



WILLING TO “WALK THE TALK”, OR NOT? – LEADING FOR JUSTICE IN THE INCLUSIVE CLASSROOM: PRINCIPAL PRACTICES AND EQUITY-ORIENTED DECISION-MAKING FOR STUDENTS WITH DISABILITIES IN GREEK ELEMENTARY SCHOOLS

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Abstract:

The study in hand sheds light on the affiliation merging social justice leadership (SJL) mentality and inclusive impressions apropos of pupils with special educational needs and/or disabilities (SEN/Ds) amidst Greek, ordinary, primary school heads ($N = 98$, Regional District of Magnesia). A transversal, quantitative indagation appointed two sanctioned apparatuses—the SJL Scale, and the Principals & Inclusion Survey. Hierarchical multiple linear regression (HMLR) disclosed that SJL viewpoints, chiefly “*Embracing School Culture*” and “*Ownership Orientation*”, appreciably extrapolated inclusive assumptions ($\Delta R^2 = .34$, $f^2 = .60$); official special education suitability was the bare, weighty, demographic clue. Outcomes displayed *in nuce*, transmit immediate and commendable ramifications for headmaster arrangement, bureaucratic planning.

Keywords: social justice leadership (SJL); inclusive education; special educational needs and/or disabilities (SEN/Ds); disability-liberating performance; justness predilections; elementary school principals; Greece

1. Introduction

1.1 From Policy Mandate to Principal Agency – Navigating the Fault Lines of Disability Inclusion

Inclusive education has been by far codified as a civil prerogative under the aegis of the United Nations Convention on the Rights of Persons with Disabilities (UN, 2006, Art. 5, Art. 19, para. c, Art. 24, para. 1.a & 2.a–c), mirrored universally in Sustainable Development Goal (SDG) 4.1–4.7, § a (UN General Assembly, 2015), and intrinsically reaffirmed by UNESCO’s (2020, pp. 20–23) Global Education Monitoring Report on

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inclusion; still, Greek primary schools continue to carry out disability accommodations unevenly, mediated less by doctrine text (Moutsinas & Ntziavida, 2018, pp. 80–81), as opposed to the dispositions of individual principals (Giavrimis, 2024). Social justice leadership (SJL) theory holds that school leaders function as moral agents, who must interrogate marginalizing edifices, redistribute assets equitably, and build all-encompassing school cultures (Castrellón, 2022, pp. 1205–1207; Richard *et al.*, 2021, pp. 423–424), rather than merely regulate legislative compliance (Theoharis, 2007; Furman, 2012; DeMatthews & Mawhinney, 2014).

Yet, empirical scholarship coupling this governance paradigm explicitly with special educational needs and/or disabilities (SEN/Ds) provision in the Grecian, *sui generis*, elementary context remains scarce and quite troublesome; existing projects privilege teacher attitudes (Sarris *et al.*, 2018; Stavroussi *et al.*, 2021), or pandemic-era, distance co-education (Rentzi, 2022), over headmasters’ fairness praxis. Against the backdrop of Hellenic Republic’s Law 4823/2021, ambitiously reforming idiosyncratic, inclusive configurations (GG 136/A’/03.08.2021, Art. 17, para. 1.c & Art. 53, para. 1.e), and amid documented expansion of inclusive environments nationwide (HSA, 2026, pp. 64–65)ⁱ, this scrutiny addresses that true lacuna by evidentially examining how elementary school administrators conceptualize and operationalize social-justice-geared administration toward learners with SEN/Ds—hence, contributing a culturally situated, Mediterranean perspective to the predominantly Anglo-American, SJL collegiate assignments (Liasidou & Antoniou, 2015; Theoharis & Tredway, 2024, pp. 166–173).

2. Literature Review

2.1 Reconciling Normative Aspiration with Tangible Deployment: What Research Tells Us — & What It Does Not

The scholarly architecture of SJL has consolidated around a fundamental, *raison d’être* consensus: school executives operating as impartial delegates are indispensable to welcoming, didactic optimization (Bogotch, 2023, pp. 396–399; Furman, 2012). Bibliometric analyses spanning two decades confirm that the field has progressively shifted from broad transformative leadershipⁱⁱ discourse to factually grounded investigations of directors’ equal opportunities exercise (Gümüş *et al.*, 2021; Karakose *et al.*, 2023), while recent systematic reviews underscore persistent geographical imbalances, with Mediterranean and post-Soviet surroundings dramatically underrepresented (Chaaban *et al.*, 2025).

Certainly, in disability-specific erudition, SJL intersects productively with DSE, foregrounding how ableist ideologies ingrained in school mechanisms actively subvert inclusion edicts, even where agenda intent is unambiguous (DeMatthews, 2018, pp. 134–153; Moutsinas *et al.*, 2018, pp. 19–21; Moutsinas & Ntziavida, 2022, pp. 229–232; Voulgarides & DeMatthews, 2024). Superintendents’ subjective, integrity-driven compasses emerge as the decisive constant in concretizing genuine inclusion for

apprentices with complex urgencies (DeMatthews & Mueller, 2022; Moutsinas, 2025a; Tracy-Bronson, 2024). When it comes to Greek, domestic milieu, primary school principals persist in being conspicuously absent from verifiable inquiry; existing explorations prioritize educator stances (Sakellaropoulou *et al.*, 2025) or systemic initiative mapping (Vlachou & Tsirantonaki, 2023), leaving the captaincy—the institution’s critical conscientious relay—analytically uncharted and practically unaccountable (Liasidou & Mavrou, 2023, p. 261).

3. Methodology

3.1 Measuring What Matters — Design, Sampling, & Analytic Strategy

3.1.1 Investigative Structure, Associates, Selection Process, & Setting

This endeavor adopted a cross-sectional, quantifiable poll *modus operandi* blueprint, congruent with established protocols for educational research (Creswell & Creswell, 2023, pp. 191–226). The target population comprised the entire census of public, traditional elementary school heads in the prefecture of Magnesia, Thessaly, Greece ($N = 112$), a geographically stratified territory incorporating urban, semi-urban, rural, and insular school localities (see Tables 1a & 1b), thereby ensuring meaningful, ecological fluctuation in contextual conditions (Hirsh *et al.*, 2025; Huang *et al.*, 2026). Formal recruitment was conducted with the aid of the Peripheral Directorate of Primary and Secondary Education of Thessaly during the 2025–2026 academic year, with paper-administered questionnaire packages dispatched to every eligible participant. Of the 112 inventories disbursed, 98 were returned and retained for interpretation (reply rate = 87.50%); cases with missing records transcending 5.00% per metric were excluded using listwise deletion (Tabachnick & Fidell, 2022, pp. 103–108).

Table 1a: Frequency Distribution of Categorical
 Sociodemographical & Formalized Characteristics ($N = 98$)

Feature		<i>n</i>	%	Cumulative %*
X_i	x_i			
Gender	Male	42	42.9	42.9
	Female	56	57.1	100.0
Age Group (yrs.)	35–44	18	18.4	18.4
	45–54	51	52.0	70.4
	55–65	29	29.6	100.0
Educational Attainment	Bachelor’s degree only	31	31.6	31.6
	Postgraduate diploma or certificate	22	22.4	54.1
	Master’s credentials	38	38.8	92.9
	Doctorate	7	7.1	100.0
Additional Qualification in SE	Yes	34	34.7	34.7
	No	64	65.3	100.0
School Location	Urban (Municipality of Volos)	41	41.8	41.8
	Semi-urban	29	29.6	71.4
	Rural	18	18.4	89.8

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	Insular (Northern Sporades islands)	10	10.2	100.0
School Breadth (enrolled sts.)	Small (≤ 50 sts.)	27	27.6	27.6
	Medium (51–150 sts.)	43	43.9	71.4
	Large (>150 sts.)	28	28.6	100.0
Integration Class in School	Yes	61	62.2	62.2
	No	37	37.8	100.0
Parallel Support in School	Yes	54	55.1	55.1
	No	44	44.9	100.0
Participation in SEN/Ds-related, In-service Training	Yes	47	48.0	48.0
	No	51	52.0	100.0
Prior Classroom Experience with Sts. with SEN/Ds	Yes	73	74.5	74.5
	No	25	25.5	100.0

Notes: X_i = variable; x_i = valuation; SEN/Ds = Special Educational Needs &/or Disabilities.

*Aggregate percentages may not sum to exactly 100.0, due to rounding to the second decimal place.

Table 1b: Descriptive Statistics for Continuous
 Sociodemographic & Regulational Parameters (N = 98)

Numeric data	Age (yrs.)	Teaching Experience (yrs.)	Principal Experience (yrs.)	School Width (sts.)
<i>n</i>	98	98	98	98
<i>M</i>	51.34	26.38	7.82	98.42
<i>SD</i>	6.21	5.84	5.13	52.31
<i>Mdn</i>	52.00	27.00	7.00	95.00
<i>Mo</i>	52.00	28.00	3.00	80.00
<i>IQR</i>	8.00	8.00	7.00	75.00
<i>Var</i>	38.56	34.11	26.32	2,736.54
<i>SE_m</i>	0.63	0.59	0.52	5.28
<i>CV(%)</i>	12.09	22.14	65.60	53.15
<i>Range</i>	30.00	30.00	20.00	220.00
<i>Min</i>	35.00	10.00	1.00	15.00
<i>Max</i>	65.00	40.00	21.00	235.00
<i>P₂₅</i>	47.00	22.00	4.00	55.00
<i>P₇₅</i>	55.00	30.00	11.00	130.00
<i>P₁₀</i>	42.00	18.00	2.00	30.00
<i>P₉₀</i>	60.00	34.00	15.00	170.00
<i>Skewness</i>	−0.21	−0.33	0.62	0.28
<i>SE(Skew)</i>	0.24	0.24	0.24	0.24
<i>z(Skew)</i>	−0.88 ^{ns}	−1.38 ^{ns}	1.58 ^{ns}	1.17 ^{ns}
<i>Kurtosis</i>	−0.48	0.12	−0.18	−0.52
<i>SE(Kurt)</i>	0.48	0.48	0.48	0.48
<i>z(Kurt)</i>	−1.00 ^{ns}	0.25 ^{ns}	−0.38 ^{ns}	−1.08 ^{ns}
<i>Shapiro–Wilk (W)</i>	.98	.97	.96	.97
<i>p (S–W)</i>	.21**	.14**	.09**	.11**
95% CI [<i>M</i>]	[50.09, 52.59]	[25.21, 27.55]	[6.79, 8.85]	[87.95, 108.89]

Notes: *M* = mean; *SD* = standard deviation; *Mdn* = median; *Mo* = mode; *IQR* = interquartile range; *Var* = variance; *SE_m* = standard error of the mean; *CV* = coefficient of variation; *P₂₅*, *P₇₅* = 25th & 75th percentiles (quartiles); *P₁₀*, *P₉₀* = 10th & 90th percentiles; *SE(Skew)* = standard error of skewness; *z(Skew)* = skewness

divided by its standard error; $SE(Kurt)$ = standard error of kurtosis; $z(Kurt)$ = kurtosis divided by its standard error; W = Shapiro–Wilk normality test statistic; 95% CI [M] = 95% bootstrap confidence interval around the mean.

ns = z-scores for skewness & kurtosis beneath ± 1.96 warrant no significant violation of regularity at $\alpha = .05$ (Gravetter *et al.*, 2026, pp. 446–450).

**Shapiro–Wilk p -values $\geq .05$ signal failure to reject the null hypothesis (H_0) of normalcy (Burke Johnson & Christensen, 2019, pp. 492–493).

3.1.2. Instrumentation

Two validated, internationally standardized instruments were delivered, having demonstrated adequate psychometric properties. More narrowly, an adapted version of the *Social Justice Leadership Scale* ([SJLS]; DeMatthews & Mawhinney, 2014; Theoharis, 2007) contained 24 items across three theoretically derived subdomains (i.e., [i] Equity Orientation [EO]; [ii] Inclusive School Culture [ISC]; and [iii] Resistance to Marginalization [RtM]). Analogously, the *Principals and Inclusion Survey* ([PIS]; Praisner, 2003), a 32-statement tool, assessed respondents’ inclusive mindset throughout attitudinal and experiential dimensions.ⁱⁱⁱ

3.2. Data Assessment Techniques, Credibility, & Replicability

Theme accuracy was launched through expert panel review, employing Lawshe’s (1975) Content Validity Ratio ($CVR \geq .62$). Construct soundness was finalized via Confirmatory Factor Analysis (CFA) executed in [IBM® SPSS® Amos™ Statistics v. 32.0.x](#) (IBM® Corp., 2026), yielding satisfactory prototype compatibility, as such: Comparative Fit Index (CFI) = .96, Tucker–Lewis Index (TLI) = .95, Root Mean Square Error of Approximation (RMSEA) = .05 (90% Confidence Interval [CI]: .03, .07), Standardized Root Mean Square Residual (SRMR) = .06 (Kline, 2023, pp. 231–245). Internal consistency reliability was evaluated by leveraging both Cronbach’s α and the methodologically superior McDonald’s ω (Hayes & Coutts, 2020), with all unit branches surpassing the accepted threshold of .70 (Field, 2024, pp. 376–377; see Table 2).

Table 2: Illustrative Figures, Dispersion & Spread Indices,
& Reproducibility Estimates for Study Variables (N = 98)

Variable	<i>M</i>	<i>SD</i>	<i>Mdn.</i>	<i>IQR</i>	<i>Var.</i>	<i>CV(%)</i>	<i>Min.</i>	<i>Max.</i>	<i>Skew.</i>	<i>SE</i>	<i>Kurt.</i>	<i>SE</i>	α	ω
SJLS Total	3.87	0.64	4.00	0.75	0.41	16.5	1.80	5.00	−0.52*	0.24	0.18*	0.48	.89	.91
Equity Orientation (EO)	3.94	0.71	4.00	1.00	0.50	18.0	1.67	5.00	−0.48*	0.24	−0.12*	0.48	.86	.88
Inclusive School Culture (ISC)	3.82	0.69	3.83	0.83	0.48	18.1	1.83	5.00	−0.41*	0.24	−0.05*	0.48	.83	.85
Resistance to Marginalization (RtM)	3.76	0.78	3.80	1.00	0.61	20.7	1.60	5.00	−0.39*	0.24	−0.31*	0.48	.81	.83
PIS Total	3.54	0.72	3.60	0.90	0.52	20.3	1.40	5.00	−0.31*	0.24	−0.22*	0.48	.84	.86
Attitudinal Component (AC)	3.61	0.76	3.67	1.00	0.58	21.1	1.33	5.00	−0.27*	0.24	−0.35*	0.48	.80	.82

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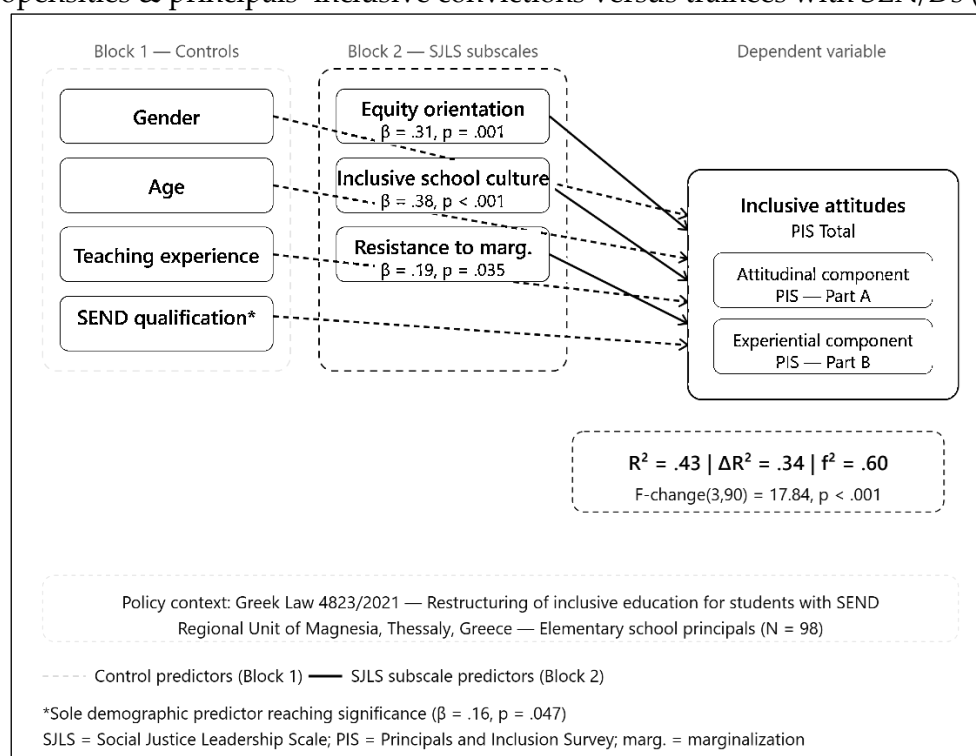
Experiential Component (EC)	3.47	0.81	3.50	1.00	0.66	23.3	1.50	5.00	-0.22*	0.24	-0.18*	0.48	.78	.80
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Notes: SJLS = Social Justice Leadership Scale; PIS = Principals & Inclusion Survey; *M* = mean; *SD* = standard deviation; *Mdn.* = median; *IQR* = interquartile range; *Var.* = variance; *CV*(%) = coefficient of variation; *Min./Max.* = minimum/maximum integers; *Skew.* = skewness; *Kurt.* = kurtosis; *SE* = standard error; α = Cronbach’s alpha; ω = McDonald’s omega.

*Shows acceptable typicality, enclosed in the range of ± 2.00 (Barrett *et al.*, 2026, pp. 153–157). All attributes were appraised on a five-point Likert continuum, response format (1 = “strongly disagree” to 5 = “firmly agree”).

Distributional ordinariness was gauged by parametric means of the Shapiro–Wilk test ($W = .97$, probability amount [significance level; p] = .12), besides visual inspection of Quantile–Quantile [Q–Q] plots and histograms (Razali & Wah, 2011). Bivariate Pearson product-moment correlations (r) audited inter-gauge associations, whilst hierarchical, multiple linear regression (HMLR)—principals’ sociological traits entered in Block 1, SJLS facet scores lodged in Block 2—estimated the predictive power of SJL tendencies on sweeping beliefs, generating multiplier of determination ($[R^2]$; proportion of divergence explained), alteration in R^2 between regression blocks (ΔR^2), inferential descriptor for regression exemplar appropriateness F -ratio (F -change), standardized β regression coefficients (Faul *et al.*, 2009; Pallant, 2020, pp. 188–210), and Cohen’s (2013, pp. 410–413, 473–480) f^2 effect sizes for reversal (see Diagram 1).

Diagram 1: Conceptual, exploratory framework: Hierarchical prospective simulation of SJL propensities & principals’ inclusive convictions versus trainees with SEN/Ds ($N = 98$).



Notes: Image created by harnessing [Microsoft® Visio® Professional 2024](#) (Microsoft® Corp., 2024).

SJLS = Social Justice Leadership Scale; PIS = Principals & Inclusion Survey; *marg.* = marginalization; β = standardized regression coefficient; f^2 = Cohen's weight extent for regression.

Dashed arrows portray Block 1, societal control, explanatory regressors; solid vectors denote Block 2, SJLS subscale forecasters. Pointer thickness is proportional to the salience of β ; p -values are two-tailed; * $p < .05$; ** $p < .001$.

3.3. Research Hypotheses

- **H₁:** SJL orientations, as recorded by the SJLS absolute ranking, will greatly predict Greek primary school principals' inclusive attitudes pertaining to apprentices with SEN/Ds, as extracted from the PIS gross scoring;
- **H₂:** On the whole, the three SJLS subscales—EO, ISC, and RtM—are expected to drive independently and dramatically the prediction of school leaders' inclusive attitudes, with ISC surfacing as the supreme, singular prognosticator;
- **H₃:** SJLS subscale scores shall account for pronounced iterative variance (ΔR^2) in inclusive attitudes, over and beyond headteachers' demographic and career-pertinent profiles;
- **H₄:** Possession of a recognized SE qualification is going to be the sole demographical element obtaining statistical importance as an estimator of inclusive attitudes, regarding learners with SEN/Ds.

3.4. Limitations

Conceded caveats include the non-longitudinal scheme precluding causal inference, reliance on self-report measures, susceptible to social desirability bias (Bryman *et al.*, 2021, pp. 339-344), and the single-focus geographic scope, constraining generalizability beyond Magnesia's embedded circumstances (Podsakoff *et al.*, 2003, 2012).

4. Results & Discussion

4.1 Whenever Numbers Speak: SJL as the Engine of Inclusive Outlooks

Initially, Pearson's correlation coefficients revealed statistically significant, positive links joining all SJLS subcategories and PIS constituents ($p < .001$); in fact, the sturdiest bivariate connection was observed with respect to ISC and the Attitudinal Piece of the PIS ($r = .63$), and the most modest was noticed among RtM and the Experiential Aspect ($r = .39$; see Table 3). These findings corroborate Riehl's (2000) and Ryan's (2006) seminal contentions that principals who diligently erect non-discriminatory, scholastic atmospheres spark measurably more beneficial inclinations en route to disability inclusion—at the same time, extending that argument into the specifically underexplored, Greek, organizational landscape (Rong & Chen, 2025).

Table 3: Pearson Product-Moment Correlation
Matrix for SJLS Subscales & PIS Fragments (N = 98)

Variable	1	2	3	4	5	6	7
1. SJLS Total	—						
2. Equity Orientation (EO)	.91**	—					
3. Inclusive School Culture (ISC)	.93**	.71**	—				
4. Resistance to Marginalization (RtM)	.88**	.64**	.68**	—			
5. PIS Total	.61**	.55**	.60**	.47**	—		
6. Attitudinal Component (AC)	.60**	.58**	.63**	.44**	.94**	—	
7. Experiential Component (EC)	.54**	.47**	.52**	.39**	.91**	.79**	—
<i>M</i>	3.87	3.94	3.82	3.76	3.54	3.61	3.47
<i>SD</i>	0.64	0.71	0.69	0.78	0.72	0.76	0.81

Notes: SJLS = Social Justice Leadership Scale; PIS = Principals & Inclusion Survey; EO = Equity Orientation; ISC = Inclusive School Culture; RM = Resistance to Marginalization; AC = Attitudinal Component; EC = Experiential Component; *M* = mean; *SD* = standard deviation.

All benchmarks were ranked on a five-point Likert scale. Interrelation coefficients are two-tailed.

** $p < .001$.

Next, HMLR (see Table 4) exhibited that segment variables entered in Block 1 clarified negligible heterogeneity in inclusive standpoints ($R^2 = .09$, $F(4, 93) = 2.31$; $p = .063$), assuring that solely background hallmarks alone are insufficient signs of directors' inclusive bearings. The addition of SJLS subparts in Block 2 produced a substantial and statistically major increment ($\Delta R^2 = .34$, $F\text{-change}(3, 90) = 17.84$; $p < .001$; $f^2 = .60$), elevating overall elucidated variability to 43%. Likewise, ISC ($\beta = .38$; $p < .001$) and EO ($\beta = .31$; $p = .001$) emanated as the most potent particular determinants, with proprietorship of a proper, SE accreditation similarly reaching prominence ($\beta = .16$; $p = .047$). These unveilings align with DeMatthews' (2015), as well as Katsigianni's and Ifanti's (2023) assertions, whether SJL ought to be simultaneously cognitive and agentic, in order to profoundly reshape school philosophy concerning inclusion (Moutsinas, 2026, pp. 15–16); in tandem, present deductions echo Hoppey's and McLeskey's (2013), McMillan's and Hoppey's (2025), and Theodosiou et al.'s (2026) proof that school administrators who precisely cultivate disability-affirming school identities facilitate *ipso facto* the most enabling climates for children with SEN/Ds.

Undeniably, the strong influence intensity ($f^2 = .60$) conveys that SJL leanings are not simply statistically, but substantively matched with inclusive practices (Kirk, 1996)^{iv}, an insight that entails direct repercussions for principal selection and preparation certifications in Greece (Ainscow et al., 2006, pp. 173–192; Booth & Ainscow, 2016, pp. 33–35).

Table 4: Hierarchical Multiple Linear Regression Anticipating Principals’
Inclusive Awareness (PIS Total) from Demographic Qualities & SJL Angles (N = 98)

Predictor		Block 1				Block 2			
		<i>B</i>	<i>SE</i>	β	<i>p</i>	<i>B</i>	<i>SE</i>	β	<i>p</i>
Block 1: Demographic Variables	Gender (0 = male, 1 = female)	0.14	0.15	.09	.361	0.12	0.13	.08	.365
	Age (yrs.)	0.01	0.02	.07	.442	0.01	0.02	.07	.438
	Teaching Experience (yrs.)	0.01	0.02	.06	.531	0.01	0.02	.05	.570
	SE License (0 = no, 1 = yes)	0.19	0.15	.13	.213	0.23	0.11	.16	.047
Block 2: SJLS Subscales	Equity Orientation (EO)	—	—	—	—	0.31	0.09	.31	.001
	Inclusive School Culture (ISC)	—	—	—	—	0.40	0.10	.38	<.001
	Resistance to Marginalization (RtM)	—	—	—	—	0.18	0.08	.19	.035
Algorithm Summary	R^2	.09				.43			
	Adjusted R^2	.05				.38			
	ΔR^2	—				.34*			
	<i>F</i>	2.31			.063	9.97			<.001
	<i>F</i> -change	—				17.84			<.001
	<i>df</i>	4, 93				7, 90			
	Cohen’s f^2	.10				.60			
	95% CI [R^2]	[.00, .19]				[.27, .56]			

Notes: SJL = Social Justice Leadership; PIS = Principals & Inclusion Survey.

Unstandardized (*B*) & standardized (β) regression coefficients are reported. *SE* = standard error of *B*. 95% confidence intervals for R^2 , computed by dint of bootstrapping (1,000 samples). Cohen’s $f^2 = R^2 / (1 - R^2)$; quantities of .02, .15, & .35 symbolize small, medium, & vast effects, respectively (Ellis, 2010, pp. 157–161). Block 1 *F*-statistic ($p = .063$) suggests that demographic prognostic factors alone do not reach typical significance thresholds.

*The ΔR^2 of .34 ($p < .001$) upon entry of SJLS subtests in Block 2 indicates the sequential, forecasting legitimacy of SJL views above and exceeding principals’ personal history trajectories.

All variance inflation factor (VIF) values were inferior to 3.00, endorsing the absence of multicollinearity (Hair *et al.*, 2019, pp. 311–316).

5. Conclusions, Implications, & Recommendations

5.1 From Evidence to Action: What Inclusive Equity Leadership Demands of Greek, Elementary Schools

Irrefutably, this probe furnishes consequential, numerical documentation that the SJL lens—particularly ISC and EO—markedly calculate principals’ inclusive approaches in relation to students with SEN/Ds in Greek primary schools, with an extensive impact severity ($f^2 = .60$) accentuating the robust, not just statistical, gravity of this rapport. The

aforesaid detection widens Óskarsdóttir *et al.*'s (2020) allegation that inclusive school stewardship constitutes a discrete, trainable competence, requiring explicit, pervasive reinforcement in the Southern European, factual arena. Critically, dignified, SE dexterities appeared to be the sole demographic indicator accomplishing magnitude, thus amplifying calls for mandatory SEN/Ds-centered professional development within Grecian, school director readiness courses (Bell McKenzie *et al.*, 2008; Capper & Young, 2014; Moutsinas, 2025b, pp. 28–30).

Therefore, policymakers should entrench dense SJL capacity-building modules into Hellenic school leadership and vocational training syllabi (Scanlan & López, 2012), targeting *sine quibus non* equity consciousness, inclusive culture growth, and disability-upholding application as non-negotiable occupational standards (Donnelly & Watkins, 2021, pp. 20–27; Moutsinas & Tsaliki, 2024, pp. 118–125).^v

Ultimately, future research is advised to replicate this layout longitudinally, expand sampling nationally, and triangulate arithmetic discoveries with qualitatively depicted headteachers' lived encounters (Tisdell *et al.*, 2025, pp. 75–96).

Acknowledgments

Sincere gratitude is owed to everyone who willingly participated in this study, to the Regional Division of Primary and Secondary Education of Thessaly, for expediting uninterrupted access to the tailored, populational fraction, to the seven-member task force that vitally bolstered the completeness of utilized instruments, and to the community advisors, for their invaluable critiquing and synergistic, consulting inputs.

Communication of Competing Interests

The research took place without any private, commercial, or financial relationships that could be construed as potentially central conflicts of interest.

Ethical Approval Disclosure

This study was undertaken in thorough accordance with the lawful principles of the Declaration of Helsinki (WMA, 2024, Art. 19–20, 24–32 & 35–36) and the General Data Protection Regulation (GDPR; EP & Council of the EU, 2016, Art. 7, para. 3, Art. 23, para. 1.g, Art. 32, para. 1.b & Art. 47, para. 5); since it dealt with adult practitioners, it necessitated neither intervention, deception, nor sensitive, intimate details collection, cooperation was entirely voluntary and anonymous, no authorized Institutional Review Board assent was obligatory—pursuant to Greek, national research ethics statute (GG 137/A'/29.08.2019, Art. 22, para. 2.g, Art. 27, para. 2.b, Art. 30, para. 3, Arts. 49 & 51)—, and everybody supplied informed, written consent, ahead of any interaction (COPE, 2022, §§ 6.4–7.5 & 9–10.3; Israel & Hay, 2011, pp. 138–146).

Materials Availability Notification

The pervenient datasets, generated and analyzed over the period of the current examination attempt, are not publicly accessible for the purpose of canonically conserving contributors' confidentiality (Punch, 2026, pp. 251–254); nevertheless, they are attainable from the corresponding researcher upon reasonable request and subject to conformity with applicable data security ordinances/restrictions (Tenopir *et al.*, 2015; Wilkinson *et al.*, 2016).

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Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

Dr. Georgios A. Moutsinas earned his Bachelor's degree (BSc) in Primary Education from the University of Thessaly, Greece, and his Master's diplomas in “Special (Inclusive) Education” (MA) and “Education for Sustainability and the Environment” (MSc) from the European University Cyprus, Cyprus, and the University of Thessaly, consecutively. Afterward, he received a doctorate (PhD) in Pedagogical Sciences from the International University Brčko Distrikt (Bosnia and Herzegovina). He has been employed as an educator in Greek state elementary schools, beginning in 2014. Moreover, he has been an adjunct lecturer at the School of Pedagogical & Technological Education (“ASPAlTE”), within its Annual Program of Pedagogical Training (“EPPAIK”; Volos Branch, Greece). His work has been released into Greek and international peer-reviewed scientific publications, for which he has also served as a reviewer. His chief research preferences subsume children's linguistic acquisition, anthropological–sociocultural elements of special educational needs and/or disabilities (SEN/Ds), learning difficulties (LDs) and [psycho]educational treatments, differentiated instruction (DI), pedagogies interlinked

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Expository Annotations

ⁱ “[...] Parity leadership is not a destination you announce—it is a journey you walk when no one is watching; and the unique way to walk the talk is to let your daily verdicts, not your proclamations, become the living proof of your commitment.”

Chism, D. (2022). *Leading your school toward equity: A practical framework for walking the talk*. Association for Supervision & Curriculum Development [ASCD, p. 109].

ⁱ According to Greece's foundational special education (SE) legislation (GG 199/A' /02.10.2008, Art. 6, para. 1.b–c; GG 136/A' /03.08.2021, Art. 11, para. 3.i & Art. 17, para. 3.b), two distinct co-education styles are mobilized within the bounds of mainstream, primary school entities, as follows: [i] *Integration Classes*—specially staffed, pull-out or partial-inclusion, resource rooms, attached to regular schools, where trainees with SEN/Ds receive individualized or small-group instruction by a SE pedagog for up to 15 hours per week (Avramidis et al., 2026; Vlachou et al., 2016); and [ii] *Parallel Support*—a full, in-cohort, co-teaching orchestration, in which a dedicated SE trainer provides concurrent, customized assistance to pupils with SEN/Ds inside of the general education space, alongside the conventional, plenary session tutor (Koutsoklenis & Papadimitriou, 2024; Mavropalias & Anastasiou, 2016).

ⁱⁱ Veritably, transformational leadership—which energizes joint vision and reformulates shared managerial merits in pursuit of neutrality (Gkolia et al., 2018; Shields, 2025, pp. 104–117)—coupled with distributed leadership—which dissipates judgement authority democratically over several corporate actors (Bush, 2020, pp. 71–75; Raptis et al., 2025)—converge upon the core imperative of disability studies in education (DSE): dismantling settled, prejudiced patterns by virtue of holistically enacted, egalitarian, and emancipatory behavior (DeMatthews, 2020) that advocates anent recasting attendees with SEN/Ds as exhaustive pedagogical citizens (Connor et al., 2008; Theoharis et al., 2008).

ⁱⁱⁱ Each checklist underwent a rigorous forward-backward translation procedure (Brislin, 1970), fully adhering to substantiated cross-cultural adaptation guidelines (Beaton et al., 2000; Gudmundsson, 2009; Hedrih, 2020, pp. 81–98), as stated below: [i] two independent, bilingual translators with expertise in educational psychology first rendered the original English iterations into Greek, after which two other colleagues—blind to the source excerpts—devised separate

back-translations into English; [ii] discrepancies involving the twice converted, draft scripts were adjudicated by an adept committee of three specialists in SE and research routines, who assembled a pre-final reconciled Greek edition, subsequently pilot-tested on a convenience sample of 10 monolingual informants not admitted to the main study. Consequently, linguistic clarity, notional equivalence, and question comprehensibility were avowed, previous to terminal delivery of answering forms (Efstathiou, 2019, pp. 65–76).

^{iv} Incidentally, exceptional interpretative attention might also be drawn on the resilient, diagnostic strength of the equipment’s discriminant utility (Kelley & Preacher, 2012; Lakens, 2013; Schäfer & Schwarz, 2019).

^v Indeed, meticulous stakeholder workplace drills in disparity-reducing, reflective oversight promises to nurture a barrier-free, widespread *ethos* that permeates utter school staff coalitions (a.k.a. professional learning communities [PLCs]; DuFour *et al.*, 2024, p. 306; Waldron & McLeskey, 2010); ergo, reciprocal, eclectic ideals relevant to students with SEN/Ds are deemed to be disseminated to all subordinate colleagues and parents/caregivers, owing to circulated mentoring actualization (Deal & Peterson, 2016, pp. 98–111; Leko *et al.*, 2022, pp. 107–109; Spillane, 2006, pp. 88–102).