



EXPLORING TEACHER'S VIEWS AND PERCEPTIONS OF STUDENTS WITH NON-VISIBLE DISABILITIES

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Abstract:

The course of Physical Education (PE) plays an important role in the education and training of children with or without disabilities. In this work, the Theory of Planned Behaviour was used to investigate attitudes and perceptions of teachers Physical Education and Parallel Support of Primary Education, regarding non-visible disabilities. The purpose of the work was to investigate the intentions and attitudes of teachers and more specifically, their demographic characteristics, such as gender, age, educational level, and fields of study. The factors of the Theory of Planned Behaviour, which includes concepts such as attitudes, intention, perceived control, and actual behaviour, were studied through 120 participants, who answered a specially constructed questionnaire which, in addition to demographic data, included questions from the Planned Behaviour Questionnaire, to investigate teachers attitudes and intentions, as well as to establish whether the above factors are influenced by both work experience and educational qualifications. The findings of the study show that the dimensions of the Theory of Planned Behaviour were high. In addition, it becomes obvious that the previous work experience and academic education of teachers are not related to the intention, perceived control, and actual behaviour of the participants. This thesis can contribute to a fuller understanding of the needs that currently exist in Greek schools for the subject of Physical Education for all students with or without disabilities. In addition, it is possible to help conclude if there is a positive correlation between the aim of shaping academic programs with different content and organization, compared to those that are currently preparing physical education teachers.

Keywords: theory of planned behavior, attitudes, invisible disability, inclusion

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1. Introduction

The multiple changes that have occurred both on a social and educational level, due to the transition from the Industrial Society to the Information Society, constantly create new challenges both in the field of education and in human societies in general (Kalantzis & Cope, 2013). As a result, a redefinition of the role of teachers is required. The economic recession in the decade 2008-2018 has caused constant and abrupt changes in modern Greek society in all its structures. The limitation of funds to the basic pillars of society, such as Education, Health, and Welfare, seems to affect the mental health of all people regardless of age, multifaceted (Tountas, 2016). To all the above comes a simultaneous effort to include people with disabilities in more and more sectors of society based on the United Nations Treaty (2006). Wenar and Kerig (2008) argue that the poverty factor plays an important role both in school life and in the overall social adaptation of children. Therefore, in modern Greece, the roles of the school environment are increasing, as there are more and more challenges mainly for vulnerable groups, such as people with disabilities. Therefore, it is necessary to conduct studies to understand the changing needs of the members of the school community (Zampelis, 2008).

In conclusion, Greek society, given the economic situation, resulted in underfunding and a lack of human resources, which gradually lead to the deconstruction of the school environment. Thus, the problems are growing despite the enactment of laws, since in reality the legal provisions of the U.N. Convention are not implemented and the equal integration of people with disabilities in social life seems impossible. The social integration of people with disabilities is still theoretical since disabilities are far from the social sphere, despite continuous legislative efforts (Dodenhoff, 2013). In addition, importance is given to the social acceptance of people with disabilities and accessibility is posed as a key issue to be resolved (Papanis, Giavrimis & Vicky, 2011). Education plays a dominant role in creating a society that understands and accepts diversity, which is why it is an important field to explore (Raguindin, 2020; Zoniou – Sideri, 2011). The economic crisis and the ever-increasing social changes taking place in Greek society, which also occur within the school context, make it necessary to investigate teachers' attitudes and intentions toward invisible disabilities in Physical Education (PE). Finally, this article allows bringing to the surface the changing needs of members of the school community, teachers, and students themselves regardless of disability (Zampelis, 2008). For the definition and diagnosis of invisible disabilities to be investigated in this paper, the medical diagnostic criteria included in the ICD-10, International Statistical Classification of Diseases and Related Health Problems 10th Revision (2008) of W.H.O. In addition, the DSM-V Diagnostic and Statistical Manual of Mental Disorders (2013), which is a Manual of Diagnostics and Statistics of the American Psychiatric Association (A.P.A.), is used to a significant extent.

2. Literature Review

A basic prerequisite for the empowerment of people with disabilities is the deinstitutionalization and interaction of people with and without disabilities in the community (Adiat et al., 2013; Coles & Scior, 2012). In order to achieve community inclusion on a practical level, social exclusion and marginalization are reduced (Croft, 2013). Therefore, positive attitudes through interaction with the social sphere seem to be a basic prerequisite for the development of programs for the multifaceted support of people with disabilities (Alquraini, 2012; Kaprinis and Liakos, 2015). The social integration of people with disabilities is still theoretical since disabilities are far from the social sphere, despite continuous legislative efforts (Dodenhoff, 2013). A positive attitude of teachers is a prerequisite for the success of inclusive programs involving students with disabilities (Saloviita, 2018).

By inclusive education, we mean the application of all the rules set out in the United Nations Convention on People with Disabilities (2006). Despite the constant challenges, it seems that the integration of students with disabilities is slowly improving (European Agency for Development in Special Needs Education [EADSNE], 2012a). In several studies, emphasis is placed on the positive attitude of teachers and the key role they play (European Agency for Development in Special Needs Education [EADSNE], 2012b).

Disabilities can be inherent but also appear later in a person's life (acquired). According to Dodenhoff (2013), 10 million people carry some form of disability at some point during their lives, however, but people with disabilities are mostly classified as a minority. It is necessary to clarify the term invisible disabilities, as there is often confusion about invisible disabilities with the exclusion of people with disabilities, from public social life. The majority of people are aware of the obvious disability and the immediate limitation of the possibilities of people with disabilities. The majority of people with invisible disabilities in their daily lives are treated by the social environment as people without disabilities, precisely because their disability is not immediately visible (Taormina – Weiss, 2012). The term invisible disabilities include those forms of disability that interfere with the daily functioning of people, but do not present a physical manifestation (Mullins & Preyde, 2013). The term invisible disabilities refer to disabilities such as asthma, epilepsy, chronic fatigue, diabetes, and motor coordination disorder, psychotic disorders such as post-traumatic stress disorder, agoraphobia / social phobia, bipolar disorder, and eating disorders. Finally, children with high intelligence and students whose Greek is their second language are two more categories of other special educational needs that are considered invisible.

2.1 Attitudes

Attitude is defined as the psychological and spiritual state of readiness, cultivated through the experienced situations of individuals, which directs and influences their reactions to any situation or object related to the person in question (Zoniou – Sideri, 2011). This is a factor or variable by which the behavior of individuals is determined.

Additional factors may be people's social characteristics, intentions about specific behaviors regarding specific situations, social norms, but also the expected consequences of a behavior (Hall, 1994). Finally, attitudes are reinforced by the beliefs of the person, which then generate feelings and in the end lead to a certain form of behavior.

According to Zoniou-Sideri and Vlachou (2006), teachers' approach to people with disabilities is directly related to their views of people. In addition, the positive attitude of teachers towards people with disabilities can contribute to the creation of a positive climate and acceptance among colleagues, as well as parents and students without disabilities, i.e. the involved members of the school community, but also society in general (Koster, Nakken, Pijl & Van Houten, 2009).

Teachers' attitudes and perceptions are shaped by many factors, such as their age, work experience, gender, education, working conditions, disability training, and contact with people with disabilities (Finke, McNaughton & Drager, 2009). More specifically, some studies claim that there is no difference in teachers' views based on gender (Chhabra, Srivastava, & Srivastava, 2010). However, some findings support that women show a more positive attitude towards integration compared to their male colleagues (Alquraini, 2012). It is important to mention that two studies conclude that male teachers are more positive (Bhatnagar & Das, 2014; Ernst & Rogers, 2009).

Finally, teacher attitudes are closely related to teacher categories, so special education teachers are usually more positive (Kofidou & Mantzikos, 2016; Engelbrecht, Savolainen, Nel, & Malinen, 2013; Hernandez, Hueck, & Charley, 2016). School leaders were also more positive than teachers (Boyle et al., 2013), and primary school teachers were more positive than secondary school teachers (Boyle et al., 2013). In addition, the severity and type of disability are factors that contribute to teachers' attitudes. There are two views on the age of teachers and the role it plays in shaping their attitudes. One view holds that younger people with fewer years of work experience exhibit a more positive attitude toward people with disabilities (Ahmmed, Sharma, & Deppeler, 2014; Bornman & Donohue, 2013). In contrast, age does not seem to play a significant role in the formation of attitudes and perceptions (Chhabra et al., 2010).

In recent studies, the lack of resources required to individually reach students with disabilities is also raised (Goodman & Burton, 2010; Gunnþórsdóttir & Jóhannesson, 2014). Finally, it is important to mention that in both the Greek and international literature, teachers' attitudes towards invisible disabilities are scarce, since research has focused on the study of mainly learning disorders and attention deficit disorder (Drotar, 2006). In recent years, several studies have analyzed teachers' handling of children's learning competencies in inclusive education such as Batsiou et al. (2008), Ahmmed, Sharma and Deppeler (2014), MacFarlane and Woolfson (2013). Important predictors for managing the heterogeneity of the classroom organization of inclusive education are considered to be teachers' attitudes towards inclusion and their beliefs about self-efficacy regarding the organization of inclusive education, as a result of which it has been studied by numerous researchers (Sokal and Sharma, 2014; de Boer, Pijl and Minnaert, 2011; Sharma and Jacobs, 2016; Savolainen, Engelbrecht, Nel, et al., 2012). Finally, research findings have largely demonstrated the significant correlation between teachers' attitudes

towards inclusion and their beliefs about self-efficacy in inclusive teaching (Savolainen, Engelbrecht, Nel, et al., 2012; Sokal and Sharma, 2014; Hellmich and Görel, 2014).

2.2 Theory of Planned Behavior

The Theory of Planned Behavior was developed by Ajzen in the 1990s (1991). Through this theory, an attempt is made to explain human behavior both in difficult situations and in ordinary ones. The intention of a person can be predicted through his attitude to a situation, as well as control over his behavior and social norms. More specifically, it concerns the beliefs related to how easily or not the desired behavior occurs. The Theory of Planned Behavior argues that behavior can be predicted through the intention to conduct and perceived behavioral control, while the intention to conduct is in direct function of attitudes towards behavior, subjective norm, and perceived behavioral control (Yan & Sin, 2013). According to Schüle, Schriek, Besa, et al. (2016) and MacFarlane and Woolfson (2013), the Theory of Planned Behavior can be verified to a certain extent. More specifically, teachers' intentions on how to address heterogeneity in inclusive education without taking into account actual teacher behavior were investigated (Sharma and Jacobs, 2016; Ahmmed, Sharma and Deppeler, 2014; Malak, Sharma and Deppeler, 2018). Furthermore, this theory aims to identify and target those strategies that will help change human attitudes. Finally, it can help anticipate and understand how motivation affects behavior, but which is independent of people's will (Ajzen, 1991). The results of Sharma and Jacobs (2016) show that teachers' intentions to address inclusive education can be predicted through their attitudes toward the inclusion of people with disabilities and their beliefs about their self-efficacy. In addition, the results of the research of Malak, Sharma and Deppeler (2018) there seem to be positive correlations between the intentions of teachers to teach students with provocative behavior and the beliefs of teachers, about their effectiveness and about classroom management, their attitudes in the face of the provocative behavior of students as well as their perceptions of the available school support for teaching students with provocative behavior. Malak, Sharma and Deppeler (2018) and MacFarlane and Woolfson (2013) seem to have similar results in their studies. Both identified teachers' self-efficacy beliefs, as well as their attitudes toward inclusive education as prognosticators of their intentions to teach children with behavioral, social, and emotional disabilities. Finally, the results of a study by Ahmmed, Sharma and Deppeler (2014) showed that teachers' intentions to include students with disabilities in mainstream classes were predicted by their attitudes towards inclusive learning, their beliefs about teacher effectiveness, and their perceived school support regarding the implementation of inclusive practices. Particularly important is the fact that school support from teachers was the strongest predictor of their intentions to include children with disabilities in the classroom in an inclusive manner. According to Monsen, Ewing and Kwoka (2014), the role of teachers' attitudes toward inclusion in inclusive classrooms is important. Also important are the results that the behavior of teachers in inclusive classrooms can be predicted by their school leaders' perceptions and views on inclusion (MacFarlane and Woolfson, 2013).

In conclusion, the Theory of Planned Behavior has 4 elements that correlate and interact with each other, to further investigate human behavior. The elements are:

- a) Behavioral beliefs: they seem to influence attitudes towards a behavior.
- b) Attitude towards behavior: it presents the perception that the person has and his judgment towards a behavior, that is, whether a behavior is good or bad. Therefore, if a person considers a behavior to be positive, then he will also have a positive attitude toward it.
- c) Subjective beliefs: these concern all those determinants of subjective patterns.
- d) Subjective norms: they refer to the social perceptions and directions that lead individuals to manifest a certain or not behavior. The attitude and subjective norm are usually used to investigate scales, such as Likert, with the following phrases: agree/disagree, possible/improbable, and good/bad. Intention: according to Ajzen & Fishbein (1980) it is defined as "*the immediate decision to behave*". It is the result of three factors attitude to behavior, subjective norms, and control of perceived behavior. Controlling beliefs: this is the foundation of perceptions regarding the control of behavior. Perceived control of behavior: it refers to the perception of how easy or difficult behavior is performed. It reveals that a person's intention can be influenced by the person's view of whether he or she can perform an activity successfully or not.

This article studies the attitudes of Primary Education and Parallel Support teachers of Primary Education regarding invisible disabilities. The results of the study may help to highlight the necessary actions to achieve the most successful school and social integration of people with invisible disabilities.

In addition, it is possible to contribute to the organization and implementation of programs that will optimize social contact between all students. Through this study, the aim is to understand the lived experience of invisible disabilities and to provide both people with and without disabilities with strategies to create an open and accessible school environment. A basic prerequisite for the success of inclusive education programs is the existence of a positive attitude of all members of the school community towards people with disabilities. This study is the beginning of an investigation of teachers' attitudes and perceptions regarding invisible disabilities and more specifically in the prefecture of Attica. The central pillar of the work is the Planned Behavior Theory through which the intention, attitude towards behavior, perceived control, and actual behavior for the inclusion of people with disabilities were investigated.

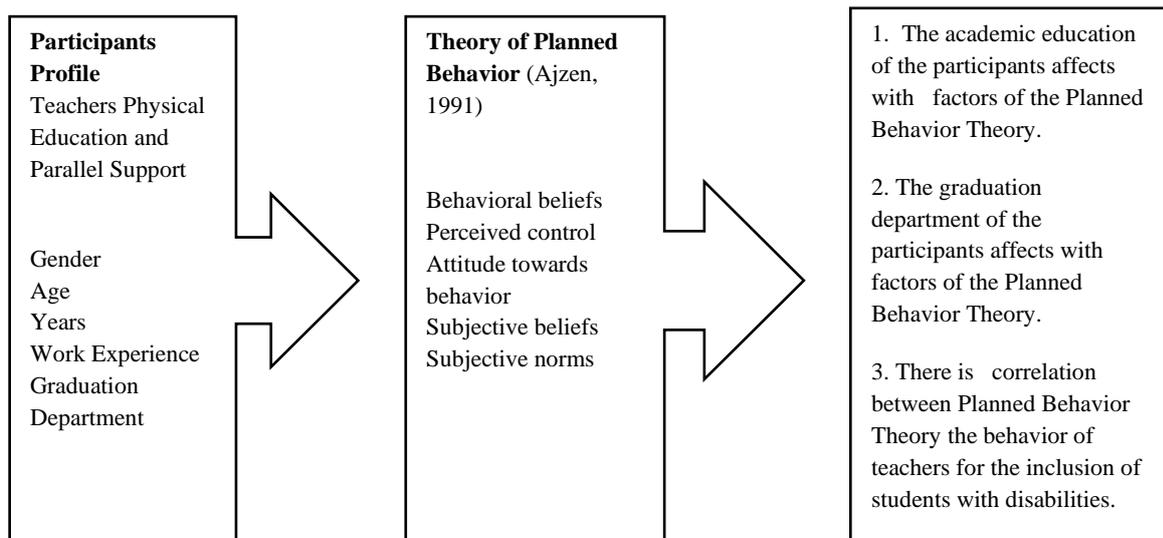


Figure 1: Conceptual Framework

2.3 Research Questions

Q1: Will there be a statistically significant difference in intention, attitude, perceived control, and actual behavior depending on the academic education of the participants?

Q2: Will there be a statistically significant difference in intention, attitude, perceived control, and actual behavior between PE and MS teachers, depending on their previous experience with educating students with disabilities?

Q3: Is there a correlation between the dimensions of Planned Behavior Theory and whether these can reveal the behavior of teachers for the inclusion of students with disabilities?

3. Material and Methods

3.1 Sample

In this study participated 120 teachers of Physical Education and Parallel Support. These are substitute and permanent teachers in general and special schools of Primary Education in the Region of Eastern Attica. In particular, these are seventy (70) Parallel Support teachers and fifty (50) Physical Education teachers. Of the 120 teachers who participated, 79 were women and 41 were men.

3.2 Process - Research tools

The research data was collected using an electronic structured questionnaire containing closed-ended questions, divided into two subsections. The research data was collected using an electronic structured questionnaire containing closed-ended questions, divided into two subsections. The first subsection included the demographic data of the participants, such as gender, age, years of work experience, educational level regarding the training for people with disabilities, their employment relationship

(permanent/substitutes), the type of school, and the existence of an Integration department in the school they serve.

The second part of the questionnaire included questions related to the theory. There were 4 questions about intention, 4 questions about attitudes, 2 questions about perceived control of behavior, and 3 questions about actual behavior. They were graded on a 5-point Likert scale, where 1 had a negative score and 5 a positive one.

In research studies on attitudes and behavior in Greek literature, the same questions have been used (Tzorbatzoudis, 2005; Tzorbatzoudis & Emmanouilidou, 2005; Doulekridou et al., 2010). The questionnaire was structured based on suggestions from Ajzen (2002). The quantitative data of the survey were collected by electronic sharing through google forms during the period 21 November 2021 to 21 March 2022. The method of random sampling was used, through the database of the Primary Schools of Primary Education of Attica. The questionnaire was forwarded to the primary school principals and they were asked to distribute it to their subordinates. An introductory note accompanied the questionnaire, which gives all the necessary information to complete the questionnaire, to inform the participants that their answers are confidential, and that participation in the survey is voluntary. It is important to mention that throughout the communication with the school heads for their information about the research and the right of both the school heads themselves and the serving teachers in their school units not to participate in the study, in case they did not wish to do so.

4. Results

The findings show that significant statistical correlations are observed between the data of the Theory of Planned Behaviour, and therefore the validity of the measurements of the Theory of Planned Behaviour, scale is considered acceptable. The above associations seem to be identical to those extracted from Theodorakis et al. (1995), according to which posture has a high correlation with intention.

Regarding internal coherence, the reliability factor Cronbach α was acceptable in three of the four factors, while in the prosthesis factor, it was low, a result that differs from the surveys conducted in the environment of the education of Kazakos and Koutromanos (2017) and Ioannidis (2019), as well as the research of Ajzen and Driver (1992).

The results of the demographics showed that there is a 2/1 ratio between female and male teachers and the prevailing ages are from 31 to 50 years, as presented in Table 1. The vast majority of teachers surveyed have less than 10 years of service. Regarding basic studies, the percentage of participants is equally distributed and a significant percentage of the teachers interviewed hold a master's degree. In addition, statistically significant differences are observed in the following variables: A) years of service, B) age, C) basic studies, D) other studies, and E) there are statistically significant differences regarding gender (Table 1).

Table 1: Demographics

Factors						F	Sig
Gender	Men 34,17 %	Women 65,83%					
Ages	25-30 years 25,83%	31-35 years 26,67%	36-45 years 23,33%	46-55 years 17,50%	56-65 years 6,67%	14,917	,000
Years Work Experience	≤5 24.17%	5-10 23,33%	11-15 16-20%	16-20 19,17%	≥21 15,00%	8,212	,005
Graduation Department	Education Department 8,33%	Education Department Primary School 41,67%	Department Physical Education 41,67%	Special Education Department 8,33%		10,638	,001
More Studies	Maraslios School 4,17%	Second Degree 15,00%	Master 79,17%	PhD 1,67%		6,815	,010
Work as	Permanent Staff 37,50%	Replacements Staff 62,50%				12,819	,000
School Type	Typical 36,67%	All day 60,83%	Special 2,50%			,135	,714
Existence of an Integration Department	Yes 70%	No 30%				,016	,901

In addition, the participating teachers seem to want to integrate students with invisible disabilities into PE and work with the MS teacher. At the same time, the teachers interviewed seem to tend towards a cautious positive attitude regarding the possibility of including children with disabilities in the next academic year in the subject of PE. Correlation analysis (Pearson Correlation) showed that the correlations between the factors of the questionnaire are small to moderate. The lowest correlation was found between posture and perceived control (0.105), while the highest correlation was between posture and intention (0.409). Internal coherence was checked with the Cronbach α reliability index which was satisfactory for three of the four variables in the questionnaire (Cronbach $\alpha > .709$). Only the prosthesis factor had a low value (Cronbach $\alpha = .571$). Regarding the Descriptive Statistics conducted on the four factors of the questionnaire, it appeared that the Perceived Control was the least important dimension (M.O.=2.89, T.A. = .28) while the Real Behavior factor moved relatively high and was the most important dimension of the questionnaire (M.O.=1.63, T.A. =.23) (Table 2).

Table 2: Correlation between the scales of the questionnaire, Descriptive statistics (M.O. and T.A.), and Cronbach α

Factors	Intention	Attitudes towards behavior	Perceiving audit	Real behavior	M (S.D.)	α
Intention		.409**	.179	.381**	1.83 (.20)	0.571
Attitudes towards behavior			.105	.233*	2.05 (.19)	0.756
Perceiving audit				.024	2.89 (.28)	0.784
Real behavior					1.63 (.23)	0.709

**p<.01; *p<.0

Finally, a multivariate variance analysis (MANOVA) was performed between the demographic characteristics as independent variables and the four dependent variables of the questionnaire, where no statistically significant difference was shown in any combination of dependent-independent variables according to Table 3.

Table 3: Multivariate Tests

Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept Wilks' Lambda	,305	53,003	4,000	93,000	,000
Question 1 Wilks' Lambda	,886	2,997	4,000	93,000	,023
Question 2 Wilks' Lambda	,862	,887	16,000	284,757	,585
Question 3 Wilks' Lambda	,879	,768	16,000	284,757	,721
Question 4 Wilks' Lambda	,268	2,329	12,000	246,346	,006
Question 5 Wilks' Lambda	,878	1,034	12,000	246,346	,006
Question 6 Wilks' Lambda	,838	1,062	16,000	284,757	,392
Question 7 Wilks' Lambda	,946	,191	8,000	93,000	,270
Question 8 Wilks' Lambda	,984	,191	8,000	186,000	,992
Question 10 Wilks' Lambda	,943	1,410	4,000	93,000	,237

5. Discussion

From the results of the literature review, it appears that academic preparation is a factor that has been largely investigated by the academic community, regarding its effect on the formation of attitudes of Physical Education teachers and the inclusion of students with disabilities (Combs et al., 2010; Oh et al., 2010), as shown by the demographics of this study, since 79.17% of the participants hold a master's degree. On the other hand, Nikoçeviq-Kurti (2022) supported the notion that there are no significant differences between demographic characteristics and the level of self-efficacy. Hammer (2011) support the importance of participants' demographic because between them there can be generalization and comparison between the results.

Oh and colleagues (2010) argue that there is no correlation between academic preparation and intention, a view that is reinforced by the results of this research. The development of a positive attitude toward people with disabilities is an extremely important factor for the successful implementation of coeducation (Hellmich, Loper & Gorel, 2019). There is a need to have the will to push the policy of inclusive education of students with and without disabilities in the public school context and it is necessary to

design and implement programs that will improve social contact between all students (Saloviita, 2018). The above is also confirmed by the Theory of Planned Behaviour, as the intention for behavior can greatly influence the attitude toward the manifestation of the desired behavior, which in this work is the participation of students with invisible disabilities in PE (Ahmmed, Sharma & Deppeler, 2014). The results of the study show that all factors in the questionnaire were at high levels. The Perceived Control factor showed the lowest price. This factor refers to the perception of difficulty or not performing a certain behavior. It is considered to include the experience that the individual has gained from the past, as well as the sense of any obstacles that may arise in the process of performing a behavior, and indicates the purely subjective view of performance control over behavior (Ioannidis 2019). The facilities, the equipment, and the experiences from the past may explain this result, a fact that is also confirmed by more studies (Gunnþórsdóttir & Jóhannesson, 2014; Goodman & Burton, 2010).

Regarding behavioral intent, this factor moved at high levels, and at the same time showed a high correlation with attitudes toward behavior, suggesting a significant intention to include and include students with invisible disabilities (Sokal and Sharma, 2014; Savolainen, Engelbrecht, Nel, et al., 2012; Sharma and Jacobs, 2016; de Boer, Pijl and Minnaert, 2011). The findings of the research are not the same as the correlations of the research of Kodish, Kulinna, Martin, Pangrazi and Darst (2006), according to which perceived control of behavior is significantly related to the intention to provide equal opportunities between students with disabilities and without in the subject of PE in formal school. According to the results of Doulkeridou (2011), there is a high correlation between posture and actual behavior, while posture shows less correlation with intention. The findings of the present study showed that the previous work experience of PE teachers with people with disabilities did not affect or interact with any of the factors examined. However, the results of the studies of Boyle, Topping, & Jindal-Snape (2013) and Wilkerson (2012) show that the previous work experience of teachers is related to the existence of a positive attitude and behavior towards integration.

6. Recommendations

The success of inclusive education programs is based on the positive attitude of all members of the school community towards people with disabilities. In addition, a more wide-ranging nationwide study is proposed to extract further data on teachers' knowledge and attitudes about invisible disabilities as there are other parameters, such as the form of disability, cooperation with stakeholders, school infrastructure, and the social, economic and cultural level of teachers' families. Further investigation is required of teachers' knowledge of invisible disabilities, of each one individually to understand in depth the educational needs that students bring with each of them, but also to involve other categories of teachers.

This study is an initial approach to the subject under investigation, as no investigation of invisible disabilities in education has been recorded so far in the Greek population. The exploitation of research results can contribute to increasing and

improving the participation of students with invisible disabilities in Physical Education lessons. In addition, it is possible to identify the actions necessary for the successful school and social integration of individuals into society and the targeted training of teachers.

7. Conclusion

The academic preparation regarding its impact on the formation of attitudes of PE teachers and the integration of students with disabilities, as shown by the demographics of this study since 79.17% of the participants hold a master's degree.

In the present study and specifically in the descriptive statistical analysis it appeared that all the factors of the questionnaire were at high levels. The Perceived Control factor showed the lowest score. The validity of the measurements of the Theory of Planned Behaviour, scale is considered acceptable, as important statistical correlations between its factors were observed. Concerning internal coherence, the Cronbach α reliability factor was acceptable in three of the four factors, while in the intention factor, it was low. Regarding behavioral intent, this factor moved at high levels, and at the same time showed a high correlation with attitudes toward behavior, which indicates a significant intention to include and include students with invisible disabilities. The findings of the study showed that the previous work experience of PE teachers with people with disabilities did not affect or interact with any of the factors examined.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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