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NAMIBIAN TEACHERS' MULTIDIMENSIONAL ATTITUDES TOWARDS TEACHING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN INCLUSIVE SETTINGS

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Abstract:
The success or failure of inclusive educational practices is significantly influenced by teachers' attitudes towards teaching students with special educational needs (SEN). This research explores the multidimensional attitudes of teachers in Namibia towards teaching students with SEN in inclusive educational settings. We explored teachers' multidimensional attitudes and how teachers' cognitive and affective dimensions of attitude influence their behavioural stance regarding teaching students with SEN. The study is grounded in the theory of planned behaviour. Data were collected from 300 teachers in the Omusati, Oshana, Kunene, and Khomas educational regions of Namibia through a self-administered electronic questionnaire. Data were descriptively and inferentially analysed using Jamovi Statistical Software Version 2.3.18.0 and Statistical Package for the Social Sciences IBM Amos. The inferential analysis involved exploratory factor analysis, extracting three attitude components: cognitive, behavioural, and affective, comprising 10 items. The structural equation modelling analyses included confirmatory factor analysis to validate the measurement model and multiple regression analysis to confirm the structural model's fitness with latent variables. The results revealed that cognitive attitude attained the highest overall mean score, followed by behavioural attitude and affective attitude. This suggests that although participants hold positive beliefs, ideas, and perceptions and are willing to teach SEN in inclusive settings, they displayed moderate emotions towards the practice. Furthermore, the findings indicated that teachers' cognitive attitude has a significantly positive influence on their

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behavioural attitude, whereas affective attitude was statistically insignificant, implying a negative influence. These findings bear significant relevance to education ministries, curriculum developers, education practitioners, teacher training institutions, and policymakers. They underscore the importance of considering teachers' multidimensional attitudes in formulating and implementing inclusive education policies. Additionally, the results offer valuable insights for teachers, elucidating the impact of their cognitive and affective attitudes on their behavioural attitude towards teaching students with SEN in inclusive settings.

Keywords: special education, affective attitude, behavioural attitude, cognitive attitude, inclusive education

1. Introduction

The inclusion and teaching of students with special educational needs (SEN) in inclusive settings is a globally significant endeavour, necessitating a comprehensive understanding of teachers' attitudes towards facilitating inclusive practice (Simón et al., 2021). Since the global adoption of inclusive education in 1994, the definitions of inclusion, widely employed in recent literature, continue to lack conceptual clarity (Krischler et al., 2019). This implies that even though the term is frequently used, there is ongoing ambiguity and a lack of precise agreement on what exactly is meant by inclusion when applied to students with SEN. Such lack of conceptual clarity leads to different interpretations, variations in attitudinal stance, and understandings of the term in various educational contexts and research studies (Hodkinson & Devarakonda, 2011; Williams-Brown & Hodkinson, 2021). The National Centre in Educational Restructuring and Inclusion (1995), in their National Study of Inclusive Education, formally defined inclusion as the provision of equitable opportunities for effective educational services to all students. This encompasses those with severe disabilities, utilising supplementary aids and support services as required. The educational services are delivered in age-appropriate general education classes within their neighbourhood schools. The overarching goal is to prepare all students for productive lives as full members of society. In this study, we refer to the inclusion of students with SEN in inclusive educational settings to the practice of addressing the social and academic needs of every student with disabilities or those requiring special educational support within an inclusive learning environment (Krischler et al., 2019; Leonard & Smyth, 2022).

Teachers' attitudes towards teaching students with SEN in inclusive settings refer to the emotions, feelings, beliefs, knowledge, and perceptions teachers hold while teaching in inclusive settings. Undeniably crucial, teachers' attitudes towards working with students with SEN in inclusive settings have been extensively researched, emphasising their significance (Boyle et al., 2020). Research has revealed negative teachers' attitudes to be a potential barrier to the inclusion of students with SEN in regular classrooms. Although researchers traditionally viewed teachers' attitudes in

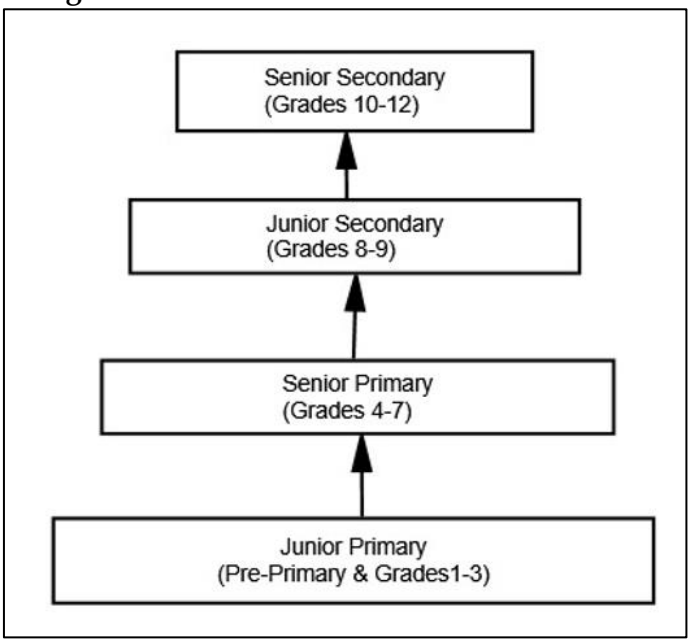
inclusion settings as unidimensional, Moberg et al. (2019) explained that teachers' attitudes towards inclusion are multidimensional, encompassing affective, cognitive, and behavioural dimensions. This study explores teachers' multidimensional attitudes towards teaching students with SEN in inclusive settings. Heyder et al. (2020) stressed that evaluating the cognitive, affective, and behavioural dimensions of attitude offers a nuanced understanding of how teachers perceive and engage with challenges and opportunities when teaching students with SEN in inclusive settings.

Namibia, as a signatory to various global agreements pertaining to inclusive education and diversity in education (Brown & Reygan, 2019), has demonstrated a positive commitment to international educational mandates. The country also upholds commitments outlined in The Convention on the Rights of Persons with Disabilities (United Nations, 2018) and The Oslo Summit on Education for Development (Sæbønes et al., 2015). This affirmation of international agreements underscores Namibia's dedication to fostering inclusive education within its regulatory and policy frameworks. Given this, Namibia has made commendable strides in advancing access to high-quality and equitable educational opportunities for all (Ministry of Education, Sports & Culture, 1993; Ministry of Justice, 1990; Office of the Prime Minister, 2020). However, persistent challenges endure, particularly among learners with SEN (Mokaleng & Möwes, 2020). Acknowledging the imperative of skill development, the Ministry of Education, Arts, and Culture (MoEAC) has exhibited a notable commitment to curriculum diversification within the framework of basic education (MoEAC, 2018; MoEAC, 2020). Within this revised structure depicted in Figure 1, Namibia's basic education system is bifurcated into two educational strata. Within these educational tiers, individuals with learning difficulties and SEN are envisaged to undergo a comprehensive learning support programme (Ministry of Education, 2014a; Ministry of Education, 2014b; MoEAC, 2018). These expectations align with the overarching objectives delineated in the 2013 Sector Policy on Inclusive Education, which endeavours to 'ensure that the education system becomes more inclusive, sensitive, and responsive to the needs of all learners and young people that are educationally marginalised' (Ministry of Education, 2013:4-5).

Notwithstanding adherence to the international educational regulatory framework with national policy intervention, Mokaleng and Möwes (2020) investigated issues affecting the implementation of inclusive educational practices in Namibia. Their research findings elucidate challenges associated with inappropriate policy development, teacher attitudes, inadequate teacher training, insufficient support and resources, and curriculum-related issues. Notably, teachers' attitudes emerge as one of the critical factors impeding the effective implementation of inclusive education in Namibia. In a similar vein, Chitiyo et al. (2019) examined professional development needs and perspectives in special and inclusive education, identifying various deficiencies that hinder successful inclusion. These deficiencies encompass inadequacies in teachers' professional development and disparities in teachers' beliefs and attitudes. Owing to these deficiencies, enabling all students to benefit from inclusive educational settings, regardless of their SEN equitably, remains a major challenge facing the

education system (Bhatia, 2021; Byrne, 2019; Chitiyo et al., 2022; Pil et al., 2022). Therefore, the realisation of education for all requires a holistic approach, flexibility, and tolerance of diversity (Byrne, 2019). As such, lifting barriers such as negative teachers' attitudes, inclusive politics, curriculum issues, inadequate teachers' training, and inadequate resources for educating students with SEN who are victims of exclusion and marginalisation deserve special attention (Crişan, et al. 2020).

Figure 1: Phases of Basic Education in Namibia



Moreover, the cumulative findings from Mokaleng and Möwes (2020), Chitiyo et al. (2019), Bhatia (2021), Pil et al. (2022), and Crişan et al. (2020) underscore the critical need to address inadequacies to enhance teachers' multidimensional attitudes and their effectiveness in implementing inclusive education practices. Considering the evolving dynamics within inclusive education that constantly shape the educational discourse, there is a need to explore the intricate tapestry of teachers' attitudes towards teaching students with SEN in inclusive settings (Pil et al., 2022). To bridge this gap, a thorough analysis of teachers' attitudes becomes essential for tailored interventions. Consequently, this research delves into the multidimensional attitudes of Namibian teachers, encapsulating cognitive, affective, and behavioural dimensions. This exploration aims to elucidate nuanced perceptions and approaches. Based on the results, the study seeks to inform targeted interventions and policy adjustments that promote a more inclusive environment in Namibia's inclusive settings. Building on earlier research in this context, our research contributes to the discourse on inclusive education globally and specifically in Namibia. It provides insights that can inform strategies and policies to enhance inclusivity for students with SEN, aligning with global efforts for educational equity.

2. Literature Review

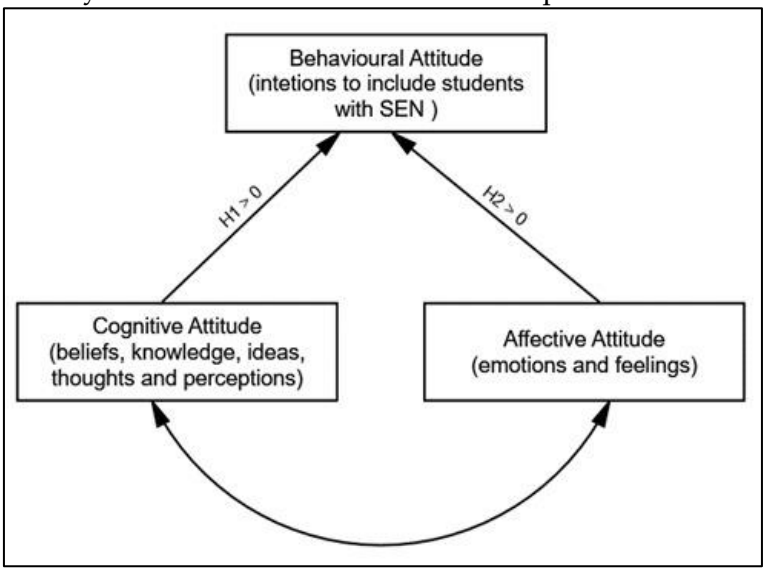
Recent studies (such as Chibaya et al., 2019; Chitiyo & Dzenga., 2021; Chitiyo et al., 2019; Haitembu & Maarman, 2022; Le Fanu et al., 2022; Matengu et al., 2019; Mokaleng & Möwes, 2020; Murangi et al., 2022; Ninkova, 2020; Pather, 2019) offer a perspective on the teaching of students with SEN in Namibia's inclusive settings. From the literature reviewed, it is noteworthy that only Chitiyo et al. (2019) and Mokaleng and Möwes (2020) identified teachers' attitudes as a factor influencing the implementation of special and inclusive education. Murangi et al. (2019) emphasised the significance of leveraging all teacher capabilities, including the utilisation of knowledge and skills, in the context of special education in Namibia. They further argued that special schools cannot fulfil their mandate if teachers lack emotional well-being, find no meaning in their work, perform poorly, and eventually resign from their positions. Chibaya et al. (2019) reported on a series of cases involving children referred by teachers to special schools. Their research elaborated on a lack of knowledge of a broader issue where teachers and school principals show a limited understanding of concepts such as special schools, inclusive education, and the government's initiatives in promoting inclusive education. While some school principals acknowledge awareness of inclusive education, they still express disagreement with its principles (Chibaya et al., 2019). This highlights a critical need for enhanced awareness and education regarding inclusive practices among educators. Furthermore, the literature on special and inclusive education development and practices in Southern African countries is somewhat scattered and inconclusive (Chitiyo & Dzenga, 2021).

To contribute to the literature on teaching students with SEN in inclusive settings and address the identified gap, we assess teachers' multidimensional attitudes, which are primarily grounded in the theory of planned behaviour (TPB) developed by Ajzen (1991). Originally, the TPB stemmed from the theory of reasoned action postulated by Ajzen and Fishbein (1980) and further explored by Opoku et al. (2022). The central tenet of this theory posits that behavioural intention is determined by three factors: attitude towards a target behaviour, subjective norm, and perceived behavioural control (Ajzen, 1991; MacFarlane & Woolfson, 2013). Our study focuses on attitude, identified as the predominant predictor of intention in TPB studies (Ajzen, 1991; Lee et al., 2021). This assertion is supported by myriad studies (Hellmich et al., 2019; Mariyam & Kurinawati, 2019; Opoku et al., 2021a, Opoku et al., 2021b; Opoku et al., 2022; Sahli Lozano et al., 2021) employing the TPB to predict teachers' intentions towards inclusive education. In line with Mahat's (2008) recommendation for a comprehensive exploration of the attitude factor and its influence on teachers' intentions towards inclusive education, a psychometric multidimensional attitude factor towards inclusive education scale (MATIES) was developed. The theoretical framework underpinning this paper is derived from MATIES by Mahat (2008), as illustrated in a schematic representation in Figure 2. MATIES has been utilised in recent studies (Ai et al., 2022; Barnová et al., 2020, 2022; Butakor et al., 2020; Kušnírová et al., 2022; Noreen et al., 2019; Siagian & Kurniawati, 2019) to effectively measure the affective, cognitive, and behavioural aspects of attitudes

within the realm of inclusive education, covering physical, social, and curricular inclusion.

Ajzen (1991) defined attitude towards behaviour as an unfavourable evaluation or appraisal of performing a particular behaviour. Similarly, Eagly and Chaiken (1993) associated attitude with the evaluations of an attitude object. Daniela and Ecaterina (2023) expanded on this concept. They asserted that teachers have a multidimensional attitude towards inclusive education. This attitude comprises a combination of their emotions, knowledge, thoughts, beliefs, perceptions, behaviours, and mental conceptualisation of the attitude object. Importantly, this combination significantly influences subsequent target behaviours. In alignment with the multidimensional model of attitudes, this study delves into teachers' cognitive and affective attitudes to significantly influence their behavioural attitudes towards teaching students with SEN in inclusive settings. The idea of teaching students with SEN in an inclusive setting has recently garnered overwhelming support among teachers (Florian, 2021). However, challenges associated with a comprehensive understanding of implementation strategies, in-service training, teaching methodologies, inadequate consideration of teachers' beliefs, emotions, perceptions, the mental conceptualisation of such inclusion, feelings, and past experiences are thought to have adverse implications on teachers' attitudes (Chitiyo et al., 2022; Daniela & Ecaterina, 2023). Thus, there is a need for an in-depth analysis of the influence of emotions, beliefs, SEN severity, feelings, in-service training, and support systems on teachers' attitudes towards the inclusion of students with SEN in inclusive settings (Butakor et al., 2020; Daniela & Ecaterina, 2023).

Figure 2: This Study's Multidimensional Attitudes Proposed Model and Hypotheses



The fundamental tenets of inclusive education revolve around teachers assuming a pivotal role in fostering the integration of children with special needs and providing them with equitable social support (Noreen et al., 2019). Additionally, it has been established that teachers constitute the most critical element of successful inclusion

practices (Siagian & Kurniawati, 2019). Consequently, the attitudes of teachers and teaching staff play a pivotal role in determining the effective implementation of inclusive education, as these attitudes can serve as predictive indicators of long-term behavioural patterns. Therefore, understanding the attitudes of teachers can inform the design of continuous professional development (CPD) programmes and undergraduate training initiatives (Barnová et al., 2022; Kušnírová et al., 2022). While teachers' attitude is acknowledged as a prerequisite for the successful implementation of inclusive education (Saloviita, 2020), to our knowledge, there has been no study prior to this on teachers' multidimensional attitudes and the influence of teachers' affective and cognitive attitudes on their behavioural attitudes towards teaching students with SEN in the Namibian context.

In Figure 2, we attribute teachers' behavioural attitudes to their intentions to act positively or negatively depending on their cognitive and affective attitudinal influences. In view of this, we attribute teachers' affective attitude factor to their emotions and feelings towards teaching students with SEN in inclusive settings, whereas teachers' cognitive attitude is ascribed to their beliefs, ideas, and perceptions of teaching students with SEN in inclusive settings. This study aims to explore teachers' multidimensional attitudes and the influence of Namibian teachers' affective and cognitive attitudes on their behavioural attitude towards teaching students with SEN in inclusive settings. To achieve these aims, we formulated three research questions (RQs) on which we base two hypotheses (H).

RQ1: What cognitive, affective, and behavioural attitudes do teachers have towards teaching students with SEN in inclusive settings?

RQ2: To what extent do teachers' cognitive attitudes influence their behavioural attitudes towards teaching students with SEN in inclusive settings?

RQ3: To what extent do teachers' affective attitudes influence their behavioural attitudes towards teaching students with SEN in inclusive settings?

Aligned with Eagly and Chaiken's theory (1993), we predicted that both affective and cognitive components of attitudes would have a significant influence on teachers' behavioural attitudes towards teaching students with SEN in inclusive settings. Considering this, we expected that the variance in teachers' behavioural attitudes towards teaching students with SEN in inclusive settings could be elucidated by their cognitive and affective attitudes (Krischler & Pit-ten Cate, 2019). Consequently, we formulated the following hypotheses:

H1: Teachers' cognitive attitudes will positively influence their behavioural attitudes towards teaching students with SEN in inclusive settings.

H2: Teachers' affective attitudes will positively influence their behavioural attitudes towards teaching students with SEN in inclusive settings.

3. Materials and Methods

3.1 Study Design and Research Context

In responding to the research questions and testing the hypotheses, we employed a survey research design and used a quantitative approach for data analysis. This research design was chosen because it helps to achieve a statistical portrayal of attitudes, a numerical representation of teachers' perspectives, or trends in large quantities within a relatively short time using closed-ended questions (Asenahabi, 2019). The dissemination of the survey for data collection was executed after obtaining requisite permissions from the executive director of the MoEAC and the regional directors overseeing the four participating regions in Namibia.

3.2 Participants' Demography

The participants' demographic profile in Table 1 encompasses gender, age, teaching experience, and pedagogical training in special education. Among of the participants, 56% were females, 43.7% were males, and 0.3% preferred gender anonymity. In the table, the largest proportion of participants (41%) were ages 30–39, which is a true representation of the teachers' population in Namibia (MoEAC, 2022). A quarter (25%) of the participants were aged between 40 and 49. The third-highest number of participants (24%) were aged below 30, whereas 10% were between 50 and 59 years old. Only 48% of the participants received pedagogical training in special education, ranging from one to four years. Most of the participants (52%) did not receive any pedagogical training in special education. Table 1 further depicts variations in teaching experience among the participants. Most of the participants (29%) have taught for six to 10 years, 23% have taught for 11 to 20 years, 19% have taught for 21 to 30 years, and 16% have less than two years of teaching experience. Only 11% of the participants have three to five years of teaching experience, and 1% have more than 30 years of teaching experience.

Table 1: Participants' Demographic Profile

Demographic	***N***	**%**
Gender		
Male	131	43.7%
Female	168	56.0%
Prefer not to tell	1	0.3%
Ages		
<30 years	72	24.0%
30–39 years	124	41.3%
40–49 years	75	25.0%
50–59 years	29	9.7%
Teaching Experience		
<2 years	49	16.3%
3–5 years	34	11.3%
6–10 years	87	29.0%
11–20 years	70	23.3%

21–30 years	56	18.7%
>30 years	4	1.3%
Level of Pedagogical Training in Special Education		
>4 years	11	3.7%
4 years	15	5.0%
3 years	22	7.3%
2 years	30	10.0%
>2 years	66	22.0%
No training	156	52.0%

3.3 Instrumentation Measurements

The survey items employed in the present study are adopted from the established MATIES (Mahat, 2008). Exclusive of demographic inquiries, a structured survey featuring closed-ended items encompassed the behavioural, affective, and cognitive components of attitudes a construct aligned with the TPB (MATIES; Ajzen, 1991; DeVellis, 2003; Mahat, 2008). All measures assessing the behavioural, affective, and cognitive components of attitudes were interleaved. Participants utilised a six-point Likert scale to articulate their levels of agreement, ranging from 'strongly disagree' (1) to 'strongly agree' (6), as delineated in Table 2. To enhance the survey's rigor and establish content validity and reliability, a pilot study was undertaken with a cohort of 50 participants. At this juncture, we employed a survey, comprising 18 items specific to MATIES and two additional items, totalling 20 items. Among these items, eight pertained to the behavioural dimension, while both the cognitive and affective dimensions encompassed six items each. For the analysis of data gleaned from the pilot study, we employed the Statistical Package for the Social Sciences IBM Amos (SPSS.27). During this analytical phase, one item within the behavioural dimension failed the extraction. Nevertheless, factor one revealed the extraction of seven items pertaining to the behavioural dimension and two items from the affective dimensions, collectively designated as factor one, denoted as behavioural attitude, comprising a total of nine items. Due to the loading of two affective component items under the behavioural factor, only four items were allocated to the affective component factor. The cognitive dimension encountered difficulty with the extraction of two items, resulting in this component factor comprising four items. Consequently, a meticulous review and refinement of the survey ensued before its deployment for actual data collection (Song et al., 2015; Straub & Gefen, 2004). As a result, the ultimate iteration of the survey employed for authentic data collection comprised a total of 17 items.

The 17 items in the survey were distributed across three attitude components: nine in the behavioural category and four each in the affective and cognitive domains. These components were designed to gauge teachers' multidimensional attitudes towards teaching students with SEN in an inclusive setting. In each of these attitudinal components, there were items related to social, physical, and curricular aspects of inclusion. For example, in the affective component, items aimed to uncover teachers' emotions and feelings when teaching students with SEN in inclusive settings. Items such

as *I get uncomfortable with the inclusion of students with SEN in a regular classroom* fall under the affective component. The cognitive component encapsulates items that reflect teachers' beliefs, ideas, knowledge, and perceptions about the inclusion of SEN students in inclusive settings. Items such as *I believe that inclusion facilitates socially appropriate behaviour amongst all students* form part of the cognitive component. The behavioural component reflects items of behavioural intent that capture the teacher's intention to act in a particular way towards teaching students with SEN in an inclusive learning environment. Therefore, items such as *I am willing to adapt the curriculum to meet the individual needs of all students regardless of their abilities* are a part of the behavioural component.

3.4 Data Collection

Data were collected from primary and secondary school teachers of the Omusati, Kunene, Oshana, and Khomas educational regions from February to September 2023. To give credence and enhance anonymity, self-selected primary and secondary schoolteachers volunteered to complete a Webropol electronic self-administered survey at their respective schools (Murairwa, 2015). The hyperlink to the survey instrument was distributed among school principals through forums such as principals' meetings, official school email correspondence, teachers' meetings, and direct engagement during in-person school visits. An informed consent form was the first part of the survey. Only participants who gave consent could proceed to attempt the survey. Of the teachers approached for participation, 300 gave consent to participate in this study and seven declined and were directed to the final survey page. Therefore, the data of the declined teachers were not captured and not used in this study. Prior to attempting the survey, participants were provided with a brief explanation of the research objectives, an introductory overview of the procedures, and measures taken to ensure the anonymity and confidentiality of their data.

3.5 Data Analysis

After extracting data from the Webropol survey system in SPSS format, the data were cleaned and then subjected to descriptive and inferential statistical analysis using Jamovi Statistical Software Version 2.3.18.0 and Amos SPSS.27. To answer RQ1, we employed a descriptive data analysis technique, which encompassed the computation of the mean, thus delivering the average value extracted from the data contributed by each participant. This analytical process offers insights into the central tendency of the dataset. To establish the degree of data variation, standard deviation also formed part of the descriptive data analysis (Murairwa, 2015; Navarro & Foxcroft, 2022). In addressing RQ2 and RQ3, we conducted inferential data analyses, encompassing exploratory factor analysis (EFA), inter-factor correlation, and structural equation modelling (SEM) analyses (confirmatory factor analysis [CFA] and multiple regression analysis). These analytical approaches were employed to systematically investigate relationships among variables. In our analytical framework, we used affective and cognitive attitude components as

independent variables, serving as predictors, with the behavioural attitude component serving as the dependent variable. In the SEM analyses, CFA validated the measurement model, while multiple regression analysis confirmed the structural model's fitness with latent variables. This involved testing the hypotheses and analysing the structural relationship between latent variables and observed constructs (Verma & Verma, 2023).

Table 2 shows the EFA output. EFA was conducted on 17 items to identify common factors that explain the order and structure among measured variables, reduce data complexity, highlight the most important relationships, and find underlying factors (Watkins, 2018). Using the principal axis factoring extraction method with oblimin rotation, three multidimensional attitude factors were extracted. These factors are made up of 10 items, which encompass cognitive, behavioural, and affective dimensions of attitude. They were extracted because their factor loadings exceeded the predefined threshold level of 0.50. We retained these three factors by parallel analysis, which conforms with the multidimensional attitude scale factors requirement and is used for further analytic approaches. Together, these factors explain 71% of the variance in teachers' intentions to teach students with SEN in inclusive settings. Five items of behavioural and two from the cognitive attitude factors fell below the 0.50 threshold level; they were not extracted and were deleted from this study. No item was added or deleted from the affective factor. The Kaiser–Meyer–Olkin (0.873 > 0.05) and Bartlett's sphericity ($\chi^2 = 2155$, $df = 45$) tests of sampling adequacy were significant. This suggests that there is a substantial correlation in the data, that the sample was adequate, and that the data were suitable for the factor analysis (Navarro & Foxcroft, 2022).

Table 2: Exploratory Factor Analysis of the items

Items	BEH_ATT	AFF_ATT	COGN_ATT
BEH_ATT 1	0.937		
BEH_ATT 2	0.878		
BEH_ATT 3	0.852		
BEH_ATT 4	0.597		
AFF_ATT 1		0.884	
AFF_ATT 2		0.877	
AFF_ATT 3		0.799	
AFF_ATT 4		0.709	
COGN_ATT 1			0.892
COGN_ATT 2			0.813

Note: Extraction method: Principal Axis Factor; Rotation: Oblimin based on Parallel Axis.
BEH_ATT = Behavioural Attitude; AFF_ATT = Affective Attitude; COGN_ATT = Cognitive Attitude

Table 3 presents the Cronbach's alpha coefficient values of each factor. Behavioural attitude (0.922), affective attitude (0.886), and cognitive attitude (0.859) are above the 0.7 thresholds, indicating excellent internal consistency (Dabbagh et al., 2023).

Table 3: Reliability Test of the components

Factors	Items	Cronbach's Alpha	Composite Reliability
1. Behavioural component (BEH_ATT)	4	0.922	0.924
2. Cognitive components (COGN_ATT)	2	0.859	0.859
3. Affective component (AFF_ATT)	4	0.886	0.890

Table 4 shows the correlation between the multidimensional attitude factors. There was a positive correlation between teachers' affective and behavioural attitude factors (r = 0.146, $p < 0.05$). Behavioural and cognitive attitude factors significantly correlated (r =0.754, $p < 0.001$). Furthermore, there was a statistically significant correlation between cognitive and affective attitudes ($r = 0.165$, $p < 0.05$).

Table 4: Inter-factor Correlation between constructs

		BEH_ATT	AFF_ATT
AFF_ATT	Pearson's *r*	0.146 *	-
	p-value	0.011	-
COGN_ATT	Pearson's *r*	0.754 ***	0.165 **
	p-value	<.001	0.004

Note: * p < .05, ** p < .01, *** p < .001; BEH_ATT= Behavioural Attitude; AFF_ATT= Affective Attitude; COGN_ATT= Cognitive Attitude.

Table 5 presents the output, while Figure 3 provides a visual representation of the CFA for the three-dimensional attitude factor model. The values of various tests are Chi-square (χ^2) = 52.824, df = 32, p = 0.012, χ^2/df = 1.651 < 5, indicating that the data fits the model (Byrne, 2016; Verma & Verma, 2023). The Goodness of Fit Index (GFI) = 0.967, Comparative Fit Index (CFI) = 0.990, Tucker-Lewis Index (TLI) = 0.986, standardised root mean square residual (SRMR) = 0.0419, and root mean square error of approximation (RMSEA) = 0.047.

Table 5: Standardised Regression Weights and Parameters Estimates

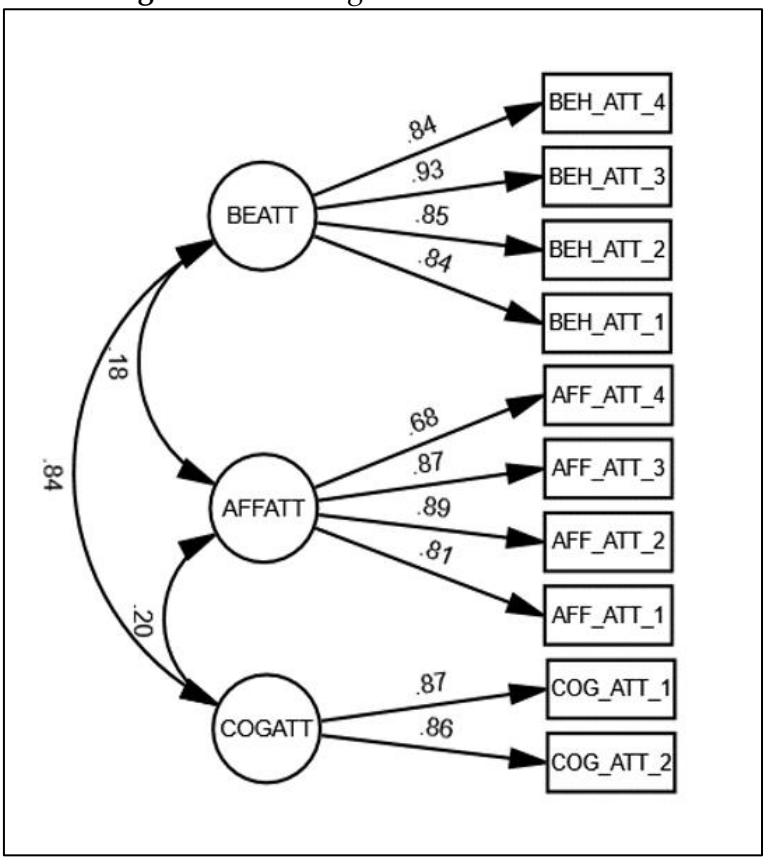
Path coefficient			Standardised Estimate	Unstandardised Estimate	C.R. (t-value)	P-value
BEH_ATT_1	<---	BEATT	0.838	1.119	18.224	***
BEH_ATT_2	<---	BEATT	0.854	1.082	18.814	***
BEH_ATT_3	<---	BEATT	0.933	1.146	21.872	***
BEH_ATT_4	<---	BEATT	0.845	1.000	-	-
AFF_ATT_1	<---	AFFATT	0.815	1.189	12.605	***
AFF_ATT_2	<---	AFFATT	0.890	1.258	13.492	***
AFF_ATT_3	<---	AFFATT	0.872	1.254	13.314	***
AFF_ATT_4	<---	AFFATT	0.682	1.000	-	-
COG_ATT_1	<---	COGATT	0.874	1.000	-	-
COG_ATT_2	<---	COGATT	0.862	1.011	17.401	***

Note: *** p < .001; BEH_ATT= Behavioural Attitude; AFF_ATT= Affective Attitude; COGN_ATT= Cognitive Attitude

These values are consistent with the comparative incremental fit indices where GFI, CFI, and TLI > 0.90, SRMR < 0.05, and RMSEA < 0.08, indicating a good model fit (Bentler,

1990; Byrne, 2016; Navarro & Foxcroft, 2022; Verma & Verma, 2023; Walker & Smith, 2017). All these criteria homogeneously revealed that the overall adequacy of the MATIES three-factor structure model theorised by Mahat (2008) is supported by this study's sample.

Figure 3: Path Diagram of the CFA Model



Note: BEH_ATT = Behavioural Attitude; AFF_ATT = Affective Attitude; COGN_ATT = Cognitive Attitude

4. Results

The primary objective of this research is to explore teachers' multidimensional attitudes and the influence of Namibian teachers' affective and cognitive attitudes on their behavioural attitude towards teaching students with SEN in inclusive settings. This section presents the findings of this study. The results are presented based on descriptive statistics and SEM estimates.

4.1 Teachers' Cognitive, Affective, and Behavioural Attitudes Towards Teaching Students With SEN in Inclusive Settings

Table 6 shows the descriptive results of the behavioural and affective attitude factors with four items each and the cognitive attitude factor with two items. The general finding is that participants hold a positive attitude towards teaching students with SEN across all three attitude components.

Cognitive attitudes had the highest overall mean score (M = 5.10, SD = 1.20) on the inclusion of students with SEN in inclusive settings. Such overall mean and standard deviation reflect that participants in this study hold positive beliefs, ideas, and perceptions on teaching students with SEN in inclusive settings. Most participants (91%) responded positively to the assertion that an inclusive school allows the academic advancement of all students regardless of their abilities (M = 5.17, SD = 1.27). In view of this, the participants recognised the importance of teaching students with SEN in an inclusive setting. Additionally, 92% of them hold the belief that inclusion promotes socially appropriate behaviours among all students (M = 5.02, SD = 1.30).

Behavioural attitudes had the second highest overall mean (M = 5.08, SD = 1.28) towards teaching students with SEN in an inclusive learning environment. These scores demonstrate teachers' willingness and intentions to act in a particular way towards teaching students with SEN in inclusive settings. With these intentions, the majority (93%) of teachers demonstrated their willingness to encourage students with SEN to participate in all social activities in the regular classroom (M = 5.24, SD = 1.21). In addition, most (91%) teachers are willing to adapt communication techniques that ensure the successful participation of SEN students in regular classrooms (M = 5.15, SD = 1.26). Furthermore, most teachers (90%) expressed their willingness to adapt the curriculum to meet the individual needs of all students, regardless of their abilities (M = 5, SD = 1.29). The least in this factor, 86% of teachers showed their willingness to modify the physical environment to include students with SEN in the regular classroom (M = 4.93, SD = 1.36). *Affective attitudes* had the least overall mean score (M = 3.44, SD = 1.63) among the factors. This mean score indicates that participants in this study portrayed moderate emotions and feelings towards teaching students with SEN in inclusive settings. The majority (56%) of teachers disagreed with getting uncomfortable with the inclusion of students with SEN in a regular classroom (M = 3.85, SD = 1.92). This means that 44% of them agreed to becoming uncomfortable with the inclusion of students with SEN in a regular classroom. Moreover, 46% of the teachers disagreed with getting upset when students with SEN cannot keep up with the day-to-day curriculum demands in their classroom (M = 3.38, SD = 1.85). Thus, the majority (54%) of the teachers agreed to becoming upset when students with SEN cannot keep up with the day-to-day curriculum demands in their classrooms. Additionally, 45% disagreed to getting frustrated when they have difficulty communicating with students with SEN (M = 3.33, SD = 1.88). Hence, more than half (55%) of the teachers agreed to getting frustrated when they have difficulty communicating with students with SEN. Furthermore, 40% of teachers disagreed with getting irritated when they cannot to understand students with SEN (M= 3.21, SD = 1.91). Therefore, the majority (60%) of the teachers agreed to getting irritated when they cannot understand students with SEN.

Table 6: Description of Teachers' Multidimensional Attitudes

	Strongly Disagree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Strongly Agree	Mean	SD
Behavioural Attitude							**5.08**	**1.15**
BEH_ATT_1: I am willing to modify the physical environment to include students with SEN in the regular classroom.	11	12	18	53	57	149	4.93	1.36
BEH_ATT_2: I am willing to adapt the curriculum to meet the individual needs of all students regardless of their abilities.	11	8	12	56	64	149	5.00	1.29
BEH_ATT_3: I am willing to adapt my communication techniques to ensure that all students with SEN can participate successfully in the regular classroom.	10	7	10	45	58	170	5.15	1.26
BEH_ATT4: I am willing to encourage students with SEN to participate in all social activities in the regular classroom.	11	5	4	39	62	179	5.24	1.21
Affective Attitude							**3.44**	**1.63**
AFF_ATT_1: I get irritated when I am unable to understand students with SEN.	68	20	31	54	42	85	3.21	1.91
AFF_ATT_2: I get upset when students with SEN cannot keep up with day-to-day curriculum demand in my classroom.	59	44	35	47	45	70	3.38	1.85
AFF_ATT_3: I get frustrated when I have difficulty communicating with students with SEN	61	37	36	52	33	81	3.33	1.88
AFF_ATT_4: I get uncomfortable with the inclusion of students with SEN in a regular classroom.	95	41	33	44	28	59	3.85	1.92
Cognitive Attitude							**5.10**	**1.20**
COGN_ATT_1: I believe that an inclusive school is one that permits the academic progression of all students regardless of their ability	11	5	11	46	49	178	5.17	1.27
COGN_ATT_2: I believe that inclusion facilitates socially appropriate behaviour amongst all students	14	5	6	61	63	151	5.02	1.30

Note: SEN = Special educational needs; BEH_ATT = Behavioural Attitude; AFF_ATT = Affective Attitude; COGN_ATT = Cognitive Attitude

4.2 The Influence of Teachers' Cognitive and Affective Attitudes on Their Behavioural Attitudes Towards Teaching Students With SEN in Inclusive Settings

The SEM analysis assessed the influence of cognitive and affective attitudes on the behavioural attitudes towards teaching students with SEN in inclusive settings. The SEM model fit index values are as follows: $\chi^2 = 52.824$, $df = 32$, $\chi^2/df = 1.651$, $p = 0.012$, GFI = 0.967, CFI = 0.990, TLI = 0.986, Normed Fit Index = 0.976, Incremental Fit Index = 0.990, RMSEA = 0.047, and SRMR = 0.0419. These fit index values fall within acceptable ranges (Bentler, 1990; Bollen, 2014; Walker & Smith, 2017). Figure 3 and Table 7 present the

results from the SEM analysis, illustrating the beta (β) values for observed variables of latent affective attitude, ranging from 0.68 to 0.89. Observed variables of latent cognitive attitude exhibit β values ranging from 0.86 to 0.87, while observed variables of latent behavioural attitude display β values ranging between 0.84 and 0.93. Table 7 provides standardised regression weights and parameter estimates for the SEM, and Figure 3 depicts the influence of affective and cognitive attitudes on behavioural attitudes.

4.3 The Influence of Teachers' Cognitive Attitudes on Their Behavioural Attitudes Towards Teaching Students With SEN in Inclusive Settings

In this study, cognitive attitude emerged as the strongest and singular positive predictor of behavioural attitude ($\beta = 0.84$, $t = 13.814$, $p < 0.001$; see Table 7 and Figure 4). These findings highlight a statistically significant impact of teachers' cognitive attitudes on their behavioural attitudes when teaching students with SEN in inclusive settings, thereby addressing RQ2. This result substantiates the initial hypothesis that posited a positive influence of teachers' cognitive attitudes on their behavioural attitudes towards teaching students with SEN in inclusive settings. This suggests that teachers' behavioural attitudes in teaching students with SEN in inclusive settings are significantly shaped by their beliefs, ideas, and perceptions.

4.4 The Influence of Teachers' Affective Attitudes Their Behavioural Attitudes Towards Teaching Students With SEN in Inclusive Settings

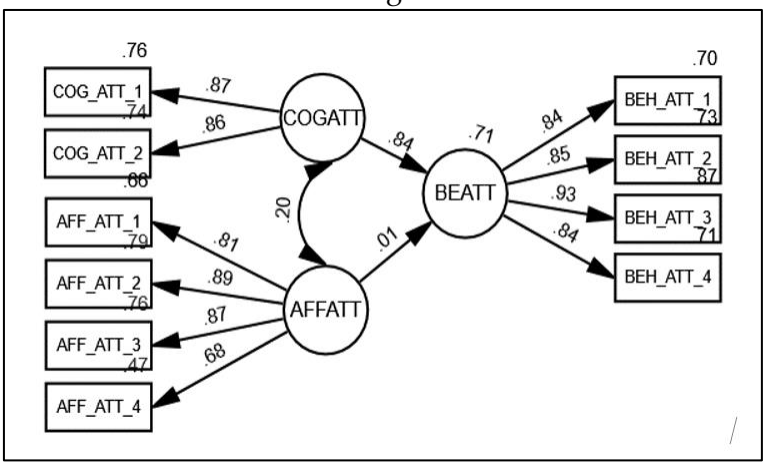
In response to RQ3, affective attitude served as a predictor of behavioural attitude, albeit with a remarkably low β-value compared to the cognitive predictor. Importantly, this relationship was found to be statistically insignificant ($\beta = 0.01$, $t = 0.209$, $p = 0.834$; see Table 7 and Figure 4), suggesting a weak and non-contributory association between the endogenous variable (behavioural attitudes) and the exogenous variable (affective attitudes). This, in turn, nullifies the second hypothesis that teachers' affective attitude influences their behavioural attitude towards teaching students with SEN in inclusive settings. Contrary to MATIES, this study reveals that the affective attitudes factor is a non-significant predictor of teachers' intentions to teach students with SEN in inclusive settings. Furthermore, the lower β-value associated with the affective attitude factor implies that teachers' emotions and feelings towards teaching students with SEN may influence their intentions in an unsupported or negative way.

Table 7: The Causal Relationships between Multidimensional Attitudinal Components

Hypothesis	Path Coefficient	Standardised Estimate	Unstandardised Estimate	C.R. (*t*-value)	*P*-value	Results
H1	BEATT <--- COGATT	0.839	0.857	13.814	***	Accepted
H2	BEATT <--- AFFATT	0.009	0.008	0.209	0.834	Rejected

Note: *** p < .001; BEH_ATT = Behavioural Attitude; AFF_ATT = Affective Attitude; COGN_ATT = Cognitive Attitude

Figure 4: The Influence of Affective and Cognitive Attitudes on Behavioural Attitudes



Note: BEH_ATT= Behavioural Attitude; AFF_ATT= Affective Attitude; COGN_ATT= Cognitive Attitude

5. Discussion

This study, centring on the teachers' multidimensional attitudes, assessed the cognitive, affective, and behavioural attitudes that Namibian teachers have towards teaching students with SEN in inclusive settings. The study further explored the extent to which Namibian teachers' cognitive and affective attitudes influence their behavioural attitudes towards teaching students with SEN in inclusive settings. The findings emanating from the present study offer a perplexing paradox about the attitudes of teachers, a matter of considerable significance deserving careful consideration. In the ensuing section, we engage in an exposition of the study's outcomes and how they relate to earlier research on teachers' multidimensional attitudes towards teaching students with SEN in inclusive settings.

The overarching results reveal that the study participants showed positive cognitive attitudes towards teaching students with SEN in inclusive settings. This infers teachers' favourable belief, depth of knowledge, conceptual framework, and overall perceptions of the inclusion and teaching of students with SEN in inclusive settings. A significant proportion of participants, therefore, associate an inclusive school with an environment that fosters the academic progression of every student, irrespective of their learning abilities. Owing to this revelation, the respondents have acknowledged the significance of teaching students with SEN in inclusive educational settings. Hence, the participants perceive that inclusion plays a pivotal role in promoting socially appropriate behaviour among all students. The overall results on teachers' cognitive attitudes align with Barnová et al.'s (2022) findings, indicating that participating teachers, regardless of age, believed that inclusive schools support every student's progress, and the inclusion of SEN students in mainstream schools can foster socially acceptable behaviour in the classroom. When compared to behavioural and affective dimensions of attitudes, cognitive attitudes exhibited the highest mean score in this study. These results are different from Crişan et al.'s (2020) and Heyder et al.'s (2020), where the cognitive dimension had the lowest mean score compared to the affective and behavioural

dimensions of attitudes. The variations in the findings can be attributed to a specific cause. The cognitive factor solely assesses teachers' beliefs, knowledge, ideas, thoughts, and perceptions regarding teaching students with SEN in inclusive settings. While teachers may hold positive beliefs and possess the necessary knowledge about inclusion, they might still encounter challenges in aligning their cognitive understanding with the practical components of inclusion, which are measured by affective and behavioural aspects of attitudes.

In line with behavioural attitudes, the results demonstrate that the participants have expressed purposeful intent to teach students with SEN in inclusive settings. The outcome of this finding is that most of the participants are not only inclined but also prepared to foster the active participation of students with SEN in all facets of regular social activities. In contrast, Krischler and Pit-ten Cate (2019) and Leonard and Smyth (2022) reported that teachers held predominantly negative or neutral implicit attitudes towards teaching students with challenging behaviour, learning difficulties, and autism spectrum disorder in inclusive settings. Respondents in this study have shown a willingness to adjust their communication techniques for inclusion purposes. Additionally, a majority of participants expressed a strong commitment to adapting the curriculum for diverse learning needs, actively demonstrating readiness to make necessary physical adjustments in regular classroom environments to accommodate students with SEN. The overall findings on teachers' behavioural attitudes towards teaching students with SEN in inclusive settings align with the earlier research outcomes in this domain. For instance, in Ghana, Opoku et al. (2022) reported that a greater proportion of secondary school teachers exhibited increased intentions and willingness to practice inclusive education. Similarly, in their research findings, Kazmi et al. (2023) reported teachers' readiness, assertiveness, and proficiency in organisational acumen in facilitating the inclusion of students with mild behavioural disorders within their classroom settings. In Heyder et al.'s (2020) and Tan et al.'s (2022) studies, behavioural attitudes towards the inclusion of students with SEN in inclusive settings had the German and Chinese teachers highest mean scores compared to affective and cognitive attitudes. Our results are similar to Crişan et al.'s (2020) finding, where behaviour attitudes exhibited the second highest overall mean score on the inclusion of students with SEN in inclusive settings when compared to affective and cognitive dimensions of attitude.

Regarding the affective attitude, most teachers expressed their comfortability in teaching students with SEN in a regular classroom. Nevertheless, many participating teachers experience distress when students with SEN struggle to keep up with daily curriculum demands. In this study, respondents have significantly confessed their frustration when finding difficulties in communicating with students with SEN. To this issue, most participants attested to a sense of irritation when finding difficulties in understanding the needs of students with SEN. Participants generally showed moderate affective attitudes towards teaching students with SEN in inclusive settings, with this factor registering the lowest mean scores compared to the behavioural and cognitive

dimensions of attitudes. Consistent with these results, Mudhar et al. (2023) reported that Norwegian upper secondary school teachers had the lowest mean scores in affective attitude compared to behavioural and cognitive attitudes. Similarly, in Tan et al.'s (2022) study, the affective attitude dimension of Chinese teachers scored the lowest mean. On the other hand, Crişan et al. (2020) found the highest mean score in the affective dimension of attitude from the Romanian teachers' sample. In Heyder et al.'s (2020) study, affective attitude had the second highest mean score above cognitive but below behavioural attitudes. In a systematic review of primary schoolteachers' attitudes towards inclusive education, Lindner et al. (2023) found that there is mostly inconsistency in the affective and cognitive attitude findings in most studies. Like in this study, they found that teachers tend to be more favourable to inclusive education but not at the behavioural level which shows their willingness to practice inclusive education. The difference may also be attributed to the fact that teachers might acknowledge the importance of inclusion but seldom put it into practice (Letzel et al., 2020). In our study, participants varied in terms of whether they had received training in SEN. The variations in our results and earlier research may be connected to the differences in training.

We assessed the relationships between the multidimensional attitudes to better understand how the affective and cognitive attitudes each influence the teachers' behavioural attitudes towards teaching students with SEN in inclusive settings. The SEM analyses' results in Figure 4 and Table 7 present these relationships. In this study, affective and cognitive attitudes explained 71% of the variance in teachers' behavioural attitudes towards teaching students with SEN in inclusive settings. These results are consistent with Krischler and Pit-ten Cate's (2019) study, where the affective and cognitive components of attitudes explained 35% and 34% of the variance in the teachers' behavioural component of attitudes in two different models of their study, respectively. Significantly, only the cognitive dimension of attitudes contributed to the explanation of variance in teachers' behavioural attitudes towards teaching students with SEN in inclusive settings in this study. The affective dimensions of attitude have not significantly contributed to the explanation of variance in teachers' behavioural attitudes towards the teaching and inclusion of students with SEN in inclusive educational settings. Our findings build on Krischler and Pit-ten Cate's (2019) research, specifically in the two models where only cognitive attitude significantly predicted behavioural attitudes of both pre-service and in-service teachers towards the inclusion of students with learning difficulties and challenging behaviours in inclusive educational settings. This consistency in findings provides evidence that, unlike affective attitude, cognitive attitude is a statistically significant predictor of behavioural attitudes.

The teachers' behavioural attitudes have proven their dependency on cognitive attitudes, indicating that teachers' intentions to practice inclusion in inclusive educational settings are influenced by their beliefs, knowledge, and perceptions. However, the teachers' emotional and feeling aspects of attitudes do not account for their intentions to teach students with SEN in inclusive settings. While these findings partially align with the predictive power of cognitive and affective attitudes on the behavioural aspects of

attitude, as suggested by the TPB and MATIES, this study's partial consistency in results can be explained. The insignificant predictive ability in affective attitude and the significant predictive ability in the cognitive attitude factor for behavioural attitude expound on their mean scores in this study's descriptive results. While descriptive results indicate that most participants experience distress, frustration, and irritation in various scenarios involving teaching students with SEN, SEM analyses results reveal that these emotional responses do not influence teachers' intentions to teach students with SEN in inclusive settings. However, the participating teachers' high cognitive mean score in the descriptive results suggests that their beliefs, knowledge, ideas, thoughts, and perceptions strongly influence their intentions to teach students with SEN in inclusive settings, as indicated by the SEM analyses results.

Teachers play a pivotal role in the present-day transition from a model of service delivery to the provision of substantial support to students with SEN (Noreen et al., 2019). In this vein, a thorough comprehension of teachers' multidimensional attitudes emerges as an imperative factor in the transformation of the educational landscape and the concurrent reshaping of their CPD programmes. Thus, the realisation of education for all requires a holistic approach, flexibility, tolerance of diversity, and the removal of all impediments faced by students with SEN (Byrne, 2019).

5.1 Limitations and Future Studies

Practically, this study was limited to teachers from a few regions in Namibia. Thus, findings may not accurately reflect the experiences, perspectives, or characteristics of teachers in regions that were not included in the study. Researchers and readers should therefore be cautious in extrapolating the study's outcomes beyond the specific regions that were investigated. In addition, the study did not focus on a specific SEN such as autism spectrum disorder or emotional and behavioural disorders. While all aspects of the cognitive dimension formed part of the survey, only two were extracted. Thus, the rest are not measured in this study, causing a limited explanation of the cognitive factor structure. As emanating from the results, future studies may assess the perceived challenges that teachers are likely to encounter in aligning their cognitive and affective understanding with the practicalities of inclusion in inclusive educational settings. Furthermore, the results of this study did not show specific aspects of the multidimensional attitudes and how each may influence teachers' general attitudes towards teaching students with SEN in inclusive settings. Teachers' attitudes to teaching students with SEN in inclusive settings can be influenced by other factors such as the level of education, teacher training, years of teaching experience, the environment, individual characteristics, culture, and the availability of teaching and learning materials. Future studies may assess specific aspects of the cognitive, affective, and behavioural attitude factors and their influence on teachers' multidimensional general attitude and behaviour towards teaching students with SEN in inclusive settings.

5.2 Recommendations

In line with the findings of this study, we propose the following recommendations. These are intended for the international education fraternity, the Namibia MoEAC, and teacher training institutions. The aim is to create a more supportive and inclusive educational environment for teachers and students with SEN. There is a need for training in-service and future teachers. A significant number of participating teachers in this study reported experiencing negative emotions and feelings when students with SEN face challenges in keeping up with daily curriculum demands, communicating, and understanding their needs, thereby indicating a lack of skills. Thus, the MoEAC may consider implementing targeted and ongoing training programmes for teachers that focus on strategies for effectively supporting students with SEN. These programmes should address curriculum adaptation, communication techniques, and strategies for understanding and meeting the needs of students with diverse abilities. Such programmes may include conducting regular CPD workshops to enhance in-service teachers' skills in managing the emotional challenges associated with teaching students with SEN. Furthermore, teachers can be offered resources and strategies for coping with stress and frustration, which will help them foster a more supportive classroom environment for students with SEN. Practically, future teachers should be trained to practice collaborative teaching methods that enable them to share best practices among themselves to create a more inclusive and supportive learning environment for students with SEN. Finally, schools may consider establishing mechanisms for mental health support and counselling services for teachers who may be experiencing emotional challenges in their interactions with students with SEN. Providing a supportive environment for teachers is crucial for the overall well-being of both teachers and students.

6. Conclusion

The first objective of this study was to assess the multidimensional attitudes that Namibian teachers have towards teaching students with SEN in inclusive settings. The second and third RQs of this study were to test the affective and cognitive attitudes' predictive power of behavioural attitudes. The findings from this study show that the participating teachers have higher cognitive, high behavioural, and moderate affective attitudes towards teaching students with SEN in inclusive settings. Regarding predictive power, only cognitive attitude was a significant predictor of teachers' behavioural attitudes towards teaching students with SEN in inclusive settings, thereby confirming the first hypothesis. In contrast, the study revealed that affective attitude was not a significant predictor of teachers' behavioural attitudes, thus nullifying the second hypothesis. These findings hold significant relevance for the international education community. The multidimensional nature of teachers' attitudes discovered in this study provides a nuanced understanding applicable beyond Namibia. International educators can leverage these insights to tailor professional development initiatives that encompass cognitive, affective, and behavioural dimensions. This tailored approach ensures that

teachers worldwide are equipped with effective strategies for adapting teaching methods and fostering positive attitudes in inclusive educational settings. Identifying cognitive attitude as a key predictor of teachers' behavioural attitudes refines the understanding of the intricate factors influencing teachers' actions in inclusive settings. This discovery challenges previous assumptions and offers a targeted focus for interventions and teacher training programmes, marking a substantial advancement in the comprehension of teachers' attitudes towards inclusive education.

Our study's implications extend beyond Namibia, advocating for two crucial areas of intervention. The first is that our research findings underscore the need for targeted CPD programmes in inclusive education. Such initiatives should holistically address the multidimensional aspects of teachers' attitudes, encompassing cognitive, affective, and behavioural dimensions. The international audience can benefit from this insight by reconsidering the emphasis placed on affective components in existing teacher training programmes and exploring more comprehensive approaches to address cognitive dimensions. Equally, international CPD frameworks can benefit from these insights to better prepare teachers to adapt to diverse learning needs and foster positive attitudes in inclusive educational settings. Second, the findings advocate for inclusive policy adjustments and support initiatives at various levels to resonate internationally. Educational practitioners all-inclusive can draw inspiration from these findings to develop, review, and implement policies fostering inclusive education practices. This involves creating inclusive curricula, providing assistive technologies, and establishing support networks for teachers, aligning with international standards, goals, and objectives. Our research contributes to the existing literature on teachers' multidimensional attitudes towards teaching students with SEN in inclusive settings. This study not only provides valuable insights into these attitudes but also lays the foundation for comprehensive interventions. By focusing on the interplay between the cognitive, affective, and behavioural dimensions, this study enriches the discourse on inclusive education, offering an internationally relevant perspective for researchers, educators, and teachers' training institutions alike.

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Conflict of Interest Statement

The authors affirm no conflicts of interest.

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