclusive Education:** A continuous process designed to meet the learning needs of all students, regardless of differences or disabilities, by removing barriers to participation and achievement (UNESCO, 2023).
- **Specific Learning Disorder (SLD):** A neurodevelopmental disorder characterized by persistent difficulties in reading, writing, or mathematics, which are fundamental

skills for academic learning. Students with SLDs in this study are aged 8–14 years and enrolled in inclusive public schools, receiving individualized educational support to ensure equal learning opportunities (Scaria et al., 2022).

Scope of the Study

- **Location:** Inclusive public schools in North Lebanon.
- **Timeframe:** Academic year 2024–2025.
- **Population:** Elementary civic education teachers.

Research Procedures

The research adopted a descriptive survey method because it is well-suited to the study's aim of examining civic education teachers' attitudes toward the inclusion of students with Specific Learning Disorders (SLDs) in elementary classrooms.

Unlike experimental approaches, this method does not involve intervention or manipulation of variables. Mixed methods were not employed as the study solely relied on quantitative, generalizable data.

Population and Sample

The study population consisted of civic education teachers from 27 inclusive public schools in North Lebanon. A total of 112 teachers completed the questionnaire, forming a partial simple random sample representative of the target population.

While the sample provided meaningful quantitative data, generalization of results should be approached cautiously as findings are based only on respondents.

Table 1: Demographic Characteristics of the Sample

Demographic Characteristics	Number	Percentage
Gender - Male	20	17.9%
Gender - Female	92	82.1%
Age - Under 30	28	25.0%
Age - 30–39 years	51	45.5%
Age - 40–49 years	21	18.8%
Age - 50+ years	12	10.7%
Educational Qualification - Teaching License	48	42.9%
Educational Qualification - Diploma	25	22.3%

Educational Qualification - Master's Degree	25	22.3%
Educational Qualification - PhD	9	8.0%
Educational Qualification - Other	5	4.5%
Years of Teaching Experience - Less than 5 years	33	29.5%
Years of Teaching Experience - 5–10 years	32	28.6%
Years of Teaching Experience - 11–15 years	24	21.4%
Years of Teaching Experience - More than 15 years	23	20.5%
Specialized Training in SLD - Yes	65	58.0%
Specialized Training in SLD - No	47	42.0%

The table above illustrates the demographic characteristics of the research sample. The majority of participants were female (82.1%) compared to males (17.9%). Regarding age, the most represented group was teachers aged 30–39 years (45.5%), followed by those under 30 years (25%), those aged 40–49 years (18.8%), and finally teachers aged 50 years or above (10.7%).

Concerning academic qualifications, teachers holding a teaching license constituted the largest proportion (42.9%), followed by equal shares of diploma and master's degree holders (25% each). Doctorate holders represented 8%, while 4.5% possessed vocational education certificates.

With respect to teaching experience, the distribution was relatively balanced: less than 5 years (29.5%), 5–10 years (28.6%), 11–15 years (21.4%), and more than 15 years (20.5%). Moreover, 58% of participants reported having received specialized training for supporting students with Specific Learning Disorders (SLDs), which contributes to a deeper understanding of the research context and enhances interpretation of the findings.

Overall, the demographic composition reflects a balance among different age groups and educational levels, with a clear predominance of female teachers—a common characteristic in the teaching profession. The variation in teaching experience and specialized training offers diverse perspectives from educators at different career stages, providing a comprehensive view of the sample's attributes and setting a foundation for a more profound understanding of the study results.

Research Instrument

A rigorous scientific approach was adopted to develop a questionnaire aimed at assessing civic education teachers' attitudes toward the inclusion of students with SLDs. The instrument was developed following a systematic review of recent literature in special education, civic education, and inclusive education (e.g., Czyż et al., 2023; Abu Al-Mu'ti et al., 2023; Timo, 2020; Al-Jabbour et al., 2023). As a result, the instrument was structured into two sections:

Section One: Collected demographic and professional data, including gender, age, academic qualifications, years of teaching experience, and whether teachers had undergone specialized training in handling students with SLDs.

Section Two: Measured teachers' attitudes across four primary dimensions: academic, social, psychological, and practical skills. Positive and negative items were carefully balanced to mitigate response bias.

Scoring and Interpretation

Participants responded to each item using a five-point Likert scale: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5). Negative items were reverse-coded as follows: Strongly Disagree (5), Disagree (4), Neutral (3), Agree (2), Strongly Agree (1).

Each dimension included five items, yielding a score range of 5–25 per dimension and a total score range of 20–100. To enhance the accuracy and reliability of the data, the five-point scale was recategorized into a three-level Likert scale. This adjustment minimized response dispersion and ambiguity, improving the scale's consistency and facilitating statistical interpretation through clearly defined categories (Low, Medium, High). The category length was calculated as:

$$\text{Category Length} = \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Number of Categories}} = \frac{100 - 20}{3} = 26$$

Table 2: Levels of Attitudes Scale Toward Including Students with Specific Learning Disorders in Teaching

Levels	Number	Percentage	Mean Score
Low Level (20–46)	9	8.0%	
Medium Level (47–73)	16	14.3%	
High Level (74–100)	87	77.7%	
Total	112	100.0%	75.17

The overall mean score of the scale was 75.17, which falls within the high range of attitudes

(74–100). This clearly indicates that the sample demonstrated a high level of positive attitudes toward inclusion.

The high percentage of respondents with elevated attitudes (77.7%) aligns with the overall mean, reinforcing the presence of a generally positive orientation.

These findings are consistent with several studies that reported teachers' positive attitudes toward inclusive education, such as Uka (2024), Abu Al-Mu'ti et al. (2023), and Kuyini et al. (2020).

However, the presence of 22.3% of teachers showing medium or low attitudes suggests a need for additional efforts to improve attitudes and address underlying factors contributing to hesitancy within this group.

Psychometric Properties of the Scale

1. Validity:

- Content Validity: Verified through reviews by four experts in psychology, special education, and civic education, who assessed the appropriateness, clarity, and phrasing of the questionnaire items.
- Construct Validity: Pearson correlation coefficients between the four dimensions and the total score of the scale ranged from 0.886 to 0.908, with statistical significance at the 0.01 level. This confirms the scale's validity and its ability to accurately measure the studied phenomenon.

2. Reliability:

- The Cronbach's Alpha coefficient for the entire scale was 0.900, indicating a high level of internal consistency.
- The Split-Half Method further supported the stability and reliability of the instrument.

Research Results

Before testing the hypotheses, the data were examined to determine normal distribution using the Shapiro-Wilk test. The purpose of this assessment was to decide whether to use parametric or non-parametric statistical tests.

The results were as follows:

Table 3: Normality Test for the Attitudes Scale and Its Dimensions

Scale/Dimensions	Statistic Value	Degrees of Freedom	Significance Level
Overall Attitudes	0.238	112	0.000
Academic Dimension	0.204	112	0.000

Social Dimension	0.183	112	0.000
Psychological Dimension	0.198	112	0.000
Practical Skills Dimension	0.230	112	0.000

The Kolmogorov-Smirnov test results in the table above indicate that the data for the overall scale and its dimensions do not follow a normal distribution.

Since the significance values are less than 0.05, non-parametric tests (Mann-Whitney U and Kruskal-Wallis) were selected instead of parametric tests (t-test and ANOVA).

Table 4: Mann-Whitney Test - Differences in Attitudes Toward Inclusion by Gender

Dimension	Gender	Number	Mean Score	Standard Deviation / Significance
Overall Attitudes	Male	20	57.75	16.434 / 0.000
	Female	92	78.96	5.833
Academic Dimension	Male	20	14.00	4.304 / 0.000
	Female	92	19.25	2.197
Social Dimension	Male	20	14.75	4.191 / 0.000
	Female	92	19.92	2.134
Psychological Dimension	Male	20	14.75	3.552 / 0.000
	Female	92	19.00	1.994
Practical Skills Dimension	Male	20	14.25	5.552 / 0.000
	Female	92	20.78	1.851

The Mann-Whitney test results in the table above show significantly more positive attitudes toward inclusion among female teachers compared to male teachers.

In the overall score, females scored 78.96 versus 57.75 for males, with similar patterns across all dimensions (academic, social, psychological, and practical skills).

These results indicate statistically significant differences ($p < 0.05$), supporting the hypothesis that gender plays a role in shaping teachers' attitudes. This suggests the need for targeted programs to enhance positive attitudes among all teachers, particularly males, and highlights the importance of considering gender as a factor influencing educational inclusion experiences and outcomes.

Table 5: Kruskal-Wallis Test - Differences in Attitudes Toward Inclusion by Age Group

Dimension	Age Group	Number	Mean Score	Std. Deviation / Significance
Overall Attitudes	Under 30	28	80.82	6.706 / 0.002
	30–39	51	69.90	14.421
	40–49	21	78.86	7.009
	50+	12	77.92	5.518
Academic Dimension	Under 30	28	19.96	1.990 / 0.001
	30–39	51	16.82	3.892
	40–49	21	19.29	2.390
	50+	12	19.08	2.109
Social Dimension	Under 30	28	20.18	2.510 / 0.015
	30–39	51	17.73	3.790
	40–49	21	20.05	2.061
	50+	12	19.83	2.368
Psychological Dimension	Under 30	28	19.68	2.374 / 0.024
	30–39	51	17.24	3.210
	40–49	21	18.67	2.221
	50+	12	18.42	1.311
Practical Skills Dimension	Under 30	28	21.00	1.981 / 0.039
	30–39	51	18.12	4.819
	40–49	21	20.86	2.104
	50+	12	20.58	1.676

The table illustrates the results of the Kruskal-Wallis test on teachers' attitudes toward the inclusion of students with specific learning disorders based on age group. The p-value (0.002) indicates statistically significant differences among age groups, as it is below the 0.05 threshold.

When comparing mean scores, teachers under 30 years old recorded the highest mean (80.82) with a standard deviation of 6.706 across all dimensions. This was followed by teachers aged 40–49 years (mean = 78.86, SD = 7.009) and those aged 50 years and above (mean = 77.92, SD = 5.518). The 30–39 age group showed the lowest mean score (69.90) with the highest standard deviation (14.421).

These results can be interpreted in light of the Theory of Professional Development of Teachers as discussed by Day et al. (2024). According to this theory, teachers go through different stages in

their professional careers, which influence their attitudes and pedagogical practices. In the early career stage (under 30 years), teachers are typically in the “Commitment: Support and Challenge” phase, characterized by high enthusiasm and openness to new ideas. Conversely, mid-career teachers (30–39 years) may experience a “Managing Role Changes and Identity Shifts: Tensions and Transitions” stage, facing challenges balancing work and personal life, which could negatively impact their attitudes toward educational reforms.

In contrast, the relatively higher scores observed among older teachers align with the “Professional Stability” and “Adapting to Change and Challenges” stages described by Day et al., where educators develop greater self-confidence and flexibility in adopting new teaching strategies. This analysis, supported by recent research, underscores the importance of designing professional development programs tailored to teachers’ needs at different career stages, with a particular focus on supporting teachers aged 30–39 to foster more positive attitudes toward inclusion.

Therefore, the hypothesis suggesting statistically significant differences in civic education teachers’ attitudes toward inclusion based on age is supported, favoring younger teachers.

Table 6: Kruskal-Wallis Test - Differences in Attitudes Toward Inclusion by Years of Teaching Experience

Dimension	Years of Experience	Number	Mean Score	Std. Deviation / Significance
Overall Attitudes	Less than 5	33	80.12	5.594 / 0.006
	5–10	32	66.56	17.654
	11–15	24	77.33	4.887
	More than 15	23	77.78	6.585
Academic Dimension	Less than 5	33	19.82	1.722 / 0.003
	5–10	32	16.28	4.726
	11–15	24	18.46	2.359
	More than 15	23	18.83	2.289
Social Dimension	Less than 5	33	20.09	2.310 / 0.005
	5–10	32	16.66	4.217
	11–15	24	19.88	2.290
	More than 15	23	19.78	2.110
Psychological Dimension	Less than 5	33	18.97	2.008 / 0.156
	5–10	32	16.75	4.000
	11–15	24	18.71	1.781

	More than 15	23	18.78	2.131
Practical Skills Dimension	Less than 5	33	21.24	1.751 / 0.006
	5–10	32	16.88	5.650
	11–15	24	20.29	1.829
	More than 15	23	20.39	1.924

The Kruskal-Wallis test results highlight that teachers with less than 5 years of experience achieved the highest mean scores across most dimensions: overall attitudes (80.12), academic (19.82), social (20.09), psychological (18.97), and practical skills (21.24). This can be attributed to factors such as higher motivation and enthusiasm to implement newly acquired teaching practices, the desire to enhance academic and communication skills, exposure to updated training during their studies, flexibility in adopting new teaching approaches and technologies, and less exposure to burnout compared to more experienced teachers. Statistically significant differences ($p < 0.05$) were observed in most dimensions, except for the psychological dimension ($p = 0.156$), suggesting that years of experience may not strongly impact psychological attitudes.

These findings contradict the hypothesis that teachers with more experience would show more positive attitudes.

Similar conclusions were reported in studies by Belhissa (2022) in Albania and Al-Nahdi (2019) in Saudi Arabia, both indicating that less experienced teachers demonstrated more openness to inclusive education. This result raises important questions about the factors contributing to more positive attitudes among less experienced teachers, suggesting a need for continuous training and professional development programs aimed at supporting experienced teachers in maintaining and improving positive attitudes toward inclusion.

This finding raises important questions about the factors that make less experienced teachers more positive toward inclusion. It may also indicate the need for continuous training and professional development programs specifically designed for more experienced teachers to help maintain their positive attitudes toward inclusion and strengthen their ability to adopt effective teaching strategies

Table 7: Kruskal-Wallis Test - Differences in Attitudes Toward Inclusion by Academic Qualification

Dimension	Academic Qualification	Number	Mean Score	Std. Deviation / Significance
Overall Attitudes	Teaching License	48	79.13	6.512 / 0.000
	Diploma	25	60.80	15.341
	Master's	25	81.32	6.303

	Doctorate	9	76.44	4.065
	Other	5	76.00	1.732
Academic Dimension	Teaching License	48	19.44	2.153 / 0.000
	Diploma	25	14.28	3.759
	Master's	25	19.96	2.208
	Doctorate	9	18.56	1.810
Social Dimension	Other	5	19.00	1.225
	Teaching License	48	19.85	2.388 / 0.000
	Diploma	25	15.48	3.765
	Master's	25	20.68	2.249
Psychological Dimension	Doctorate	9	19.22	1.716
	Other	5	19.60	2.074
	Teaching License	48	19.06	2.436 / 0.004
	Diploma	25	15.76	3.562
Practical Skills Dimension	Master's	25	19.04	2.031
	Doctorate	9	18.67	1.118
	Other	5	18.00	0.707
	Teaching License	48	20.77	2.034 / 0.000
	Diploma	25	15.28	5.350
	Master's	25	21.64	1.578
	Doctorate	9	20.00	0.707
	Other	5	19.40	1.949

The Kruskal-Wallis test results show statistically significant differences ($p = 0.000$) in overall attitudes toward inclusion based on academic qualification. Teachers with a Master's degree achieved the highest mean score (81.32), followed by those with a teaching license (79.13), Doctorate (76.44), and Other qualifications (76.00). Diploma holders scored the lowest (60.80). This pattern was consistent across most dimensions, indicating that higher academic qualifications are associated with more positive attitudes toward inclusive education practices.

Based on the data presented above, the p-value (0.000) in most dimensions indicates significant differences in teachers' attitudes toward inclusion based on academic qualification. Teachers holding a Master's degree outperformed other qualifications, achieving the highest mean score in overall attitudes (81.32), academic (19.96), social (20.68), and practical skills (21.64) dimensions.

These findings align with Denise et al. (2024), which emphasized the noticeable improvement in academic, social, and professional skills among Master's graduates.

This superiority is attributed to the in-depth coursework, research projects, collaborative

learning, and high commitment levels required in Master's programs, which collectively enhance academic, research, communication, psychological, and interpersonal skills.

Therefore, the hypothesis that teachers' attitudes differ significantly based on academic qualification is supported, favoring Master's degree holders.

Similar findings were reported in Zamoushi & Al-Aziz (2021) in Algeria and Lacruz-Pérez et al. (2021) in Spain, which highlighted that teachers with Master's degrees better understand the importance and positive impact of inclusion on the overall educational environment.

Table 8: Mann-Whitney Test - Differences in Attitudes Toward Inclusion by Specialized Training

Dimension	Specialized Training	Number	Mean Score	Std. Deviation / Significance
Overall Attitudes	Yes	65	78.83	8.383 / 0.000
	No	47	70.11	14.021
Academic Dimension	Yes	65	19.31	2.417 / 0.002
	No	47	16.94	3.948
Social Dimension	Yes	65	19.80	2.659 / 0.022
	No	47	17.89	3.720
Psychological Dimension	Yes	65	19.06	2.270 / 0.003
	No	47	17.11	3.178
Practical Skills Dimension	Yes	65	20.66	2.813 / 0.001
	No	47	18.17	4.479

The table above compares two groups: one that received specialized training ("Yes") and another that did not ("No"), across four attitude-related dimensions. The data indicate statistically significant differences ($p < 0.05$) between the two groups in all studied dimensions, favoring the group that underwent training.

Furthermore, the trained group consistently achieved higher mean scores across all dimensions compared to the untrained group. The largest difference was observed in the overall attitudes score, with the trained group scoring a mean of 78.83 versus 70.11 for the untrained group ($p = 0.000$). This finding highlights the substantial positive impact of specialized training on overall attitudes.

Among the sub-dimensions, the strongest training effect was found in the practical skills dimension ($p = 0.001$), followed by the academic dimension ($p = 0.002$), psychological dimension ($p = 0.003$), and finally the social dimension ($p = 0.022$). These results indicate that specialized

training positively influenced all aspects of teachers' attitudes, with a greater emphasis on practical and academic components.

These findings align with recent studies in training and education, such as Uka (2024), which demonstrated that specialized training significantly enhances teachers' attitudes and professional competence. Similarly, Ambera et al. (2023) found that focused professional development programs positively impact academic, psychological, social, and practical dimensions in inclusive classrooms. Kuyini et al. (2020) also reported that teachers who received specialized training exhibited more positive attitudes toward inclusive education practices.

Overall, these findings support our analysis that specialized training has a statistically significant positive effect on teachers' attitudes across academic, social, psychological, and practical dimensions. Consequently, the hypothesis that specialized training meaningfully enhances civic education teachers' attitudes toward effectively implementing inclusion is confirmed.

Conclusion

The results highlight the complex interaction between demographic, educational, and professional factors in shaping teachers' attitudes toward inclusion.

They emphasize the importance of continuous education and specialized training in fostering positive attitudes, rather than relying solely on years of experience.

Additionally, the findings suggest a generational gap in understanding and implementing inclusive practices, calling for a re-examination of teacher preparation programs and professional development to ensure they are comprehensive and aligned with inclusive education requirements. From a practical perspective, these findings can inform more effective educational policies by integrating mandatory inclusion training into teacher preparation programs, providing adequate teaching resources, and adopting assessment methods that respect individual learner differences. Ultimately, improving teachers' attitudes toward inclusion is not merely an academic goal but a fundamental step toward building a more just and inclusive society, investing in an educational future that reflects values of diversity and equity.

Recommendations

Based on the findings discussed in this article, we recommend the following actions:

- Increase awareness of the importance of inclusion in general education through public campaigns, parent meetings, and teacher workshops.
- Enhance teacher training programs with at least 20 hours of annual specialized training covering interactive teaching strategies and managing inclusive classrooms.
- Provide multi-sensory teaching resources, including interactive cards, tangible learning tools, and educational software.
- Modify curricula to incorporate activities and assessments that account for individual differences, such as reducing written assignments or offering alternative practical projects.
- Offer psychological and social support for teachers through professional counseling and regular discussion sessions addressing challenges and solutions.
- Support families through seasonal training sessions and workshops providing strategies to assist children at home, including study planning and skills development in reading and math.
- Conduct similar studies in different geographical regions and across various educational subjects to expand understanding of inclusive practices.

These recommendations aim to improve educational quality and support students with specific learning disorders, thereby enhancing their academic and social success.

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