

# Leadership and Inclusive Education: School Principals' Role in Supporting the inclusion of Disabled Student in mainstream education

Tsirantonaki Smaragdi<sup>1</sup>, Vlachou Anastasia

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## Abstract

This paper is part of a large-scale study examining the role of school principals in fostering inclusive education for disabled students within Greece's centralized education system. It explores the relationships between Greek school principals' values, knowledge, beliefs, attitudes, and practices regarding inclusive education, and examines whether these variables correlate with principals' socio-demographic and professional characteristics. Data were collected from 582 school principals across 334 primary and 248 secondary schools using a validated questionnaire designed for the Greek context. The findings reveal complex relationships among these variables, showing that values such as benevolence, universalism, self-direction, and stimulation support inclusive practices, while values like security, tradition, conformity, wachievement, and power present barriers. These insights into how school principals' values align with their knowledge and practices can inform targeted efforts to promote inclusive leadership and educational reform in Greece. Further research is needed to fully understand the implications of these relationships on educational leadership.

**Keywords:** inclusive education, educational leadership, inclusive leadership, values, school principals, disabled students, knowledge, beliefs, attitudes, practices

## Points of interest

This study:

- **Promotes Equal Opportunities:** The research highlights the role of school principals in creating inclusive environments, ensuring that disabled students have the same opportunities as their peers.
- **Emphasizes Training Needs:** It shows that school principals need more training and support to effectively implement inclusive education, improving their knowledge and attitudes towards disabled students.
- **Bridges Knowledge Gaps:** By understanding the current attitudes and practices of school leaders, the study suggests ways to bridge the knowledge gaps that hinder the successful inclusion of disabled students.
- **Challenges Traditional Practices:** It calls for systemic changes in education, encouraging principals to adopt values that support inclusion, such as benevolence and universalism.
- **Guides Policy Improvements:** The research offers insights for policymakers, helping them design better training programs and policies to support inclusive education across schools.

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<sup>1</sup> Corresponding author: [stsirantonaki@gmail.com](mailto:stsirantonaki@gmail.com)



## **Introduction**

Inclusive education is a dynamic and continuous process aimed at fostering the participation of all students in the educational system, particularly those facing marginalization. It is grounded in the principles of equity, participation, and the meaningful inclusion of all children in the academic and social life of the school (Graham, 2020; Vlachou, 2023). Far from being a fixed 'situation,' inclusive education requires systemic reform, encompassing changes to content, teaching methods, school structures, and educational approaches to remove barriers to participation. It is an evolving process, engaging students, teachers, and school leaders in a collective effort to ensure equitable, participatory, and inclusive learning environments (Graham, 2020; Vlachou, 2023). It recognizes and embraces all forms of human diversity, such as gender, disability, cultural and linguistic differences. While inclusive education extends beyond just disabled students, this study concentrates on their inclusion since, as it has already been reported, the policies and practices that foster inclusivity for disabled students also have positive outcomes for all students (Graham, 2020).

Internationally, inclusive education is supported by significant human rights frameworks, including the United Nations Convention on the Rights of Persons with Disabilities (CRPD), which asserts the right of all children to access quality education within mainstream educational systems (CRPD, 2016). Additionally, the Salamanca Statement (1994) has been instrumental in shaping global perspectives on inclusive education by promoting the integration of all students into mainstream schools, advocating for the removal of barriers to participation and learning. The Sustainable Development Goals (SDGs), particularly Goal 4, further underscore the global commitment to providing inclusive, equitable, and quality education for all, particularly those from marginalized groups. Nationally, the enactment of these principles often reflects local cultural, educational, and political frameworks. In Greece, while inclusive education is formally recognized in educational policies, it has historically been enacted in fragmented ways, often limited to resource rooms and special education programs (Vlachou et al., 2016).

In the Greek context, inclusive education remains a contested and evolving area. The Greek educational system still heavily relies on special education provisions, such as resource room units and parallel support systems, which reinforce an integrationist approach rather than inclusion (Vlachou et al., 2016). School principals and educational leaders in Greece often navigate these challenges without adequate support or training, which further complicates efforts to foster truly inclusive educational environments (Lazaridou, 2019). Moreover, the infrastructural limitations in many schools, along with a lack of consistent professional development in inclusive practices, have hindered systemic reform toward inclusivity.

More specifically, in Greece, the education system is highly centralized, with the Ministry of Education and Religious Affairs overseeing public schools, curriculum, teacher appointments, and other administrative matters (Koutrouba et al., 2018). Despite efforts to implement inclusive education, the system remains bureaucratic and fragmented, often coexisting with traditional special education practices. The integrationist approach prevails, with disabled students typically receiving support through resource room units and parallel support systems, while decisions about their placement often depend on formal evaluations and parental consent (Vlachou, 2023).

This centralization and the adherence to older models have hindered the development of a more flexible, inclusive curriculum. In many cases, inclusive education policies have been introduced as top-down mandates, driven by European directives rather than the immediate needs of the educational community (Vlachou, 2004). As a result, resistance within the education sector has been common, with limited preparation and support for implementing these practices. This challenge is compounded by societal norms in Greece that still prioritize homogeneity and adherence to the 'average,' rather than embracing the diversity inherent in inclusive education (Vlachou et al., 2012).

School principals can undeniably contribute significantly to the promotion of inclusive education (DeMatthews et al., 2019; DeMatthews et al., 2020) while the degree to which school principals support changes linked to inclusive education is influenced by their own values, beliefs, attitudes, and knowledge

about the education of diverse students and in particular the education of disabled students (Lambrecht et al., 2022; Lazaridou, 2019; Oskarsdottir et al., 2020; Pazey et al., 2014; Platsidou & Tsiolpidou, 2019; Pregot, 2021; Titrek et al., 2017; Ugwu & Onukwufor, 2018). Therefore, investigating school principals' values, and their knowledge, beliefs, attitudes and practices regarding the education of disabled students can enhance the comprehension of the factors that shape and guide leadership for disabled students' education. Underlining these factors can contribute to the formation of appropriately targeted trainings as well as evaluations of the educational leaders with the aim of strengthening a more inclusive leadership (Khaleel et al., 2021; Lambrecht et al., 2022; Oskarsdottir et al., 2020).

The existing literature with focus on leadership for disabled students' inclusive education is scarce both in Greece (Lazaridou 2019) and internationally (DeMatthews et al., 2020). Moreover, there are no prior empirical studies that capture the associations between school principals' values, attitudes, beliefs, knowledge and practices regarding the inclusive education of disabled students in general education classes. This paper forms part of a large-scale, wider study on the role of educational leadership on inclusive education.. In detail, it centers on a distinct subgroup of the original research's questions that showcases the potentially decisive role of school principals in promoting inclusive education through their personal values, knowledge, beliefs, attitudes and practices regarding the education of disabled students.

To this end, the paper first validates the original survey instrument designed to assess school principals' values, attitudes, beliefs, knowledge, and practices concerning the inclusive education of disabled students. It then explores how primary and secondary education school principals in Greece understand and implement inclusive education, focusing on the relationships between these variables. Additionally, it examines whether statistically significant correlations exist among these variables, and investigates differences based on socio-demographic and professional characteristics, while highlighting the role of school leadership in fostering inclusive practices within a centralized education system.

## **Setting the Scene**

The role of school principals in fostering inclusive education is grounded in several theoretical models of leadership. Transformational leadership, for example, focuses on inspiring and motivating teachers to adopt inclusive practices through a shared vision and collaborative effort (Billingsley et al., 2018; Lambrecht et al., 2022). Transformational leaders encourage teachers to challenge traditional norms and embrace innovative approaches that promote the inclusion of all students, particularly those with disabilities. Similarly, distributed leadership emphasizes the importance of shared responsibility among all members of the school community, ensuring that leadership for inclusive education is not confined to the principal alone but is distributed among teachers, special educators, and support staff (Lambrecht et al., 2022; Wang & Tian, 2023).

These leadership models are essential in promoting inclusive education, particularly in contexts where structural barriers, such as those present in Greece, limit the direct autonomy of school principals. By adopting a distributed leadership approach, principals can empower teachers and other stakeholders to play active roles in fostering inclusive practices, thus overcoming some of the limitations imposed by the centralized system (Wang & Tian, 2023).

In recent years, educational leadership has evolved, particularly through the devolution of power and increased autonomy granted to schools. This shift is part of a global trend towards decentralizing education, allowing school leaders to act more independently in fostering inclusive educational environments (Billingsley et al., 2018). As school leaders take on a broader role in shaping school policies, they are expected to implement inclusive practices that promote the participation of all students, including those with disabilities (DeMatthews et al., 2020). In this context, leadership moves beyond traditional administrative tasks to become a driving force for inclusivity, diversity, and systemic transformation in schools.

In Greece, however, the centralized nature of the education system poses significant challenges to the implementation of inclusive education. While international trends advocate for more localized decision-making, Greek school principals often face constraints due to the top-down nature of policy enforcement (Koutrouba et al., 2018). Greek educational leadership remains rooted in a highly bureaucratic system, which limits the flexibility principals have to create and support inclusive learning environments. Principals in this context act more as administrators than as autonomous leaders with the freedom to enact sweeping reforms.

Despite these challenges, Greek school principals play a pivotal role as "**steerers**" of inclusion. They work alongside special education teachers, support staff, and assistants to coordinate and manage inclusive education programs, rather than directly implementing pedagogical changes themselves (Vlachou, 2023). Principals provide the necessary leadership to ensure that inclusive policies are enacted, creating a school culture that values diversity and inclusion even if the structural changes are not directly within their control. Research shows that school principals' personal values (Lazaridou, 2019; Vlachou & Tsirantonaki, 2023), knowledge, and beliefs about the education of disabled students are significant factors influencing their ability to lead inclusive schools (Pregot, 2021; Sun & Xin, 2020). Inclusive leadership requires principals to understand the complexities of disability and inclusion, shaping their practices through the values of benevolence, universalism, self-direction, and stimulation (Schwartz et al., 2001). These values align closely with the principles of inclusive education, promoting equity, diversity, and social justice (Riehl, 2000; Vlachou & Tsirantonaki, 2023).

School leaders with positive attitudes toward inclusion are more likely to foster inclusive environments that embrace diversity and accommodate students with disabilities (Hess & Zamir, 2016). Their beliefs and values directly affect not only their own practices but also the attitudes and beliefs of teachers, who play a critical role in the day-to-day implementation of inclusive education (Vlachou & Tsirantonaki, 2023). Thus, school principals are key players in the establishment of inclusive education, particularly in Greece where structural constraints limit their direct influence over pedagogical changes. By adopting leadership models that promote shared responsibility and inspire a commitment to inclusion, Greek school leaders can work within their bureaucratic context to create a more inclusive educational environment. The values, knowledge, beliefs, and attitudes of school leaders are central to this process, shaping both their own leadership practices and the attitudes of the broader school community.

## **Methodology**

### ***Research instrument***

To meet the needs of the research design, a survey instrument was composed to examine all the aforementioned variables. Three survey instruments were chosen to assess the relevant variables: a) 'Principals' Knowledge of Fundamental and Current Issues in Special Education' (PKISE) developed by Wakeman et al. (2006), b) 'Portrait Values Questionnaire' (PVQ) by Schwartz et al. (2001), and c) 'Principals' Attitudes Towards Inclusive Education' (PATIE) developed by Bailey (2004). The three instruments (PKISE/PVQ/PATIE) were adapted and validated for the specific context of Greece.

The consolidated questionnaire administered to the participants consisted of five sections. The first section comprises nineteen [19] questions regarding the participants' socio-demographic and professional characteristics. The second section focuses on examining the beliefs of school principals, consisting of six [6] statements, and their practices regarding the education of disabled students comprising seven [7] statements. For both beliefs and practices, a three-point Likert-type scale was employed, allowing participants to indicate their agreement, disagreement, or absence of opinion: 'Agree', 'Disagree' and 'I have no opinion'. The third section assesses the level of knowledge of school principals regarding the education of disabled students. It consists of twenty-two [22] statements presented on a four-point Likert-

type scale: 'Don't know', 'Limited knowledge', 'Basic knowledge', 'Complete knowledge'. The fourth section, examines the attitudes of school principals regarding the education of disabled students. This section consists of twenty-nine [29] statements presented on a five-point Likert-type scale: 'Strongly Disagree (DA)', 'Disagree (D)', 'Neutral (O)', 'Agree (S)', 'Strongly Agree (SA)'. Lastly, the fifth section explores the values of school principals based on Schwartz's theory of values (2010; 2012). It comprises forty [40] statements in the form of short verbal portraits. Participants rate their agreement with each statement on a six-point Likert-type scale: 'Not like me at all', 'Not like me', 'A bit like me', 'Somewhat like me', 'Like me', 'Very like me'.

### **Validation**

A pilot study took place with seven [7] school principals that did not participate in the survey to determine the clarity of statements and ease of completion while content validity was assessed by two relevant academics from the fields of inclusive education and educational leadership respectively. This analysis included the relevance of statements and accuracy of phrasing. Then, the questionnaire was analyzed for clarity and word choice (face validity) by a research coordinator. As a result of the above actions, the answer choices of a closed-ended question were modified for reasons of clarity, however none of the statements in each of the four sections of the questionnaire had to be deleted.

The 'Portrait Values Questionnaire' (PVQ) was previously adapted for the Greek context by Pavlopoulos (2014), while the 'Principals' Attitudes Towards Inclusive Education' (PATIE) was adapted by Platsidou and Tsiolpidou (2019). However, in the present research, PATIE questionnaire differs slightly from the questionnaire of Platsidou and Tsiolpidou (2019), as it retains 29 statements, while Platsidou and Tsiolpidou has 27 statements, and also, in several parts of the questionnaire, different translation renderings have been chosen. Therefore, due to these differences, an exploratory rather than a confirmatory factor analysis was performed and PATIE was translated, adapted and had its factor structure re-studied in the present research. Thus, a confirmatory factor analysis was conducted for PVQ, while two exploratory factor analyses were conducted for PKISE and PATIE. The validated questionnaires demonstrated high levels of reliability, with Cronbach's alpha values as follows: PKISE ( $\alpha = .943$ ), PVQ ( $\alpha = .844$  for the 10 values and  $\alpha = .831$  for the 4 higher-order values), and PATIE ( $\alpha = .839$ ).

For the variable of knowledge, the exploratory factor analysis revealed two factors: (a) 'Fundamental knowledge regarding the education of disabled students,' exhibiting high internal consistency with Cronbach's  $\alpha = .930$ , and (b) 'Knowledge of current issues regarding the education of disabled students', demonstrating acceptable internal consistency with Cronbach's  $\alpha = .861$ . The overall knowledge scale exhibited high internal consistency with Cronbach's  $\alpha = .940$ . Regarding the variable of beliefs, the exploratory factor analysis yielded a single factor with Cronbach's  $\alpha = .561$ . Similarly, the variable of practices was found to be unifactorial, with acceptable internal consistency indicated by Cronbach's  $\alpha = .685$ .

Regarding attitudes, the exploratory factor analysis revealed three factors: (a) 'Placement of disabled students in general classes', exhibiting high internal consistency with Cronbach's  $\alpha = .850$ , (b) 'Co-education of disabled students and students without disability in mainstream classes', displaying acceptable internal consistency with Cronbach's  $\alpha = .805$ , and (c) 'School unit's adequacy regarding the education of disabled students', with moderate internal consistency indicated by Cronbach's  $\alpha = .693$ . The overall attitudes scale demonstrated high internal consistency with Cronbach's  $\alpha = .851$ .

Regarding values, a confirmatory factor analysis was performed on the original model consisting of 10 values, which had previously been utilized for Greek data by Pavlopoulos (2014). This analysis yielded ten factors, consistent with Pavlopoulos' findings: 'security' (Cronbach's  $\alpha = .684$ ), 'tradition' (Cronbach's  $\alpha = .664$ ), 'conformity' (Cronbach's  $\alpha = .646$ ), 'benevolence' (Cronbach's  $\alpha = .734$ ), 'universalism' (Cronbach's  $\alpha = .868$ ), 'self-direction' (Cronbach's  $\alpha = .655$ ), 'stimulation' (Cronbach's  $\alpha = .786$ ), 'hedonism'

(Cronbach's  $\alpha = .799$ ), 'achievement' (Cronbach's  $\alpha = .762$ ), and 'power' (Cronbach's  $\alpha = .700$ ). The overall scale measuring values demonstrated high internal consistency (Cronbach's  $\alpha = .871$ ).

### ***Procedure & Participants***

The questionnaire was administered electronically using Google Forms to a total sample of 581 school principals from 334 primary schools and 248 secondary schools. The data were collected between March and May of 2021. A total of 582 responses were collected, out of which 581 were complete, and one was rejected as incomplete. It was emphasized from the outset that participant anonymity would be ensured, and that the research findings would be utilized solely for research.

The sample population for this study included school principals from primary and secondary schools in Greece that specifically have 'resource room units' according to the updated records of the Department of Special Education of the Greek Ministry of Education. 'Resource room units' refer to supplementary programs implemented within mainstream educational settings, catering for disabled students. These units facilitate individualized support and participation for such students during designated hours throughout the school week. The inclusion of resource room units was a pivotal criterion for selecting schools to participate in the present study, as it ensured that the chosen schools adequately catered to the needs of disabled students alongside their regular student population. The sample was obtained using a two-stage stratified sampling method to assure fair representation of both primary and secondary education. A total of 581 individuals completed the questionnaire, surpassing the necessary sample size for representativeness. Table 1 presents some of the main socio demographic characteristics of the sample.

**Table 1**  
*School-principals' socio-demographic & professional information*

		<b>f</b>	<b>valid %</b>
<b>I.1. Level of education</b>	1 Primary Education [Elementary School]	334	57.5
	2 Secondary Education [High School]	247	42.5
<b>I.2. Years of service as school-principal:</b>	0-5 years	151	26.0
	6-10 years	149	25.6
	11-15 years	92	15.8
	16-20	36	6.2
	20 or more years	153	26.3
<b>I.3. Gender</b>	Male	342	58.9
	Female	235	40.4
	I do not wish to declare	4	0.7
<b>I.4. Age Groups</b>	25-35	3	0.5
	36-45	20	3.4
	46-55	225	38.7

	Over the age of 55	333	57.3
<b>I.5. Level of Educational background</b>	Basic Degree	170	29.3
	School of teaching “Didaskaleio”	12	2.1
	2nd Degree	11	1.9
	Master's Degree	334	57.5
	PhD Degree	54	9.3
<b>I.6. Specialty:</b>	Theologists	35	6.0
	Philologists	67	11.5
	Mathematicians	31	5.3
	Physical scientists	31	5.3
	Gymnasts	37	6.4
	Information technology “IT”	24	4.1
	School-teachers	316	54.4
	Other specialties	40	6.7
<b>I.7. Years of Teaching Experience in General Education:</b>	1-4 years	10	1.7
	5-9 years	10	1.7
	10-19 years	79	13.6
	20 or more	482	83.0
<b>I.8. Years of Teaching Experience in Special Education:</b>	None	469	80.7
	1-4 years	44	7.6
	5-9 years	27	4.6
	10-19 years	23	4.0
	20 or more	18	3.1
<b>I.9. Current Number of Enrolled Students:</b>	1-100 Students	145	25.0
	101-176 Students	141	24.3
	177-246 Students	150	25.8
	247 or more students	145	25.0
	1-6 Students	149	25.6

<b>I.10. Current Number of Enrolled Students with Diagnosed Impairments and/or Special Educational Needs:</b>	7-12 Students	167	28.7
	13-18 Students	115	19.8
	19 or more Students	150	25.8
<b>I.11. Type of impairment and/or Special Educational Needs of students:</b>	special learning difficulties (dyslexia, dysgraphia, dyscalculia, dyslexia, dysspelling)	517	29.6
	attention deficit disorder with or without hyperactivity	375	21.4
	autism spectrum disorder	324	18.5
	speech and language disorders	201	11.5
	Intellectual disabilities	120	6.9
	Physical disabilities	78	4.5
	Hearing impairments	52	3.0
	Visual impairments	38	2.2
	other disabilities	44	2.5
<b>I.12. How would you characterize the logistical infrastructure in your school unit for the inclusion of disabled students or/and SEN?</b>	Insufficient	230	39.6
	Sufficient	209	36.0
	Very good	116	20.0
	Excellent	26	4.5
<b>I.13. Does your school unit have any kind of support:</b>	No	66	11.4
	Yes	515	88.6
<b>I.14. Training in special and/or inclusive education:</b>	No	312	53.7
	Yes	269	46.3
<b>I.15. Special education trainings/seminars attended in the past decade:</b>	0	175	30.1
	1-4	309	53.2
	5-9	61	10.5
	10 or more	36	6.2
	No	349	60.1



<b>I.17. Personal experience with a disabled person other than a student:</b>	Yes	232	39.9
<b>I.18. Special education training received during the trainings for school-principals:</b>	I have not been trained as a school-principal	128	22.0
	Zero	120	20.7
	Small	236	40.6
	Sufficient	84	14.5
	Great	13	2.2

Regarding the types of impairment among the students attending the 581 school units in the sample most school principals (517 or 29.6%) report having students with special learning difficulties in their school units, including dyslexia, dysgraphia, dyscalculia, and dysspelling. Additionally, 375 (21.4%) state that they have students with attention deficit disorder with or without hyperactivity. Autism spectrum disorder is reported by 324 (18.5%) and speech and language impairments are identified by 201 (11.5%). Furthermore, 120 (6.9%) indicate intellectual impairments, while 78 (4.5%) report physical impairments. Hearing impairments are reported by 52 (3.0%), visual impairments by 38 (2.2%) and, lastly, 44 (2.5%) state having students with other types of impairments, or indicate not having any disabled students in their school units.

Regarding the logistical infrastructure available in their school units for the inclusion of disabled students, 230 school principals (39.6%) considered it insufficient, 209 (36.0%) good, 116 (20.0%) very good, and only 26 (4.5%) rated it as excellent. Furthermore, 515 (88.6%) school principals reported that their school unit has some form of support in place, such as a reception class, a resource room unit, parallel support, or special support staff while 66 (11.4%) reported that their school unit lacks all of the above.

## Results

### *Variability Measures*

In the following table (Table 2), a detailed presentation is provided for the measures of variability for all factors of the examined variables.

**Table 2**  
*Measures of variability of all factors*

VARIABLES		ME AN	S.D.	VARI ANC E	INTER VAL	1st Quadr ant	2nd Quadr ant	3rd Quadr ant
KNOWLEDGE	FACTOR 1: Fundamental knowledge regarding the education of students with D/SEN	3.05	.52	.27	3.00	3.00	3.00	3.31
	FACTOR 2: Knowledge of current issues regarding the education of students with D/SEN	3.52	.38	.14	3.00	3.25	3.50	3.88

	OVERALL	3.23	.43	.19	3.00	3.00	3.24	3.48
<b>BELIEFS</b>		2.76	.40	.16	2.00	2.50	3.00	3.00
<b>PRACTICES</b>		2.71	.46	.21	2.00	2.50	3.00	3.00
<b>ATTITUDES</b>	FACTOR 1: Placement of students with D/SEN in general classes	3.47	.65	.43	3.88	3.06	3.50	3.88
	FACTOR 2: Co-education of students with and without D/SEN in general classes	4.03	.53	.28	2.86	3.71	4.00	4.29
	FACTOR 3: School unit's adequacy regarding the education of students with D/SEN	3.66	.62	.39	3.25	3.25	3.75	4.00
	OVERALL	3.71	.46	.21	2.53	3.42	3.74	4.00
<b>VALUES 10 FACTORS</b>	FACTOR 1: Security	4.27	.87	.76	5.00	3.80	4.40	5.00
	FACTOR 2: Tradition	3.45	.96	.91	5.00	2.75	3.50	4.00
	FACTOR 3: Conformity	4.24	.89	.79	5.00	3.75	4.25	5.00
	FACTOR 4: Benevolence	4.92	.75	.56	5.00	4.50	5.00	5.50
	FACTOR 5: Universalism	5.19	.71	.51	5.00	5.00	5.33	5.67
	FACTOR 6: Self-direction	4.76	.74	.55	5.00	4.25	4.75	5.25
	FACTOR 7: Stimulation	4.09	1.06	1.12	5.00	3.33	4.00	4.67
	FACTOR 8: Hedonism	3.72	1.12	1.26	5.00	3.00	3.67	4.67
	FACTOR 9: Achievement	3.38	.99	.99	5.00	2.50	3.25	4.00
	FACTOR 10: Power	2.90	.98	.96	5.00	2.33	3.00	3.67
	OVERALL	4.19	.49	.24	4.63	3.90	4.20	4.53

The variable of knowledge consists of two factors, namely 'Fundamental knowledge regarding the education of disabled students', with a mean value of 3.05 (SD = 0.52, Variance = 0.27), and 'Knowledge of current issues regarding the education of disabled students', with a mean value of 3.52 (SD = 0.38, Variance = 0.14) (Table 2). The findings suggest that most school principals possess more knowledge about current issues in the education of disabled students, lacking in fundamental knowledge.

The variable of school principals' beliefs regarding the education of disabled students in their school units is unifactorial. Most school principals hold positive beliefs regarding the education of disabled students. The variable of school principals' practices regarding the education of disabled students in their school units is also unifactorial. Most school principals seem to implement practices regarding the education of disabled students.

The attitudes of school principals towards the inclusion of disabled students further divide into three factors: (1) 'Placement of disabled students in general classes', (2) 'Co-education of disabled students and students without current disability in mainstream classes', and (3) 'School unit's adequacy regarding the education

of disabled students'. In short, school principals displayed more positive attitudes towards the co-education of disabled students and students with no disability in mainstream classes, considering it beneficial for both groups.

The variable of values comprises ten factors: 'safety', 'tradition', 'conformity', 'benevolence', 'universalism', 'self-direction', 'stimulation', 'hedonism', 'achievement', and 'power'. Most school principals (75%) appreciate Schwartz's ten personal values (Schwartz et al., 2001) with a mean value of 4.53 or below and, specifically, appreciate 'safety,' 'conformity,' 'benevolence,' 'universalism,' 'self-direction,' and 'stimulation' more than other values.

#### ***Statistically significant correlations***

A correlation analysis was conducted to test whether there are statistically significant correlations among school principals' values and their knowledge, beliefs, attitudes and practices regarding the education of disabled students. Table 3 presents the correlations (Spearman's  $\rho$ ) between the factors of the examined variables in this study.

**Table 3**  
 Correlations (Spearman's  $\rho$ ) between the factors of school principals' knowledge, beliefs, attitudes & values

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1																	
2	.742**																
3	.050	.084*															
4	.022	.022	.061														
5	.004	-.084*	-.057	.417**													
6	.046	-.02	-.006	.455**	.561**												
7	.224**	.280**	.141**	.189**	.113**	.163**											
8	.272**	.312**	.087*	.168**	.031	.191**	.639**										
9	.191**	.264**	.103*	.268**	-.090*	.031	.455**	.499**									
10	.195**	.247**	.133**	.110**	-.130**	-.047	.388**	.423**	.595**								
11	.026	.064	.110**	.205**	.021	.024	.173**	.138**	.341**	.482**							
12	-.031	.001	.043	.324**	.06	.194**	-.028	-.067	.227**	.259**	.385**						
13	-.094*	-.053	.035	.263**	.109**	.121**	-.093*	-.151**	.151**	.180**	.255**	.675**					
14	.285**	.304**	.143**	.038	-.066	-.072	.254**	.206**	.197**	.201**	.025	-.034	-.031				
15	.236**	.301**	.321**	-.117**	-.253**	-.182**	.311**	.271**	.185**	.171**	.005	-.123**	-.152**	.244**			
16	.263**	.330**	.259**	-.125**	-.216**	-.111**	.347**	.422**	.275**	.255**	.045	-.108**	-.148**	.189**	.652**		
17	-.194**	-.068	.018	.033	-.163**	-.167**	.037	-.024	.118**	-.006	-.004	.007	.062	-.056	.075	.067	

\*\*\* $p < .001$  \*\* $p < .01$  \* $p < .05$

In a nutshell, Table 3 depicts strong positive correlations between school principals' knowledge (both factors), their practices, the first and second factors of their attitudes regarding the education of disabled students and specific values (benevolence, universalism, self-direction, stimulation). However, the first factor of knowledge correlates negatively with the third factor of attitudes while both of its factors are unrelated to beliefs.

These findings suggest that school principals who prioritize values such as benevolence, universalism, self-direction, and stimulation tend to possess more knowledge of current issues regarding the education of disabled students. Furthermore, school principals with more such knowledge, arguably implement more practices that address the education of disabled students in their schools. Additionally, more knowledge of current issues in the education of disabled students is associated with more positive attitudes towards the placement of disabled students in general education classrooms and the co-education of disabled students and students without current disability. Notably, school principals with more knowledge of current issues exhibit more positive correlations with the aforementioned factors compared to those with more fundamental knowledge regarding the education of disabled students and therefore, demonstrate more positive attitudes towards inclusive education and are more likely to implement relevant practices in their schools.

Beliefs exhibit positive associations with specific values, practices, and factors of attitudes, as indicated in Table 3. However, no correlation was found between beliefs and knowledge. Furthermore, higher appreciation of benevolence, stimulation, and hedonism by school principals correlates with more positive beliefs regarding the education of disabled students in their schools. To conclude with, stronger positive beliefs are associated with a greater likelihood of implementing practices regarding their education.

Regarding the variable of attitudes, Table 3 reveals that its first two factors positively associate with beliefs, knowledge, specific values (benevolence, universality, self-direction, stimulation) and practices as well as with one another. Conversely, both factors negatively correlate with other specific values (security, tradition, conformity, achievement, power). On the other hand, the third factor of attitudes negatively correlates with the first factor of knowledge and the values of tradition and conformity, while it positively correlates with the value of self-direction.

Lastly, school principals that value benevolence, and/or universalism, and/or self-direction, and/or stimulation, tend to have more positive attitudes towards the first and second factors of attitudes. Conversely, the more school principals value security, and/or tradition, and/or conformity, and/or achievement, and/or power, the less positive attitudes they have towards the first two factors of the education of disabled students. Similarly, to an extent, the more school principals value tradition and/or conformity, the less positive attitudes they exhibit towards the third factor of attitudes which indicates the adequacy of funding for inclusion, the adequacy of educational personnel for its implementation, and the adequacy of training for special education teachers and school principals to address the needs of disabled students. Likewise, the more fundamental knowledge school principals have regarding the education of disabled students, the less positive attitudes they display towards the third factor. Conversely, the more school principals value self-direction, the more positive attitudes they exhibit towards the third factor of attitudes.

### ***Statistically significant correlations and differences between socio-demographic variables and factors.***

To examine whether there are statistically significant differences among school principals regarding socio-demographic variables and: a) their attitudes towards the education of disabled students, b) their knowledge on the education of disabled students, c) their beliefs about the education of disabled students, d) their practices regarding the education of disabled students and e) their values, a test of normality was conducted for all the factors of the above mentioned variables using the Shapiro-Wilk test of normality for independent samples based on the categories of socio-demographic variables. Since the result was statistically

significant, but the aforementioned variables did not follow the normal distribution, for reasons of comparability the non-parametric ‘Mann-Whitney’ test for independent samples was selected for the variables with two categories (gender, educational level of the school, school equipment, training in special education, etc.), while the non-parametric ‘Kruskal Wallis’ test was chosen for variables from three categories and above (age groups, level of education, years of teaching experience, etc.).

Table 4 depicts the statistically significant correlations between the categories of socio-demographic variables and the factors of the examined variables in this study. Not all socio-demographic variables exhibit statistically significant correlations with the factors of the examined variables. Notably, the variable of beliefs does not exhibit statistically significant correlations with any socio-demographic variables. However, specific socio-demographic variables can be associated with inclusive education. Furthermore, it is noteworthy that ‘universalism’ was the only value that showed statistically significant differences regarding socio-demographic variables.

**Table 3**  
 Statistically significant differences regarding socio-demographic variables and factors

	I.1. Level of education	I.2. Years of service as school-principal	I.3. Gender	I.4. Age Groups	I.5. Level of Educational background	I.7. Years of Teaching Experience in General Education	I.8. Years of Teaching Experience in Special Education	I.9. Current Number of Enrolled Students	I.10. Current Number of Enrolled Students with Diagnosed Impairments and/or Special Educational Needs	I.12. How would you characterize the logistical infrastructure in your school unit for the inclusion of disabled students or/and SEN	I.13. Does your school unit have any kind of support	I.14. Training in special and/or inclusive education	I.15. Special education trainings/ seminars attended in the past decade	I.17. Personal experience with a disabled person other than a student	I.18. Special education training received during the trainings for school-principals
KNOWLEDGE 1st F.	***		**	**	***		***		***		***	***	**	***	***
KNOWLEDGE 2nd F.	*		*	*	*		***	*	***	*	***	***	**	***	***
BELIEFS												*			
VALUES 1st F. SECURITY															**
VALUES 2nd F. TRADITION					**										**
VALUES 3rd F. CONFORMITY										*					
VALUES 4th F. BENEVOLENCE			***										*	*	
VALUES 5th F. UNIVERSALISM			*			*		*					*	*	
VALUES 6th F. SELF-DIRECTION			***	**	***										
VALUES 7th F. STIMULATION					**								**	***	
VALUES 8th F. HEDONISM				*										**	
VALUES 9th F. ACHIEVEMENT	*							*		*					
VALUES 10th F. POWER	*							*		*					
PRACTICES	*			*						*			***		***
ATTITUDES 1st F.	**			*	***		**			**	***	***	*	*	
ATTITUDES 2nd F.					*		*				***	***	*	*	
ATTITUDES 3rd F.		**		*				*		***					***

\*\*\*p<.001 \*\* p<.01 \* p<.05

Primary education school principals demonstrate higher scores than secondary education ones in their knowledge on the education of disabled students, in the implementation of inclusive educational practices, and in their attitudes towards inclusive education, particularly regarding the placement of disabled students in mainstream classrooms. School principals with over twenty years of experience in their position show less favorable attitudes towards the adequacy of their school unit for inclusive education. Female school principals demonstrate more knowledge both fundamental and of current issues in the education of disabled students, as well as a stronger appreciation for the value of 'universalism'. However, the age of school principals does not affect significantly their practices or their attitudes towards inclusive education.

School principals with only a bachelor's degree have limited knowledge and less positive attitudes towards inclusive education. Furthermore, school principals with no teaching experience in special education have less fundamental knowledge and less positive attitudes towards the placement of disabled students in mainstream classrooms. School principals with a smaller number of enrolled students have less knowledge about current issues in the education of disabled students. On the contrary, school principals with a higher number of enrolled disabled students have more knowledge, less appreciation for 'universalism', implement more inclusive educational practices, and have more positive attitudes towards the adequacy of their school unit for inclusive education.

School principals who perceive their school's infrastructure as inadequate or good possess less knowledge overall (both fundamental and on current issues) regarding the education of disabled students. School principals who lack any form of support in their school unit have less knowledge about current issues regarding the education of disabled students, implement fewer practices for inclusive education, and have fewer positive attitudes towards the placement of disabled students in mainstream classrooms. School principals with training in special education hold more positive attitudes towards inclusive education and implement more practices. -Unsurprisingly, school principals with few or no trainings in Special Education have less knowledge overall regarding the education of disabled students, implement less such practices and have less positive attitudes towards inclusive education.

Likewise, school principals who have not received any training or have zero training hours as school principals have less knowledge overall, implement fewer practices, and have less positive attitudes towards the adequacy of their school unit for inclusive education compared to school principals with training. Conversely, school principals with personal experience with disabled individuals, apart from students, possess more knowledge overall on the education of disabled students and hold more positive attitudes towards inclusive education.

## **Discussion**

The aim of this research was to explore how primary and secondary education school principals in Greece understand and implement **inclusive education**, with a focus on their **values, knowledge, attitudes, beliefs, and practices** regarding the inclusion of disabled students. Additionally, this study investigated the **associations** between these variables and the **socio-demographic characteristics** of the principals, highlighting the role of school leadership in fostering inclusive practices within a **centralized** education system.

In the context of this study, 'knowledge of fundamental and current issues in Special Education' refers not only to the traditional understanding of special education but also to the broader and evolving field of inclusive education. School principals must possess a strong foundation in the legal and pedagogical aspects of educating disabled students, as well as stay informed about the latest trends and innovations in inclusive education. For instance, while fundamental knowledge includes understanding documents (legal, global or national) like for instance the CRPD and the educational needs of disabled students, current issues address how inclusive education has shifted from integration toward a more inclusive model. These developments



include the use of technology to enhance learning accessibility and the pedagogical methods that promote inclusion in mainstream classrooms.

In conjunction to knowledge, the attitudes and beliefs of school principals significantly shape how inclusive education is implemented. This study examined principals' commitment to educating disabled students within the general classroom setting, reflecting their broader belief in educational equity. Positive attitudes towards inclusion involve recognizing the benefits of diversity for the entire school community and embracing the view that all students, regardless of ability, should participate fully in academic and social activities. Principals who hold these inclusive attitudes are more likely to advocate for and support inclusive policies and practices in their schools, facilitating an environment where diversity is viewed as a strength. The study of value factors, as defined by Schwartz's value theory (Schwartz et al., 2001; Schwartz, 2012), reveals how personal values guide the actions and decisions of school leaders. Values such as **benevolence** and **universalism**—which emphasize concern for the welfare of others and social justice—are naturally aligned with the goals of inclusive education. Principals who prioritize these values tend to be more supportive of policies that promote the inclusion of disabled students. Meanwhile, values like **security** and **conformity** may work against the spirit of inclusion, as they reflect a desire for maintaining the status quo and avoiding the disruptions that often accompany the implementation of new educational practices.

Interestingly, values such as **hedonism** and **stimulation**, while not traditionally associated with education, are relevant in this context. These values reflect openness to change and a willingness to take risks, which can be crucial when adopting innovative inclusive practices. School leaders who value **stimulation** are more likely to experiment with new methods of teaching and engage in continuous professional development that enhances their ability to lead inclusive schools. On the other hand, those who prioritize **security** might be more hesitant to implement inclusive reforms that challenge existing structures.

### ***An Aging and Male-Dominated Leadership: Socio-Demographic Insights and Challenges of Inclusive Education among Greek School Principals***

The initial analysis of socio-demographic data revealed an aging population of school principals in Greece, as the majority were 55 years old and above which makes sense as, until recently, seniority rather than academic qualifications has been the main criterion for attaining a managerial position (Bakalbasi & Fokas, 2014). Furthermore, managerial positions in education are predominantly held by men, indicating a male-dominated hierarchy. This finding is consistent with the underrepresentation of women in educational administration, despite the significantly higher number of female educators both in primary and secondary education (Kyriakoussis & Saiti, 2006).

The results of this study also indicate that Greek school principals predominantly have minimal teaching experience in Special Education. School principals tend to remain in their positions for many years, with over 25% holding a school leadership position for 20 years or more. Additionally, slightly over half of the school principals hold a specialized postgraduate degree, but few had a doctoral degree. However, due to the seniority criterion, over a quarter of them remain in a managerial position with only a basic degree (Bakalbasi & Fokas, 2014).

Most school principals stated that they have not received any training in special education, and those who have, consider it inadequate. Overall, the majority expressed dissatisfaction with the level of training received for their position, especially regarding the education of disabled students. Furthermore, while almost all schools have some form of support structure in place, 75% of the school principals were dissatisfied with the adequacy of the technical infrastructure of their schools regarding the education of disabled students.

Additionally, most had no personal experience with disabled persons, except for occasional encounters within the school community which aligns with the characteristics of Greek society (Vlachou et al., 2012), as disabled people experience social exclusion, leading to social isolation (Oliver, 1990). While it is condemnable that individuals within the field of education displayed such a high percentage of non-contact

with disabled individuals, the educational system itself reflects dominant social and ethical values, as it is oriented towards ‘homogeneity and the concept of the average’ (Vlachou et al., 2012:80-81). Social exclusion is not something new, and certainly not an isolated phenomenon, as evidenced by the European and Greek experiences (Vlachou et al., 2012), as it relates to real data and real conditions in which different groups of people are forced to live.

Specific socio-demographic variables play a significant role in relation to the factors of the examined variables in this research. School principals with more than twenty years of experience considered the presence of appropriate technical infrastructure, sufficient educational personnel, and their training as necessary conditions for the effective implementation of the education of disabled students. This finding contradicts the research of Platsidou and Tsiolpidou (2019) that highlights that greater educational and administrative experience of school principals is associated with a more positive attitude towards the education of disabled students, regardless of personnel adequacy and specialized knowledge. Other studies have shown that many years of teaching and administrative experience in conjunction with previous experience and familiarity with disabled students, lead school principals to more positive attitudes regarding the education of disabled students (Titrek et al., 2017). However, they may have been detached from direct classroom teaching and the education of disabled students and do not remember the difficulties that arise within it (Saloviita, 2022).

While there was no statistically significant relationship between the gender of school principals and their attitudes towards the education of disabled students (Platsidou & Tsiolpidou, 2019), there was a statistically significant difference in their knowledge regarding the education of disabled students, as female school principals possessed more knowledge overall, while they also appreciated more the value of ‘universalism’. Individuals who value ‘universalism’ according to Schwartz (Schwartz et al., 2001) consider equality and justice among people highly important, and they demonstrate understanding, appreciation, tolerance, and protectiveness towards the well-being of all individuals and the environment. The fact that female school principals generally have more knowledge may be due to the general tendency of women to be more academically educated than men (DiPrete & Buchmann, 2013), and particularly since women must exert more effort than men to prove with their knowledge and academic qualifications that they are suitable for the position of school principals (Koşar et al., 2014).

Furthermore, the administrative experience of school principals, the size of their school, the percentage of disabled students enrolled, their previous relationships with disabled individuals, and their professional development and training opportunities significantly influence their attitudes towards the education of disabled students. These factors interact in complex ways, shaping the perspectives and practices of school principals in the inclusive education context (Ugwu & Onukwufor, 2018). While the provision of adequate material resources is undeniably a fundamental supportive factor for the education of disabled students and influences the implementation of such practices (Platsidou & Tsiolpidou, 2019), as highlighted in the present study, knowledge contributes significantly to the formation of positive attitudes and is the main driving force for promoting and implementing appropriate practices regarding the education of disabled students (Pregot, 2021; Wakeman et al., 2006).

Thus, the problematic implementation of inclusive practices is directly linked to the limited knowledge of school principals regarding the education of disabled students, as well as to their less positive attitudes and/or practices regarding the education of these students. Moreover, it is evident that their grasp of inclusive education hinders its practical implementation, as they tend to misunderstand its essence, which lies in a process of systemic transformation that goes beyond mere integration and requires fundamental changes in the educational system, aiming to meet the diverse needs of all students (Graham, 2020-Vlachou, 2004).

***The values, knowledge, beliefs, attitudes, and practices of school principals regarding the education of disabled students.***

The research findings demonstrate positive correlation between four of Schwartz's ten values (benevolence, universalism, self-direction, stimulation) and the knowledge, attitudes, and practices of school principals regarding the education of disabled students. These values can be considered inclusive values as they contribute to the development of inclusive education. It is important to note that inclusive education is not solely determined by a single dominant value but rather emerges as a result of multiple values and processes (Haug, 2017). Consequently, efforts to establish inclusive schools should focus on fostering consensus around inclusive values within school communities (Graham, 2020), highlighting the connection between inclusive values and interactionist ideology, emphasizing fellowship, participation, democratization, benefit, equal access, quality, equity, and justice (Haug, 2017).

These four values (benevolence, universalism, self-direction, and stimulation) are akin other values, often considered in the academic dialogue essential to inclusive education, such as equal opinion, social justice (Riehl, 2000), collaboration, success of all students, and appreciation of diversity as a valuable aspect of teaching (Bailey, 2004). The principles represented by these values align with the philosophy of inclusive education, providing guidelines for reshaping the educational system, challenging societal norms, and creating a just and inclusive society.

In general, school principals demonstrate a fundamental level of knowledge regarding the education of disabled students. In other words, the majority of school principals possessed basic theoretical knowledge about educating disabled students (Pazey et al. 2014). However, while they had a certain degree of knowledge, they lacked teaching experience with disabled students (Cassimos et al., 2015), as also highlighted by the results of this study, where over 80% of school principals reported no teaching experience in special education. Hence, the literature emphasizes the need for further and more substantial training to enhance their knowledge in this area (Muega, 2019; Wakeman et al., 2006), along with learning practical methods for educating these students (Pazey et al., 2014). Knowledge, combined with experience, contributes to the formation of positive beliefs and attitudes among educators, including school principals, regarding the education of disabled students (Cassimos et al., 2015).

The knowledge of school principals is a necessary prerequisite for creating suitable educational conditions that promote the professional development of their educators (Black & Simon, 2014), and for supporting them in developing appropriate attitudes and implementing practices regarding the education of disabled students (Black & Simon, 2014). As previously argued, school principals who possess appropriate knowledge regarding the education of disabled students have the necessary training and confidence to implement educational practices that correspond to the needs of all students (Black & Simon, 2014; Cassimos et al., 2015).

School principals hold positive beliefs regarding the education of disabled students in their schools which aligns with previous research (Pregot, 2021; Sun & Xin, 2020; Wakeman et al., 2006). According to Wakeman et al. (2006), school principals' beliefs influence the provision of education for all students, including disabled students. The more positive beliefs school principals hold regarding the education of disabled students, the more positive attitudes they exhibit towards placing these students in general education classrooms and implementing inclusive education practices.

The promotion of school principals' positive attitudes towards the education of disabled students to all members of the educational community can be particularly significant to achieve effective education for all students (Odongo & Davidson, 2016). In Greece, few studies have focused on the attitudes of school principals regarding the education of disabled students (Botsfari, 2018; Platsidou & Tsiolpidou, 2019). Both of these studies as well as relevant international research highlight the attitudes of school principals as a crucial factor in promoting disabled students' education (Hess & Zamir, 2016;).

Greek school principals have positive attitudes towards the education of disabled students in their schools and support the philosophy of inclusive education, although there is ambiguity regarding the implementation of education for disabled students (Platsidou & Tsiolpidou, 2019). However, they report barriers to the implementation of inclusive education, such as reactions from parents of students without disability, difficulties in the acclimatization of other students, refusal to implement inclusive education by

educators, lack of infrastructure, and the need for further training. Furthermore, school principals tend to have more positive attitudes towards the education of disabled students compared to the teachers in their schools, as they do not come directly in contact with teaching disabled students and therefore do not experience the difficulties of their education as teachers do (Saloviita, 2022).

The above highlight that both the knowledge and the beliefs of school principals regarding the education of disabled students play a significant role in shaping their corresponding attitudes. The attitudes of school principals, in turn, influence the implementation of their practices. Specifically, school principals who possess knowledge about the education of disabled students demonstrate more positive attitudes towards these students' education and engage in various aspects of inclusive programs (Cassimos et al., 2015; Pregot, 2021; Wakeman et al., 2006).

School principals implement practices regarding the education of disabled students, introduce and establish culture, policies, and practices to achieve inclusive education at all levels (Graham, 2020). Successful implementation of new inclusive educational practices in a school unit is linked to school principals as key participants in the design and promotion of such practices while they also influence the way educational practices are shaped by their teachers, leading to more effective response to the diverse needs of all students (Graham, 2020; Oskarsdottir et al., 2020). However, school principals' perceptions of inclusive practices lack clarity, structure or focus. In other words, each school principal enjoys significant flexibility in defining inclusive practices, which may not necessarily meet the criteria of such practices, given the absence of relevant, organized, and common training on the subject (Pazey et al., 2014). Thus, it is essential to exercise caution as inclusive education in many educational settings revolves around a deficit perspective that emphasizes individual shortcomings and the need for remediation, disregarding the necessary changes for genuine inclusive education (Fyssa et al., 2014).

### ***Limitations and future research***

Owing to its original design and objectives, this research possesses certain limitations that should be taken into account when interpreting its findings and considering its potential implications for future investigations. The study was conducted exclusively in Greece, using a sizable and homogeneous sample, which restricts the generalizability of the results to other cultural contexts and diverse national education settings. Consequently, it is necessary to conduct further studies encompassing school principals from different countries in order to validate and enhance the value model proposed by Schwartz et al. (2001).

Based on the findings of this study regarding the values held by school principals and their corresponding knowledge, beliefs, and attitudes towards the education of disabled students, and notwithstanding their significance, it is important to acknowledge that these variables account for only a limited portion of the variation observed in school principals' practices regarding the education of disabled students (Vlachou & Tsirantonaki, 2023). Consequently, there exists significant scope for investigating additional variables that may impact the practices of school principals regarding the education of disabled students, which extend beyond the scope of the current research.

### **Practical Implications**

Comprehending the values, knowledge, beliefs, attitudes, and practices of school principals regarding the education of disabled students may hold valuable implications for public authorities and other organizations involved in promoting inclusivity for all students. Such understanding can aid in the development of effective inclusive policies and programs that cater to the needs of all students. Furthermore, it has the potential to enhance the likelihood of educational and training providers, regardless of their level, in creating training initiatives that align with the specific challenges school principals are called to face. This is of paramount importance considering that the proper training instills essential values and competencies necessary for fostering inclusive learning environments (Graham, 2020). To this aim, this study's validated

research instrument for measuring school principals' values, knowledge, beliefs, attitudes, and practices regarding the education of disabled students can be a valuable guide for educational authorities in assessing school principals' needs and weaknesses and better planning suitable trainings on inclusive education.

## Conclusion

Considering the aforementioned points, the call for inclusive education, characterized as an ongoing and value-based vision, often eludes objective evaluation and appears it can never be fully achieved. It may demand further efforts and resources, yet promises substantial and tangible outcomes for the well-being of younger generations as future citizens to be. Consequently, it may put into question all material, political, financial, and technical constraints, and necessitate the genuine collaboration of all stakeholders involved in the educational process. Only then can it transcend being a mere idealistic notion of education alone and become a beacon for the change more broadly of society as a whole.

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