
TEACHERS' ATTITUDES TOWARDS INCLUDING AUTISTIC CHILDREN IN REGULAR SCHOOLS, A FIELD STUDY AT THE NATIONAL CENTER FOR THE TRAINING OF SPECIALIZED PERSONNEL

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ABSTRACT

This study aimed to identify the nature of teachers' attitudes towards integrating autistic children with ordinary students in regular schools at the primary level of education, in the institution for the disabled attached to Biskra. The sample included (110) teachers of the integrated sections, through the application of an attitudes questionnaire, adopting the descriptive approach, and after treatment. Statistical analysis and results: The study concluded that the nature of the attitudes of primary education teachers towards integrating students with special needs with ordinary students in regular schools is positive. There are no statistically significant differences between the attitudes of teachers towards integrating autistic children with ordinary students in regular schools due to the variable experience. There are no statistically significant differences between teachers' attitudes towards integrating autistic children with normal students in regular schools due to the specialization variable. There are no statistically significant differences between teachers' attitudes towards integrating autistic children with normal students in regular schools due to the certificate variable.

Keywords: Trends; Teacher; Merge; Autism; Regular Schools.

INTRODUCTION

Autism represents a distinctive demographic, exhibiting a precipitous rise in prevalence to a critical extent. The imperative of genuine and efficacious societal assimilation emerges as paramount for the autistic individual, alongside a pressing exigency for their families, particularly amid a dearth of specialized educational institutions tailored to their requirements. Given the scarcity of dedicated educational facilities catering to this demographic, integration stands as the imperative recourse, anticipated to ameliorate the societal stigmatization directed towards this cohort.

The pivotal role of educators in facilitating the integration of autistic individuals into mainstream educational settings cannot be overstated. Educators shoulder the onus of accommodating the unique needs of these individuals within their classrooms, with their attitudes and beliefs regarding the integration of autistic learners wielding considerable influence over the efficacy of this endeavor.

Educating students, particularly children with autism, presents a significant challenge within the realm of contemporary education. However, paramount among these challenges is the imperative of adequately training educators and other stakeholders tasked with providing direct services. This necessity has become increasingly evident in response to criticisms surrounding the segregation of disabled children from their non-disabled peers. Consequently, various forms of academic integration have emerged, including the establishment of special classes within mainstream educational institutions. It is crucial to underscore that academic integration constitutes a distinct form separate from social integration.

In this context, a study conducted by Ali Muhammad Ali Al-Sammadi in 2010 revealed positive attitudes among teachers towards integration policies. While disparities in attitudes across psychological, social, and academic dimensions were observed, they were not deemed statistically significant (Ali, 2010).

Therefore, it can be asserted that the dual-edged approach, combining both academic rigor in subjects such as physics and sensitivity to individual needs, profoundly influences the educational delivery to children. This necessitates a paradigm shift towards comprehensive reevaluation in the training of both mainstream educators and specialized instructors to effectively address diverse learning requirements.

Embracing the principle of equal educational opportunities for all children in alignment with Algerian legislation and international accords, and transcending the confines of traditional institutional support, school integration emerges as a beacon of optimism for parents concerning the prospects of their children's future.

Nevertheless, the integration of children with autism into school settings remains in its nascent phase. To ensure the successful advancement of this endeavor, the National Solidarity Sector is mandated to furnish educators with a curriculum and scientific evidence that underpin their daily interventions, tailored to the unique characteristics and limited cognitive abilities of children with autism, particularly in the realm of scholastic learning.

Primarily, what a child with special needs necessitates is social integration, a milestone achievable only through their inclusion in mainstream educational institutions alongside specially trained educators dedicated to this task. Such integration affords them opportunities for creativity, development, and healthy competition. Consequently, the focal point of the current study crystallizes around the following inquiry:

"Are there disparities in teachers' perceptions regarding the inclusion of autistic children in mainstream educational settings?"

The sub-questions are as follows:

1. Do differences in teachers' attitudes towards integrating autistic children into regular schools vary based on gender?
2. Are variations in teachers' attitudes towards including autistic children in regular schools influenced by their level of experience?
3. Do teachers' specialized areas of expertise affect their attitudes towards integrating autistic children into regular schools?
4. Are there discrepancies in teachers' attitudes towards including autistic children in regular schools based on their certification status?

1. Study hypotheses: The general hypothesis is as follow:

There exist positive differences in teachers' attitudes towards including autistic children in regular schools.

Sub-Hypotheses:

- A. There are differences in teachers' attitudes towards including autistic children in regular schools due to the variable of experience.
- B. There are differences in teachers' attitudes towards including autistic children in regular schools due to the variable of specialization.
- C. There are differences in teachers' attitudes towards including autistic children in regular schools due to the specialization variable.
- D. There are differences in teachers' attitudes towards including autistic children in regular schools due to the certificate variable (Eid, 2005).

2. Objective of the study:

The objective of this study is to identify the nature of teachers' attitudes towards integrating autistic children with typically developing students in regular primary school settings.

3. Defining Concepts of the Study:

3.1. The Concept of Attitudes:

According to Jordan Allport, attitudes can be understood as a state of mental and nervous readiness that emerges through experience, exerting a dynamic influence on an individual's responses to various topics and situations encountered (Eid, 2005, p. 74).

Alternatively, Bougardas defines attitudes as the inclination of an individual whose behavior is oriented towards or away from certain elements of the environment, guided by positive or negative standards contingent upon their proximity to these elements or their distance from them (Al-Atoum, 2009, p. 195).

Similarly, Abu Al-Nil Muhammad Al-Sayyid characterizes attitudes as psychological predispositions whose manifestation is reflected in an individual's standpoint regarding a multitude of topics, encompassing social, economic, political, or values-based domains such as religious, aesthetic, theoretical, or social values, as well as opinions concerning various groups or factions. These attitudes find verbal expression through expressions of approval or disapproval (Nasr al-Din Jaber and Lukia, 2006, p. 90).

3.2. The Concept of the Teacher:

The teacher embodies the individual entrusted with the noble and humanitarian task of imparting knowledge, making it a profession that demands a spectrum of cognitive and moral attributes.

From a functional perspective, the teacher serves as the official facilitator of learning, tasked with guiding individuals' educational journeys and overseeing their academic endeavors within the formal school setting.

In the context of teachers' attitudes, it refers to the preparedness exhibited by educators towards the subject of integration, manifesting in either acceptance or rejection of the concept.

3.3. Merged Definition:

Integration entails the provision of diverse educational services to individuals with special needs within mainstream environmental settings, where they receive comparable services to their typically developing peers, with concerted efforts made to minimize their segregation in separate facilities (Harayez and Katfi, 2021).

3.4. The Concept of Autism:

Autism, as delineated by both the American Psychiatric Association (APA) and the World Health Organization (WHO), is characterized as a profound disability encompassing various developmental facets. It comprises a triad of core symptoms: deficits in reciprocal verbal and non-verbal communication, the display of stereotypical behaviors, and constraints in activities and interests, all of which typically manifest before the age of three years (Amer, 2008, p. 22).

3.4.1. Children with autism:

Children with autism are afflicted by developmental disorders that manifest in deficiencies across various domains including attention, social interaction, communication, play, interests, and activities, alongside challenges in cognitive, linguistic, and emotional development. These difficulties are often accompanied by socially inappropriate stereotypical behaviors and typically emerge before the age of three (Mohamed et al., 2013, p. 17).

3.4.1.1. Integration of Children with Autism:

Integration of children with autism involves the establishment of specialized sections within regular schools aimed at integrating these children with typically developing peers, while ensuring suitable learning conditions. Within these integrated settings, children with autism study alongside their peers in the same classrooms under the guidance of a single teacher. They receive equivalent lessons to other students, with particular attention devoted to their individual needs.

3.4.1.2. Regular Schools:

Regular schools serve as unified, democratic institutions encompassing all Algerian children, offering comprehensive education conducive to the holistic development of their personalities. These institutions uphold national values, cultural heritage, and language, providing education primarily in Arabic and rooted in Arab-Islamic principles. Furthermore, regular schools adopt a multi-technical approach, bridging theoretical knowledge with practical applications (Samia, 2002, p. 66).

4. The Field Framework of the Study:

In light of the present study, which investigates teachers' attitudes towards the integration of autistic children into regular schools, it becomes imperative to make informed decisions regarding the assessment of the impact of integration among children with autism in Algeria. This entails determining the requisite conditions for the success of this program, particularly concerning teachers. Therefore, our study relies on the following:

4.1. Data Collection Tools:

For data collection and hypothesis verification, our study utilizes the questionnaire tool developed by Nouri Awali (2019) in Algeria.

4.2. Descriptive Method:

The descriptive method, as defined by Gharib, entails the collection of data without introducing any experimental manipulation, studying variables in their natural state and current context (Hussein, 2016, p. 45).

4.3. The Study Sample:

The study sample comprises a subset of the study population from which field data is collected, representative of the larger research community (Zarwati, 2007, p. 334). Various methods can be employed to select samples, including:

4.3.1. Simple Random Sample:

A simple random sample ensures that every element or individual in the population has an equal opportunity of being chosen, with no link between the selection of one element or individual and another. Our study utilizes the simple random sampling method for sample selection.

4.3.2. Sample Size:

Determining the sample size requires consideration of several factors, including the nature of the study population. If the population exhibits homogeneous characteristics, a smaller sample size suffices. Given the homogeneity of primary school teachers in our study, representing the community, consisting of 100 male and female teachers, we have opted for a sample size reflecting this homogeneity.

Selected sample	Females	Males	Place of application	Regiments
28	26	02	Administrative annex of Biskra	First group
32	30	02	Administrative annex of Biskra	First group
52	28	12	Administrative annex of Biskra	First group
100	84	15	Total	

Table N 01 the method of selecting the sample

A simple random sample was relied upon, representing the original population of the study, consisting of (16 males, 84 females) teachers. 110 questionnaires were distributed, of which 100 questionnaires were retrieved and 10 questionnaires were missing. Table 02 illustrates the distribution of sample members according to the variables of the study, encompassing gender, experience, specialization, and certification.

Total	%	Duplicates	Variable level	variable
110 Teacher	76.36%	84	Females	Sex
	14.54 %	16	Males	

110 Teacher	54.54%	60	Less than 03 years	Experience
	27.27%	30	From 03 years to 05	
	9.09%	10	From 03 years and above	
110 Teacher	63.63%	70	Literature Arabic	Specialization Academic
	9.09%	10	Foreign languages	
	9.09%	10	Sociology	
	9.09%	10	psychology	
110 Teacher	81.81%	90	Bachelor's degree	Academic qualification
	18.18	20	Master	

Table No. (02) the distribution of the sample according to the study variables

4.4. Characteristics of the study sample:

4.4.1. Gender:

Percentage	The number	Gender
25%	25	male
75%	75	female
100 %	100	the total

Table No. (03) The distribution and percentage of the sample by gender (male, female)

From our analysis of Table N^o (03), it is evident that the sample selected for our study exhibits an unequal distribution in terms of the gender variable. Specifically, the number of male teachers' amounts to 25, constituting 25% of the total sample, while the number of female teachers totals 75, representing 75% of the sample.

4.5. Experience:

Percentage%	Repetition	Years of Experience
70%	70	Less than 3 years
17%	17	Between 3 and years 5
13%	13	More than 5 years
100%	100	Total

Table No. (04) The frequencies and percentages of the experience variable

From our examination of Table N^o. (04), it is apparent that the sample utilized for our study displays an unequal distribution concerning the experience variable. Specifically, there are 70 teachers with less than 3 years of experience, comprising 70% of the total sample. Additionally, there are 17 teachers with experience ranging from 3 to 5 years, accounting for 17% of the sample. Furthermore, there are 13 teachers with more than 5 years of experience, representing 13% of the sample.

4.6. Academic specialization:

%	Repetition	Academic specialization
57%	57	Arabic Language
22%	22	Languages
12%	12	Sociology
9%	9	psychology
100%	100	Total

Table No. (05) The frequencies and percentages of the academic specialization variable

From our analysis of Table N^o. (05), it is evident that the sample employed for our study exhibits an unequal distribution concerning the academic specialization variable. Specifically, there are 57 teachers with a specialization in Arabic language, constituting 57% of the total sample. Additionally, there are 22 teachers with a specialization in language, representing 22% of the sample. Moreover, there are 12 teachers with a specialization in sociology, accounting for 12% of the sample. Furthermore, there are 9 teachers with a specialization in psychology, comprising 9% of the sample.

4.7. Academic qualification:

%	Repetition	Qualification
71%	71	Bachelor's degree
29%	29	Master
100%	100	Total

Table No. (06) The frequencies and percentages of the academic qualification variable

From our examination of Table N^o (06), it is apparent that the sample utilized for our study displays an unequal distribution concerning the academic qualification variable. Specifically, there are 71 teachers with a bachelor's qualification, constituting 71% of the total sample. Additionally, there are 29 teachers with a master's qualification, representing 29% of the sample.

4.8. Fields of study:

4.8.1. Temporal Scope:

This study was conducted from April to late June 2023. During this period, questionnaires were distributed to teachers, collected, and the obtained results were analyzed using appropriate statistical methods.

4.8.2. Spatial Field:

The study focused on the National Center for the Training of Specialized Employees in Institutions for the Disabled, located in Biskra.

4.8.3. Human Field:

The participants of the study were specialized education teachers at the National Center for Training Specialized Employees in Institutions for the Disabled, attached to Biskra. The sample consisted of 110 participants divided into three groups: first, second, and third.

4.9. Study Tools:

4.9.1. Questionnaire: The study tool comprises two parts:

- The first part includes demographic information such as gender, age, academic qualification, academic specialization, and questions regarding autistic children and their integration.
- The second part consists of three dimensions: the social dimension, the academic dimension, and obstacles to integration.

4.10. Statistical processing methods:

The data were analyzed using the Statistical Package for the Social Sciences (SPSS). Various statistical methods were employed, including frequencies, percentages, and Cronbach’s alpha correlation coefficient, T-test for determining significance of differences, Analysis of Variance (ANOVA), and Cronbach's alpha for assessing the reliability of the questionnaire tool (Al- Moumin, 2008, pp. 230-268).

5. Presentation and analysis of the results of the study hypotheses:

5.1. Presentation and analysis of the results of the general hypothesis:

The general hypothesis posits that there are positive differences in teachers’ attitudes towards including autistic children in regular schools. To test this hypothesis, a one-sample t-test was conducted on a hypothesized mean using SPSS22. The results are summarized in the following table:

<i>The decision</i>	<i>degree Freedom</i>	<i>level indication</i>	<i>“t” value Calculated</i>	<i>Hypothetical mean</i>	<i>standard deviation</i>	<i>SM A</i>	<i>Number of individuals</i>	<i>data Statistics variable</i>
<i>D Statistically</i>	<i>99</i>	<i>0.034</i>	<i>2.148</i>	<i>3</i>	<i>1.124</i>	<i>3.241</i>	<i>100</i>	<i>Teachers' attitudes towards integrating autistic children into regular schools</i>

Table No. (07) a one-sample t-test on the hypothesized mean of the nature of teachers’ attitudes towards including autistic children in regular schools

Based on the results presented in Table N^o (07), it is apparent that there are statistically significant differences between the average teachers' attitudes towards integrating autistic children into regular schools and the hypothesized average.

The arithmetic mean of teachers' attitudes towards integrating autistic children into regular schools (3.241) exceeds the hypothesized average (3). Additionally, the calculated value of the "t" test (2.148) is associated with a significance level (Sig) of 0.034, which is less than the significance level of 0.05. Consequently, we reject the null hypothesis and conclude that there are positive differences in teachers' attitudes towards including autistic children in regular schools. This indicates a high level of positive tendency among teachers towards integrating autistic children into regular schools.

Therefore, the general hypothesis that there are differences in teachers' attitudes towards integrating autistic children into regular schools is accepted, suggesting a positive orientation of teachers towards integration in regular schools.

5.2. Presentation and analysis of the results of the first partial hypothesis:

The first partial hypothesis states that: There are statistically significant differences in teachers' attitudes towards including autistic children in regular schools due to the gender variable (male, female).

This hypothesis was measured using a t-test for two independent samples, using the Statistical Package for the Social Sciences (SPSS v22) system.

We obtained the results shown in the following table:

T connotation	Degree of freedom	Significance level Sig	Calculated T value	indication f	value f calculated	Standard deviation	SMA	Number of individuals	Statistical data
									gender
Not statistical	33.669	0.100	1.694	Statistical	6.715	1.019	3.366	75	Females
						1.345	3.318	25	Males

Table No. (08) T value and its statistical significance for gender differences (male, female) in the variable of teachers' attitudes towards including autistic children in regular schools

The first partial hypothesis suggests that there are statistically significant differences in teachers' attitudes towards including autistic children in regular schools due to the gender variable (male, female).

The analysis conducted using Table N^o (08) reveals that the arithmetic mean of the male group is 3.318 with a standard deviation of 1.345, while the arithmetic mean of the female group is 3.366 with a standard deviation of 1.019. However, the homogeneity test F yields a statistically significant result of 6.715, indicating that the male and female groups are not homogeneous.

Further, the calculated t-value is 1.694, with a significance level (Sig) of 0.100, which is greater than 0.05. As a result, the test is not statistically significant at the 0.05 significance level.

Based on these findings, we reject the first partial hypothesis, which suggests that there are statistically significant differences in teachers' attitudes towards integrating autistic children into regular schools due to the gender variable (male, female). Instead, we accept the null hypothesis, indicating that there are no statistically significant differences in teachers' attitudes towards integrating autistic children into regular schools based on gender.

5.3. Presentation and analysis of the results of the second partial hypothesis:

The second partial hypothesis states that: There are statistically significant differences in teachers' attitudes toward integration.

Autistic children in regular schools are attributed to the variable years of experience (less than 3 years, from 3 to 5 years, more than 5 years).

This hypothesis was measured using a one-way analysis of variance test using the Statistical Package for the Social Sciences (SPSS22) system. We obtained the results shown in the following table:

Statistica l resolutio n	level indicati on Sig	valu e F	deviati on Standa rd	SM A	number Individu als the group	Statistical data	variable
						Years of Experience	
Not statistical ly significan t	0.251	1.40 3	1.054	3.35 8	70	than 3 Less years	Teachers' attitudes towards integrating autistic children into regular schools
			1.228	3.06 4	17	From 3 to 5 years	
			1.317	2. 846	13	More than 5 years	

Table No. (09) F value and its statistical significance for the differences between years of experience in the variable of teachers' attitudes towards including autistic children in regular schools

The second partial hypothesis suggests that there are statistically significant differences in teachers' attitudes towards including autistic children in regular schools attributed to the variable years of experience (less than 3 years, from 3 to 5 years, more than 5 years).

Based on the results presented in Table N^o (09), it is evident that the arithmetic mean of the group with less than 3 years of experience is 3.358 with a standard deviation of 1.054. Additionally, the arithmetic mean of the group with experience from 3 to 5 years is 3.064 with a standard deviation of 1.228, while the arithmetic mean of the group with more than 5 years of experience is 2.846 with a standard deviation of 1.317.

The value of the ANOVA test statistic "F" is 1.403, and the level of significance (Sig) is 0.251, which is greater than the significance level of 0.05. Therefore, the test is not statistically significant.

Consequently, we reject the second partial hypothesis, which suggests that there are statistically significant differences in teachers' attitudes towards including autistic children in regular schools due to the variable years of experience (less than 3 years, from 3 to 5 years, more than 5 years). Instead, we accept the null hypothesis, indicating that there are no statistically significant differences in teachers' attitudes towards including autistic children in regular schools based on years of experience.

5.4. Presentation and analysis of the results of the third partial hypothesis:

The third partial hypothesis suggests that there are statistically significant differences in teachers' attitudes towards including autistic children in regular schools due to the specialization variable (Arabic language, foreign languages, sociology, psychology). To test this hypothesis, a one-way analysis of variance (ANOVA) test was conducted using SPSS22. The results are summarized in the following table:

Statistical resolution	level indication Sig	value F	deviation Standard	SMA	number of Individuals the group	Statistical data		variable
						Years	of Experience	
Not statistically significant	0.055	2.627	0.827	.3504	57	Arabic Language	Teachers' attitudes towards integrating autistic children into regular schools	
			.1412	2.811	22	Foreign languages		
			1.329	2.961	12	Sociology		
			1.410	3.241	9	psychology		

Table No. (10) F value and its statistical significance for differences between specializations in the variable of teachers' attitudes towards including autistic children in regular schools

The third partial hypothesis proposes that there are statistically significant differences in teachers' attitudes towards including autistic children in regular schools due to the specialization variable (Arabic language, foreign languages, sociology, psychology).

Based on the results presented in Table N^o (10), the arithmetic mean for the group of teachers whose major is Arabic language is 3.504 with a standard deviation of 0.827. For the group of teachers with a major in foreign languages, the arithmetic mean is 2.811 with a standard deviation of 1.412. The arithmetic mean for the group with a major in sociology is 2.961 with a standard deviation of 1.329, while for the group with a major in psychology; the arithmetic mean is 3.241 with a standard deviation of 1.410.

The value of the ANOVA test statistic "F" is 2.627, and the significance level (Sig) is 0.055, which is greater than the significance level of 0.05. Therefore, the test is not statistically significant.

Consequently, we reject the third partial hypothesis, which suggests that there are statistically significant differences in teachers' attitudes towards including autistic children in regular schools due to the specialization variable (Arabic language, foreign languages, sociology, and psychology). Instead, we accept the null hypothesis, indicating that there are no statistically significant differences in teachers' attitudes towards including autistic children in regular schools based on specialization.

5.5. Presentation and analysis of the results of the fourth partial hypothesis:

The fourth partial hypothesis suggests that there are statistically significant differences in teachers' attitudes towards including autistic children in regular schools due to the degree variable (Bachelor's, Master's). To test this hypothesis, a t-test for two independent samples was conducted using SPSS22.

The results are summarized in the following table:

T connotation	Degree of freedom	Significance level Sig	Calculated T value	Indication f	F value Calculated	deviation Standard	SMA	number individuals	Statistical data
									gender
Statistically notsignificant	98	0.864	1.72	Statistically notsignificant	0.331	1.186	3.272	29	Master
						1.106	3.229	71	Bachelors degree'

Table No. (11): T value and its statistical significance for the differences between degrees (Bachelor's and Master's) in the variable of teachers' attitudes towards integrating autistic children into regular schools.

The fourth partial hypothesis suggests that there are statistically significant differences in teachers' attitudes towards including autistic children in regular schools due to the degree variable (Bachelor's, Master's).

Based on the results presented in Table N^o (11), the arithmetic mean of the Master's group is 3.272 with a standard deviation of 1.186, while the arithmetic mean of the Bachelor's group is 3.229 with a standard deviation of

1.106. The homogeneity test F yields a non-statistically significant result of 0.331, indicating that Master's and Bachelor's degrees are homogeneous.

Further, the calculated t-value is 1.72, with a significance level (Sig) of 0.864, which is greater than 0.05. Therefore, the test is not statistically significant.

Consequently, we reject the fourth partial hypothesis, which suggests that there are statistically significant differences in teachers' attitudes towards integrating autistic children into regular schools due to the degree variable (Bachelor's, Master's). Instead, we accept the null hypothesis, indicating that there are no statistically significant differences in teachers' attitudes towards integrating autistic children into regular schools based on the degree variable (Bachelor's, Master's).

6. Discussing the results of the hypotheses:

The findings of this study indicate a positive inclination towards integrating autistic children into regular schools among teachers. Interestingly, the study did not observe significant differences in these inclinations based on gender, years of experience, academic specialization, or degree level. This aligns with the outcomes of a study conducted by Fatima Maghlawi and Abdul Aziz bin Abdul Malik, which also suggested a favorable view towards integration among primary education teachers.

Maghlawi and Abdul Malik's research highlighted teachers' recognition of the benefits of integration for autistic children, including the opportunities for socialization and normalized behavior. However, they also indicated a preference for having attached sections within regular schools, suggesting a nuanced perspective on integration strategies.

Overall, these findings underscore the importance of promoting inclusive education practices and providing adequate support for the integration of autistic children into regular school settings. Further research may delve into specific strategies and interventions to enhance the effectiveness of integration efforts while addressing the diverse needs of autistic students.

The results of the general hypothesis, which posits that teachers' attitudes towards including autistic children in regular schools are positive, align with the findings of this study. Through the analysis presented in Table N^o (07), it was indeed revealed that teachers' attitudes towards integrating autistic children into regular schools were positive.

Several factors contribute to the positive attitudes observed among teachers. Firstly, the success of the integration process depends on the acceptance and conviction of the idea by teachers. Teachers play a pivotal role as direct implementers of integration efforts, making their acceptance crucial for the success of the initiative. Additionally, teachers recognize the rights of autistic children to access education, knowledge, and skills, and they are willing to adapt integration programs to accommodate the needs of autistic students.

Furthermore, the study highlights the importance of teacher training and the availability of necessary resources for successful integration. Proper training equips teachers with the pedagogical skills required to teach autistic children effectively. Moreover, the provision of adequate resources facilitates the implementation of integration programs.

The findings of this study resonate with previous research conducted by Harayez Rabah and Katfi Azouz, which also underscored the positive attitudes of teachers towards integrating autistic children into regular schools. Their study identified various challenges faced by teachers in the integration process, including difficulties related to school services, pedagogy, and social aspects. Despite these challenges, teachers' attitudes remained positive towards the integration of autistic children.

In conclusion, teachers' positive attitudes towards including autistic children in regular schools are crucial for the success of integration efforts. These attitudes are shaped by factors such as acceptance of the idea, teacher training, availability of resources, and recognition of the rights of autistic children to education. As highlighted by this study and previous research, teachers play a pivotal role in determining the success or failure of the integration process, making their positive attitudes essential for creating inclusive learning environments.

The results pertaining to the first sub-hypothesis, which investigates the potential differences in teachers' attitudes towards including autistic children in regular schools based on gender, reveal an absence of statistically significant distinctions. While it might seem surprising that gender did not play a significant role in shaping teachers' attitudes, several underlying factors can help elucidate this outcome.

Firstly, both male and female teachers typically undergo similar educational training programs, particularly in terms of educational policies. However, there is a notable gap between the educational curriculum provided by colleges or universities and the actual requirements of society, especially regarding the preparation of teachers for special education needs, including autism. The absence of specialized courses focusing specifically on autism disorders contributes to a lack of in-depth understanding among educators, regardless of gender.

Furthermore, even when teachers are required to study courses related to the psychology of individuals with special needs, the coverage of autism disorders tends to be superficial rather than comprehensive. This limited exposure fails to provide teachers with a nuanced understanding of the challenges and needs of autistic children. As a result, attitudes towards integration may be influenced more by the lack of exposure and understanding rather than gender-specific factors.

Additionally, direct interaction with autistic children can significantly impact teachers' attitudes. Positive experiences and firsthand encounters with these children are instrumental in fostering understanding and empathy, regardless of gender. Studies have shown that teachers who have direct interaction with autistic students tend to develop more positive attitudes towards integration.

The findings of this study are consistent with previous research, such as the study conducted by Darawesha in 2014, which explored the attitudes of counselors and teachers towards the integration of students with autism disorder. In this study, both teachers and counselors demonstrated a moderate level of knowledge about autism, with no significant difference between genders in terms of attitudes towards integration.

In conclusion, while gender did not emerge as a significant factor in shaping teachers' attitudes towards including autistic children in regular schools, other variables such as

educational training, exposure to autism, and direct interaction with autistic students play crucial roles. Efforts to improve teacher preparation and provide opportunities for direct interaction with autistic children are essential for fostering positive attitudes towards integration.

Discussion of the results pertaining to the second sub-hypothesis, positing that "There are statistically significant differences in teachers' attitudes toward the inclusion of autistic children in regular schools due to varying levels of experience," warrants examination. Analysis of the data presented in Table 09 reveals that the significance level (SIG) associated with both individual dimensions and the overall scale exceeds the predetermined threshold of significance ($\alpha = 0.05$). Consequently, it is concluded that there exists no statistically significant disparity concerning teachers' attitudes towards the integration of autistic children in mainstream educational settings relative to their experience levels.

The researchers elucidate these findings within the context of several factors. These include limited interaction with autistic individuals, instances of rejection and expulsion within school environments, the novelty of integration within the educational landscape, and insufficient participation in rehabilitative or inclusive educational programs. Such circumstances contribute to a perceived lack of experience and self-assurance among educators in their interactions with autistic students. Consequently, understanding the prevailing attitudes of educators within the study cohort emerges as a critical imperative for formulating effective strategies to enhance the educational experiences of students with disabilities.

Moreover, the role of experience emerges as a significant determinant, albeit contingent upon the presence or absence of practical exposure to inclusive educational practices. This observation is particularly salient within the Algerian educational context, characterized by a dearth of experience and knowledge regarding inclusive pedagogical approaches among educators. Consequently, many respondents may have opted to abstain from expressing definitive viewpoints on this matter, instead adopting a neutral stance. Accordingly, it is concluded that the research hypothesis, as posited, has not been substantiated.

The examination of the outcomes pertaining to the third sub-hypothesis, positing that "There are statistically significant differences in teachers' attitudes towards the inclusion of autistic children in regular schools due to variations in specialization," merits scrutiny. Analysis of the data presented in Table 10 reveals that the significance level (SIG) associated with both individual dimensions and the overall scale exceeds the predetermined threshold of significance ($\alpha = 0.05$). Consequently, it is concluded that there exists no statistically significant disparity in the attitudes of primary education teachers towards the integration of students with special needs into mainstream educational settings, attributable to the specialization variable.

The researchers explicate these findings in light of the conspicuous absence of specialized university programs ensuring the graduation of teachers with expertise in disabilities, particularly pertaining to autistic children. A notable chasm exists between the educational output facilitated by the Ministry of Education, primarily responsible for teacher preparation, and the actual societal requisites. Despite the researchers' awareness of the instructional mandates incumbent upon teachers concerning inclusion, supplemented by amendments to

academic regulations and the incorporation of subjects such as Psychology of Special Groups within the curricular framework, these efforts frequently fall short of adequately addressing the nuances of special needs education. This pedagogical lacuna perpetuates a fundamental disconnect between the requisite expertise and the educational landscape.

The dearth of precise specialization pertaining to individuals with special needs, including autistic children, constitutes a foundational impediment fostering negative predispositions towards the integration of this demographic. Naturally, this phenomenon is not demarcated significantly between educators possessing scientific versus literary specializations, as both cohorts exhibit a proclivity towards skepticism regarding the integration of autistic children. This congruence in attitude is unsurprising, given the interplay between these two disciplinary realms within the educational milieu and their shared lack of exposure to autistic students.

This study's findings corroborate those of prior research endeavors, thereby affirming the non-fulfillment of the research hypothesis.

The analysis of the results concerning the fourth sub-hypothesis, positing that "There are statistically significant differences in teachers' attitudes towards the inclusion of autistic children in regular schools due to disparities in certification," necessitates scrutiny. Evaluation of the data presented in Table 11 indicates that the significance level (SIG) associated with both individual dimensions and the overall scale surpasses the predetermined threshold of significance ($\alpha = 0.05$). Consequently, it is deduced that no statistically significant disparities exist in teachers' attitudes towards the integration of autistic children into mainstream educational environments, attributable to differences in certification.

The researchers elucidate this phenomenon by asserting that individuals possessing higher qualifications evince no discernible variance in their attitudes towards integration compared to their counterparts with intermediate credentials.

This observation is attributed to a pervasive lack of cognitive awareness regarding the nature of autistic individuals, appropriate methodologies for engaging with them, and strategies for enhancing their developmental trajectories. The prevailing academic paradigms and sociocultural norms within Algerian society pertaining to children with autism remain largely unaffected by discrepancies in certification. Therefore, the attainment of higher certification levels alone does not suffice to engender the requisite expertise for effectively supporting this demographic within educational settings.

Consequently, the inadequacy of certification in facilitating meaningful engagement with autistic children underscores the imperative of specialized training tailored to the unique needs of this demographic. In light of these observations, it is determined that the research hypothesis remains unfulfilled.

Based on the findings of the study, the following conclusions can be drawn regarding teachers' attitudes towards integrating autistic children into regular schools:

1. Overall, teachers' attitudes towards the integration of autistic children into regular schools were predominantly positive, with a majority of the sample expressing agreement with the concept of integration.
2. There are statistically significant differences in teachers' attitudes towards including autistic children in regular schools based on gender.

3. There are no statistically significant differences in teachers' attitudes towards including autistic children in regular schools based on the variable of experience.
4. Similarly, no statistically significant differences were observed in teachers' attitudes towards including autistic children in regular schools based on the specialization variable.
5. Likewise, there are no statistically significant differences in teachers' attitudes towards including autistic children in regular schools based on the certificate variable.

These conclusions highlight various factors that may influence teachers' attitudes towards the inclusion of autistic children in mainstream educational settings, underscoring the complexity of this issue.

7. Conclusion:

In conclusion, our study titled "Teachers' Attitudes Regarding the Integration of Autistic Children into Mainstream Schools," conducted among training groups at the National Center for the Training of Personnel Specialized in Institutions for the Disabled - Biskra Annex, sought to explore educators' perspectives on integrating children with autism spectrum disorder into regular classroom settings within public schools. Despite the challenges and resource constraints impeding the implementation of ministerial directives aimed at facilitating integration, our statistical analysis yielded encouraging findings indicating a positive attitude among teachers towards integration.

The study underscores the importance of understanding and addressing teachers' attitudes towards inclusive education, particularly concerning children with autism. Despite the inherent complexities and limitations within the educational system, the majority of teachers demonstrated a favorable disposition towards integrating autistic children into mainstream classrooms.

Moving forward, it is imperative to build upon these positive attitudes by implementing targeted interventions, providing specialized training, and enhancing support systems to enable effective integration practices. By fostering a supportive and inclusive educational environment, we can strive towards realizing the full potential of every child, including those with autism spectrum disorder, within the regular school system.

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