

What Is The Effect Of General Education Teachers' Attitudes On Knowledge And Experience On The Education Of Asd Students?

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ABSTRACT:

The number of Malaysian children diagnosed with autism spectrum disorder (ASD) has increased dramatically in recent years. This research was to assess the views of primary public regular school teachers in Malaysia concerning the inclusion of kids with ASD. This study's goal is to assess teachers' knowledge and attitudes towards kids with ASD in Malaysian mainstream schools. The study included 100 teachers from three primary schools in Kuala Lumpur, Selangor, Malaysia, who completed surveys about their socio-demographics, teaching experience, attitudes toward inclusion, ASD experience and knowledge, effects on inclusion, benefits, and challenges of mainstreaming students with ASD. The independent variable was knowledge of ASD and the dependent variable was the attitude toward children with ASD; the demographic factors were gender, age, and teaching experience. Training students with ASD: the quantitative analysis was undertaken. The findings revealed that neither age nor gender was associated with substantial differences in knowledge or attitude. In general, the findings of the survey demonstrated that the majority of teachers had a modest degree of awareness of special education needs. As a result, knowledge of ASD is very essential for parents, clinicians, and educators. Teacher educators and students with ASD are concerned that there may be a lack of interconnectedness between knowledge, attitudes, and experience in the context of inclusive education. For this reason, we'll also talk about the gap. In order to bridge the gap between autistic pupil's learning and development and teachers' knowledge, this study advises that autism knowledge evaluations be changed to better capture experiential knowledge that goes beyond clinical descriptions

Keywords: Autism, knowledge of ASD, inclusive education,

1. INTRODUCTION

A moderating component, such as teacher attitude, may have an impact on the successful implementation of beneficial interventions in the inclusive classroom. The government of Malaysia began paying

attention to and satisfying the demands of children and adolescents who were diagnosed with ASD in the first decade of the twenty-first century. Autism impacts individuals from all walks of life and all socioeconomic backgrounds alike because it has no boundaries. Autistic and related

traits may occur in as many as one in 44 births, according to recent studies (Maenner et al., 2020). There is limited data on the number of students with ASD in Malaysia, as well as the many services they require. Also in Malaysia, there has been no local epidemiological investigation on the prevalence of ASD (MaHTAS., 2014). That would mean approximately 9000 children in Malaysia are born with Autism every year. Ministry of Health Malaysia was estimated that 1.6 out of every 1000 Malaysians had some kind of ASD. (MaHTAS., 2014).

The integration of school-age children identified with ASD in general education classes has become a serious educational challenge.

Numerous advantages of inclusion for students with ASD have been established in research, particularly in terms of positive social interactions and peer modeling (Beghin, 2021). ASD has symptoms in two areas: social communication, such as difficulties adapting behaviour to different social contexts, poor eye contact, and unnatural facial expression; and behaviours and interests, such as unusual interests and stereotyped body movements. Including students with ASD in the regular classroom can be difficult because ASD is characterized by symptoms in both of these areas (American Psychiatric Association, 2013). In fact, ASD pupils' everyday behavior is significantly impacted by their relationships with classmates, instructors, and other school community members. Students with ASD who attend general education classes often have relative abilities that enable them to benefit from regular education training.

Therefore, the study's goal was important for two reasons: firstly to analyse in-service teachers' knowledge and attitudes toward pupils with ASD, and secondly to

explore the effect of the attitudes on professional practise. An in-depth look at current research on teacher attitudes toward students with ASD is provided in this literature review. Following, the study's objective and research questions are addressed. This study investigated the specific inclusion of pupils with ASD in the general education classroom by addressing the needs of the teachers.

Autism Spectrum Disorder Definition

In accordance with the Diagnostic and Statistical Manual of Mental Disorders, (DSM-5; APA, 2013), ASD is defined as a single spectrum disorder characterised by imbalances in social communication and interaction, along with restricted repetitive patterns of behaviour, interests, or activities that manifest themselves in early childhood and persist throughout life. However, for those with stronger functioning social skills, these symptoms may not become fully apparent until social demands exceed their limited abilities, as stated by the American Psychiatric Association (2013). As a result of a neurological disease affecting brain function, ASD is a developmental handicap that commonly manifests within a child's first three years (American Psychiatric Association, 2013). It is four times more common in males than females.

Kanner was the first to identify a set of seven functions that persons with autism exhibited in 1943. For example, Kanner found that inability to connect to people and circumstances was one of these seven roles, as was inadequate language development, echolalia, amazing rote memory, perseverance and repeated conduct, nervous obsession with the sameness, appropriate cognitive abilities, and a normally normal appearance (Vernon & Rhodes, 2009).

As part of the diagnostic process for autism, a child's capacity to communicate or interact with others must be impaired,

as well as their ability to engage in stereotyped behaviors such as rocking and finger motions. Autism disrupts social relationships, causing people to avoid eye contact or fail to notice social cues. These youngsters compensate for their speech deficiency by speaking in a robotic manner that is repetitious and robotic-sounding. In general, youngsters with ASD are also associated with high levels of repetition in their gross and fine motor skills, as well as in their structured activities.

Teachers' Knowledge of ASD

A thorough knowledge of ASD may assist parents, caregivers, teachers, physicians, and other health care professionals identify and treat children with ASD at an early age. Nevertheless, there have been instances when misunderstandings and disinformation have developed. Such misconceptions regarding ASD may lead to parents or instructors placing unreasonable expectations on children with ASD, (Gómez-Marí et al., 2021) resulting in dissatisfaction among children, parents, and teachers. In recent years, several studies have focused on in-service teachers (Bolourian et al., 2021; HUI et al., 2021; Lessner Listiakova & Preece, 2019; Low et al., 2021; Mavropoulou and Sideridis 2014) lack of knowledge ASD. Teachers who studied SEN guidelines may have improved knowledge and confidence in working with children with ASD.

Definition of Teachers' Attitude

A person's attitudes are described as their judgments of an item or piece of information, as well as their behavioural intentions, by Albarracín Johnson, and Zanna, (2022). Individuals, organisations, ideals, and so on may all be targets of an attitude. Whether it's a person, a thing, or even a concept, a person's cognitive construct includes both their views and what they know about them. An individual's emotional response to an item

or person, for example, exposure to students with ASD, is represented by the affective component, and the individual's behavioural response to the object or person is represented by the behavioural component. As a result, a teacher's attitude toward a student with ASD may have a significant influence on their interactions in the classroom (Gómez-Mar et al., 2021). In principle, a person's attitude impacts their cognitive, emotional, and behavioural behaviours toward others. Furthermore, the attitudes of instructors have a tremendous influence on the learning that takes place in an inclusive classroom.

It is critical for teachers to have positive attitudes about inclusion in the classroom. The identification of effective interventions that assist lessen the negative effects of the condition is critical in order to enhance the practicality of incorporating individuals with ASD in regular education classes. Recent years have seen an increase in the amount of research being done on teacher attitudes toward disability and inclusive education, with a particular emphasis on improving the educational achievements and beneficial school experiences of students with special needs (Galaterou & Antoniou, 2017; Saloviita, 2020; Vaz et al., 2015).

It would be impossible to conduct an objective assessment of the situation and to build support structures and services for pupils with ASD and their families because of this circumstance. The current state of research on ASD in Malaysia and identify gaps in the scientific knowledge (Kaur et al., 2015). In investigating the knowledge and confidence of teachers, the study found formal teachers' training was not effective with regards to understanding and teaching children with ASD (Razali et al., 2013). The quality of training in the service was only moderate but it was better than formal training. Teacher confidence in teaching

pupils with ASD was subsequently diminished as a consequence of this experience (Bandu & Jelas, 2012). Although Razali and colleagues (2013) conducted research on teachers' perspectives, they discovered that the instructors were not equipped to educate pupils with ASD in Malaysia.

Teaching experience, special needs understanding, enthusiasm of engaging with children with disabilities and authority are all essential elements. ASD, mainstream teacher education program and teacher viewpoints are crucial, however research on educating general education instructors to properly educate children with ASD is limited. Research like this is needed to establish academic literature and experience to meet the needs of an ever-increasing number of students with ASD.

2. LITERATURE REVIEW

As Ainscow (2020) points out, this broad idea of inclusive education is a departure from the movement's early special education roots, which are now widely recognised in the literature. Teachers' autism knowledge or lack thereof may have a substantial influence on both students and educational resources. This information is vital in evaluating whether a child is autistic and assisting in his continuing treatment or transfer to a facility more suited to handle the condition. (Alharbi et al., 2019). Nevertheless, many public school teachers have less knowledge, awareness, and understanding of Autism to satisfy the needs of these pupils. Because of this, teachers' experiences and suggestions for teacher training in mainstream school environments with Autistic kids must be taken into account when creating successful, inclusive education (Mónico et al., 2020). Teachers who have a thorough knowledge of ASD may have difficulties keeping eye contact, exhibiting proactive involvement with each other, participating in discourse, resolving arguments, and

showing empathy for others may be challenging for autistic kids in inclusive courses (Ahmed, 2021). Thus, the purpose of inclusive inclusion was to provide students with a range of social stories and teach them how to participate in debate. (Lüddeckens, J., 2020).

Koegel et al. (2012) found that teaching children with SEN in the same classroom as their typically developing peers enhanced both social and academic abilities. Inclusive education guarantees that students with disabilities get a high-quality education. Fear, discrimination, and prejudice towards disabled people due to educational segregation. Everyone requires education to help them acquire social skills and prepare for society's challenges. Inclusive education may assist children with ASD build friendships and get respect from others, reducing anxiety (Beghin, 2021; Paraskevi, 2021). Full inclusion of ASD kids, according to school supporters, enhances teacher expectations for these pupils. ASD children seem to learn better when they imitate their 'normal' classmate. It improves kids' self-esteem, fosters peer understanding and acceptance, and decreases isolation and stigma associated with ASD students' difficulties (Beghin, 2021). Several studies have indicated that integrating autistic students with "normal" peers decreases their autistic behavior. Students with ASD benefit from inclusion because they learn to accept a broad variety of behaviors and attitudes.

In light of the current scenario, it is critical to provide teachers with the tools and training they need to help kids with ASD communicate effectively and socially (Cook & Ogden, 2021; Keen, Webster, and Ridley 2016). According to Haimour and Obaidat (2013), in addition to imparting initial knowledge about ASD, having experience and interaction with students diagnosed with ASD has good consequences for teachers' knowledge.

According to the findings of a research conducted with Greek teachers, professional experience with students who have ASD increased their knowledge of how to manage pupils who have ASD (Syriopoulou-Delli et al., 2012).

According to Rodriguez-Medina et al. (2016), ASD kids in general education classrooms may immediately enhance their peer social interactions and maintain these advantages over time. As a consequence, mainstream schools may play an important role in strengthening ASD children's social understanding.

These initiatives' inclusive education component requires two key factors: teachers' willingness to participate and optimal schooling (Schuelka, 2012). Overall, general educators felt unqualified to teach inclusive education (Cologon and Children and Young People with Disability Australia, 2019). Practicums and volunteer experiences are effective ways to provide aspiring teachers a chance to put their newly acquired skills to use in the classroom (Hong et al., 2020). Research on what influences school teachers' comprehension, knowledge, teaching experiences and awareness of autism is limited.

Research Questions

The present study asked in-service teachers in metropolitan regions like Kuala Lumpur about their views on a student with ASD in Malaysia. The research questions had been:

1. What is the knowledge of general education teacher towards biological, nutrition, psychological, among students with Autism in mainstream classrooms?
2. What are the attitudes of general education teacher towards behavior, teaching and learning, teaching aids, classroom management, subjects for students with Autism in mainstream classrooms?

3. METHODOLOGY

The study entailed the construction of an instrument that was used by the researcher to assess knowledge about, and attitudes toward, students with ASD in the context of inclusive education. A composite of affective and cognitive dimensions of attitude were assessed. The selection of participants for the study's sample was made using a combination of the researcher's own judgment and an appropriate approach, using the complete enumeration sampling method. The relationship between teachers' socio-demographic profile and their knowledge and attitudes towards inclusive education was also examined. It was decided to conduct the study using a survey questionnaire separated into two sections: a section that focuses on the characteristics of the teachers and a section that includes statements and questions intended to assess the teachers' level of knowledge and attitude toward inclusive instruction. The rating instrument used was a five-point Likert scale (strongly agree; agree; neither agree nor disagree; disagree; strongly disagree). According to Neuman (2000), a Likert scale was selected because of its simplicity.

Data Collection

In order to gather information regarding teachers' attitudes about a student who has been diagnosed with autism, a survey was conducted. Respondents were asked to fill out a questionnaire that they administered themselves. A total of 100 primary school teachers in Kuala Lumpur, Malaysia, were to be identified in the first phase of the project. The surveys were distributed to each of the three primary schools, and if practicable, follow-up interviews were performed with teachers who had completed the questionnaires. As an expedient method of conducting a survey, questionnaires were sent through email or personal delivery. The responses were compiled and aggregated to provide a breakdown of responses by demographic

characteristics such as gender, age, and experience teaching children with ASD. SPSS was used to analyse the responses, and the results are included in the following section.

Data Analysis

Participants (n=100) to answer our research questions, completed a quantitative analysis of the survey data. Cronbach's alpha was determined for each survey question to assess the survey's internal consistency. Statistical analysis of the data was performed using the standard statistical package for the social sciences

(SPSS, version 25.0). All variables were categorized and were expressed as frequencies and percentages. The chi-square test was used to evaluate any potential association between teachers' views and attitudes and the selected independent variables (teachers' ASD education and training; teachers' experience on ASD students). Table 1 illustrates the demographics of participants who took part in the study by general teacher who taught a child with ASD in a public primary school in Malaysia.

Table1. Teachers' demographic data gender, age, field, academic, teacher experience of year's inclusive education

Teachers' demographic and working characteristics		Frequency	Percent%
Gender	Male	22	22
	Female	78	78
Age	25-30	31	31
	31-40	59	59
	41-50	10	10
Field	General Education Teacher	60	60
	Special Education Teacher	34	34
	Paraprofessional	6	6
Academic	STPM	4	4
	Teacher Training Institution	27	27
	Specialist Degree	13	13
	Bachelor Degree Education	56	56
Teacher Experience Inclusive Education	<1 years	20	20
	1-3 years	20	20
	3-5 years	22	22
	5-10 years	17	17
	10-15 years	16	16
	20 > years	5	5

Male 22.0 percent (22) higher rather than female is 78.0 percent (78). Teacher age '31-40' is percent 59 older than '25-30' age than percent of 31. Malaysian teachers field of more percent of (60) from general education teacher. Special education teacher conducted percent of (34). General

teachers also academic background were percent of 56 Bachelor's degree Education. Otherwise, teacher experience inclusive education classroom became 3-5 years percent of (22), one and 1-3 years were both of them percent of (20). Generally, Malaysian teachers have

been working whose had been experienced about (62)one and 5 years into inclusive education classrooms.

Reliability in the study refers to the extent to which the variables are stable and consistence with what they are intended to measure (Singleton and Straits, 2004). The reliability of the scale constructs was

Table2.Reliability Statistics

Cronbach's Alpha	N of Items
.910	100

Table 3: Intra-class Correlation Coefficient

Intra-class Correlation ^b		95% Interval	Confidence	F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	sig
Single Measures	.091 ^a	.070	.122	11.108	99	9900	.000
Average Measures	.910 ^c	.883	.933	11.108	99	9900	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. The estimator is the same, whether the interaction effect is present or not.

b. Type C intra-class correlation coefficients using a consistency definition the between-measure variance is excluded from the denominator variance.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

As shown in Table 2 the Cronbach's Alpha (0.91), since, reliability analysis is concern with the internal consistency of a measurement instrument. This indicates that the scales and measurement used in this study have been adopted from previous established studies, accurate and reliable.

Normality Test

Hair et al.,2010,measured the "The form of the data distribution for each individual

tested using Cronbach's Alpha to measure the internal consistency and reliability of the variables in the questions. According to this study shows the reliability test has that 0.91 of the Cronbach's Alpha coefficient (above 0.70 being acceptable and not more than 0.95) according to Perry Hinton's SPSS Explained 2004.

metric variable and its connection to the normal distribution" is one of the most basic assumptions in multivariate analysis According to Sekaran(2010) the bell shape distribution of dependent variable represents the normal distribution. In line with Hair et al., (2010) to examine data distribution, namely Kurtosis and skewness. The "peakedness" or "flatness" of the distribution in comparison to the normal distribution is defined by the kurtosis, while the "skewness" indicates the distribution's equilibrium. Based on the desired significant value, the statistics value for skewness and kurtosis normally should not exceed -2.58 to +2.58 at the significant level of ($p < 0.01$) or -1.96 to +1.96 at a significant level ($p < 0.05$). The data are considered non-normal distribution in the cases that they exceed the specified critical values. The findings of the normality test for the research are demonstrated in the following table 4.

Table 4: Test for Normality Using Age

Tests of Normality ^{b,c}		Kolmogorov-Smirnov ^a			Shapiro-Wilk			Kurtosis Skewness	
Knowledge ASD	Age	Statistic	df	Sig	Statistic	df	sig		
Biological ASD	25-	.286	31	.000	.801	31	.000	-0.657	-2.223
	30	.215	59	.000	.902	59	.001	0.980	0.649
	31-	.378	10	.000	.693	10	.000	-1.531	0.811
	40								
	41-50								
Nutrition(Diet\ Food)	25-	.311	31	.000	-0.287	31	.000	-0.287	1.924
	30	.184	59	.001	0.594	59	.001	0.594	0.955
	31-	.482	10	.000	1.054	10	.000	1.054	2.589
	40								
	41-50								
Psychological ASD	25-	.185	31	.009	.859	31	.001	0.373	-2.140
	30	.217	59	.000	.877	59	.000	-2.207	-0.418
	31-40								
Teaching Learning	25-	.262	32	.000	.852	31	.001	-1.328	1.330
	30								
	31-40	.255	59	.000	.825	59	.000	-1.254	-2.019

a. Lilliefors Significance Correction

b. Psychological Autism is constant when Age = 41-50. It has been eliminated.

c. Teaching Learning Autism is constant when Age = 41-50. It has been eliminated.

TEST FOR HYPOTHESIS

H01: There will be no significant variations in knowledge of and attitudes toward students with ASD between primary school teachers with and without experience teaching students with ASD.

Table 5: Testing for Chi-square of independent variables

Variable	N	N	Mean	Standard Deviation
Teacher Experience		100	3.04	1.510
Gender		100	1.78	.416
Age		100	1.79	.608

As a result of our analysis, an independent-sample Kruskal-Wallis test was used to investigate the differences between primary school instructors who had and did not have experience with students who had ASD. Based on the outcome of the distribution, we test the following hypothesis: behavior/attitude and general (biological aspect) knowledge

of primary school teachers in relation to their experience or no experience of teaching student with ASD. A Chi-square test of independence demonstrated that there is no statistically significant difference in attitude and general knowledge of the teachers towards ASD students (Mean= 3.04, SD= 1.510; df= 5; $p < 0.05$) in Table 5, Table6 and Table 6a.

Table 6: Knowledge of Biological Aspect and General Behaviors of General Educator towards ASD Student

Code	Statement of Items	N	MEAN	Std.D	Mini	Max
KBio1	Autism is a neurological disorder that affects the functioning of the brain	100	3.73	.617	3	5
KBio2	There is a specific gene that can be used to identify ASD.	100	3.22	1.011	1	5
KBio3	A child who exhibits normal development beyond the age of three may be diagnosed with autism.	100	3.32	.839	1	5
Kbio4	Autism can only be diagnosed if there is no eye contact.	100	3.47	.784	2	5
Kbio5	Boys are about four times more likely to develop ASD than girls are.	100	3.35	.716	2	5
AttGT1	General teachers believe that the conduct of typical students will provide a good example for the autistic student who is integrated in the regular education classroom.	100	3.45	.609	2	5
AttGT2	General educators feel that integrating individuals with autism into normal education classrooms will improve the academic performance of typical pupils.	100	3.42	.589	2	4
AttGT3	As a general teacher, believe that inclusion is the most appropriate way to service students with ASD.	100	3.49	.502	3	4
AttGT4	General teachers believe that student with Autism will exhibit behavior problems and disrupt activities in a regular education classroom.	100	3.45	.592	3	5
AttGT5	General teachers have enough of knowledge, skills, and teaching experience to educate students with ASD in their classroom.	100	3.21	.701	2	4
TeacExp		100	3.04	1.510	1	6

Table 6a: Chi-Square Test Summary

Test Statistics^{a,b}

	KBio1	KBio2	KBio3	KBio4	KBio5	AttGT1	AttGT2	AttGT3	AttGT4	AttGT5
Chi-Square	23.696	28.832	14.479	4.968	18.911	16.392	31.653	15.920	26.412	25.817
df	5	5	5	5	5	5	5	5	5	5
Asymp. Sig.	.000	.000	.013	.420	.002	.006	.000	.007	.000	.000

a. Kruskal Wallis Test

b. Grouping Variable: Teaching Experience

For the purpose of comparing the experiences of primary school teachers with and without prior experience teaching with students on the ASD, an independent-sample Kruskal Wallis test was carried out. Based on the outcome of the distribution, we test the following hypothesis: behavior/attitude and teaching and learning strategy (nutrition/food diet) knowledge of primary school teachers in relation to their experience or no experience of teaching student with

Autism. A Chi-square test of independence shows that there is no statistically significant difference in behavior/Attitude and teaching and learning strategy (nutrition/food diet) knowledge of the teachers towards Autism students hence, the hypothesis is hereby rejected with (Mean= 3.04, SD= 1.510; df= 5; $p < 0.05$) in Table 7 and a carefully examination in terms of medication/drug therapy, tolerance for food allergy and knowledge in the risks in diet as well as integration of autism students show significant in that the Asymp significance level in Chi-square Table 7a.

Table 7: Nutrition/food diet Aspect and General Teacher attitude and teaching and learning strategy

Code	Statement of Items	N	MEAN	Std.D	Mini	Max
KNut6	The use of cod liver oil and Vitamin B supplementation is thought to reduce some of the symptoms of autism..	100	3.38	.565	3	5
KNut7	Autism symptoms are addressed using psychotropic medications.	100	3.40	.532	3	5
KNut8	General educators believe that medicine and drug treatment are critical components of a kid with an ASD's effective inclusion.	100	3.12	.742	1	5
KNut9	Many individuals with autism have low tolerance for food allergies (Lactose, gluten).	100	3.09	.429	2	4
KNut10	Children whose consumers are heavy in sugar and processed foods are at a greater risk of getting Autism.	100	3.31	.677	2	4
AttG6	General teachers know what a social story is and how to use it meet the students of Autism.	100	3.31	.563	2	4
AttG7	Pupils with ASD should not be taught in general classes alongside non-disabled students since they will take up too much of the teachers' effort.	100	3.37	.825	1	5

AttG8	General teachers accept the student with Autism and normal children should be not educated together.	100	3.29	.880	1	5
AttG9	Pupils without autism may benefit from the inclusion of students with autism.	100	3.49	.502	3	4
AttG10	General teachers who are ready to modify their communication strategies to ensure that children with ASD may succeed in normal education classrooms.	100	3.22	.561	2	4
TeacExp		100	3.04	1.510	1	6

Table 7a: Test Statistics

	KNut6	KNut2	KNut3	KNut4	KNut5	AttG6	AttG7	AttG8	AttG9	AttG10
Chi-Square	5.978	5.696	18.476	4.968	20.157	19.945	5.137	10.007	11.011	8.779
df	5	5	5	5	5	5	5	5	5	5
Asymp. Sig.	.308	.337	.002	.001	.001	.399	.075	.051	.000	.118

a. Kruskal Wallis Test

b. Grouping Variable: Teaching Experience

General teachers with and without prior experience working with students on the Autism Spectrum were compared using an independent-sample Kruskal Wallis test. Based on the outcome of the distribution, we test the following hypothesis: behavior/attitude and knowledge (Psychological Aspect) of primary school teachers in relation to their experience or no experience of teaching a student with Autism. A Chi-square test of independence indicates that there is no a meaningful

statistical variation in behavior/Attitude and knowledge of psychological aspect of the teachers towards Autism students hence, the hypothesis is hereby rejected with (Mean= 3.04, SD= 1.510; df= 5; $p < 0.05$) in Table 8 but, a carefully examination in terms of communication and social development problems as well as exhibition of self –injuries behavior of autism students show no significant in that the Asymp significance level in Chi-square Table 8a.

Table 8: Psychological Aspect of ASD Pupil and Attitude and General Education Teachers' Perceptions toward ASD Students

Code	Statement of Items	N	MEAN	Std.D	Mini	Max
KPsy11	Autism affects the communication and social areas of development.	100	3.56	.770	2	5
KPsy12	Autism affects 50% of people with no verbal communication.	100	3.47	.674	3	5
KPsy13	An child must have acted aggressively against another person before being diagnosed with autism.	100	3.22	.811	1	5
KPsy14	Autistic students have difficulty mimicry or facial expression.	100	3.60	.651	2	4
KPsy15	The self-injury behavior of autistic individuals is possible.	100	3.46	.626	2	4
AttG11	General teacher attitude and efforts will	100	3,64	.644	2	4

	determine whether student with ASD succeed or fail in regular education classroom					
AttG12	General teachers believe that student with ASD will improve academic potentials more rapidly in a general classroom than in a special classroom.	100	3.46	.626	1	5
AttG13	General teachers accept the student with Autism and normal children should be not educated together.	100	3.25	.796	1	5
AttG14	General-classroom teachers acknowledge that integrating students with ASD may negatively impact their emotional development.	100	3.07	.832	2	4
AttG15	The general classroom teacher's time will not be occupied by students with ASD.	100	3.45	.626	2	5
TeacExp		100	3.04	1.510	1	6

Table8a: Chi-Square Test Summary Test Statistics

	KPsy11	KPsy12	KPsy13	KPsy14	KPsy15	AttG11	AttG12	AttG13	AttG14	AttG15
Chi-Square	8.960	14.186	23.530	28.644	5.384	21.530	26.206	26.909	26.120	25.244
df	5	5	5	5	5	5	5	5	5	5
Asymp. Sig.	.111	.014	.000	.000	.371	.001	.000	.000	.000	.000

a. Kruskal Wallis Test

b. Grouping Variable: Teaching Experience

This study to investigate the variations in attitudes of students with Autism between female and male instructors who had no prior experience teaching students, an independent-sample Kruskal Wallis test was used. Based on the outcome of the distribution, we test the following hypothesis: attitude towards classroom management in relation to their gender and experience with Autism. Table9, illustrates A Chi-square test of independence demonstrates that there is no statistically

significant difference in Attitude and classroom management of the teachers towards Autism students (Mean= 4.8200, SD= 1.57236; df= 4; $p < 0.05$).

Table 9 but a carefully examination can be seen in the “attitudeGT1” that General teachers consider behavior of the typical students will set a positive example for the autistic student when included in the regular education classroom with no significance in Table 9a.

Table 9: Classroom Management Knowledge and Attitude for Student with ASD Descriptive Statistics

Code	Statement	N	Mean	SD	Mini	Maxi
AttGT1	General teachers believe that kids with ASD should be able to get all of their education in a normal classroom.	100	3.35	.520	2	4
AttGT2	General teachers think of that kids with ASD should be given every chance to operate in the normal education classroom.	100	3.54	.501	3	4

AttGT3	General teachers consider that that separation in a special classroom helps students with ASD grow socially and emotionally.	100	.299	.772	1	4
AttGT4	General teachers assume with ASD will not feel socially excluded in the regular education classroom.	100	3.33	.570	2	4
AttGT5	General teachers are trained in accessing and providing useful visual supports (picture, boards, etc.) for pupils with ASD in regular education classroom	100	3.51	.595	2	5
<i>Gender and Experience</i>		100	4.8200	1.57236	2.00	8.00

Table 9a: Chi-Square Test Summary

	AttitudeGT1	AttitudeGT2	AttitudeGT3	AttitudeGT4	AttitudeGT5
Chi-Square	3.682	12.322	14.244	28.621	11.511
df	4	4	4	4	4
Asymp. Sig.	.451	.015	.007	.000	.021

a. Kruskal Wallis Test

b. Grouping Variable: Gender And Experience

4. DISCUSSIONS

The results of the present study demonstrate that may assist instructors who lack the skills and knowledge of inclusive education in meeting the requirements of autistic and mainstream pupils. Cassady (2011) observed that teachers who taught inclusive programs were more concerned with the autistic child in the regular classroom due to their issues with social skills, behavioral outbursts, a changing primary curriculum, and a lack of training and support. Thus, general education teachers must provide full attention to autistic students in order to meet their needs. Although teachers had significant autism knowledge, they tended to underestimate their own expertise, believing they had far less understanding than they really demonstrated (Vincent & Ralston, 2020).

In contrast, recent studies indicated that teaching experience did not have an impact on attitudes toward learning (Garrad et al., 2019; Leonard & Smyth,

2020). This is consistent with the positive impact teaching experience Abu-Hamour and Muhaidat (2013), Cassimos and colleagues (2015), revealed that greater experience resulted in more favourable opinions regarding integration into mainstream schooling. Since there is a wide range of opinions on whether or not experience has an influence on educators' attitudes and the direction of this impact, there is considerable confusion.

Autism knowledge, experience, and attitudes may be improved through training that focuses on one aspect of autism (Segall & Campbell, 2012). The results of the Malaysians' previews had underlined the necessity of in-service training, which had been previously understated. Because of a lack of training, the vast majority of respondents (77.6 per cent) had students with ASD in their classes, but they lacked the necessary experience and self-confidence to advance with the students (Toran et al., 2016).

As a result, despite in-service teachers' good attitudes about both ASD and normal students, they had much more negative attitudes towards ASD students. Numerous factors might also underlie those attitudes. One point to consider is that students with Autism have more behavioral and emotional challenges than their peers without Autism. (Huang et al. 2017; Yazici and McKenzie 2020). Autism symptoms such as social and emotional issues may cause anxiety in the classroom, affecting teacher-student relationships and instructors' attitudes on classroom management aids. (McDougal et al., 2020). Therefore, teacher attitudes toward children with ASD may additionally reflect the very serious difficulties educators experience in educating and engaging with those pupils.

The data would seem to suggest that teacher gender is the second predictor of a teacher's attitudes in the direction of a pupil with ASD. Park and Chitiyo (2011) found that female teachers are more likely than male teachers to be positive toward students with ASD. Park and Chitiyo (2011) claim that socialization variables in compassion and understanding may help females to be more accepting of students with ASD. This study complements previous research, which indicated that there were no statistically significant variations in beliefs among male and female teachers when it came to how demographics affected attitudes of teachers (Galaterou & Antoniou, 2017).

Teacher training program should also entail strengthening educators' knowledge of special education, particularly in the field of autism spectrum disorder, according to Finch et al. (2013). There is a gap in general educators' preservice and professional development education about the assessment of needs, problem areas, and appropriate teaching techniques for the inclusion of pupils with ASD. There is a paucity of research in the following key

areas of inclusive education training that have been identified as beneficial: collaborative efforts between general and special-needs teachers, educational programs to enhance instructors' special-needs expertise, have been implemented (Finch et al., 2013). This collaborative efforts help general education instructors to recognize and fulfill the expectations and needs of their special education pupils reflects the findings of Zagona, Kurth, & MacFarland, (2017). Collaboration strategies and examples among general and special educators help improve inclusive classrooms (Jortveit & Kovač, 2021). Furthermore, collaboration provides general education instructors with the same knowledge and experience as their pupils with ASD, enhancing their effectiveness and meeting their educational needs.

This all relates to the assumption that instructors with SEN expertise knew more about ASD than teachers without SEN experience, which is consistent with the results. However, there was no significant difference in attitude or understanding scores between these groups depending on age or gender.

As a result, there should be some relationships between knowledge and attitude, as well as between enjoyable and effective attitudes (Alenizi, 2015). The motives for a lack of correspondence within the regions might advantage similarly research because the findings from this small and albeit biased sample would relate to recommend that enjoy and observe make a little distinction for teaching in practice. In order to eliminate prejudice and enhance positive attitudes in the classroom, encouraging activities that foster inclusiveness such as, for example, the puzzle approach or cooperative tasks (Gale et al., 2017) would be beneficial to both students and teachers (Navarro-Mateu et al., 2020).

According to studies that in-service and pre-service teachers' attitudes toward inclusion, effectiveness, and concerns about inclusion are all critical to successful inclusive practices (Sharma et al., 2021). Thus, an educator's attributes and talents benefit autistic pupils' learning. Teacher understanding of autism is critical to building trust and relationships with students.

Teacher educators may challenge general teachers' implicit knowledge of inclusive education, role conceptions, and professional activities towards students with ASD. Although teacher educators might assist teachers in recognizing, accepting, and integrating student diversity. There is also the possibility that teacher educators could increase the expertise of teachers on how to best teach students with ASD in mainstream classrooms.

This study has a few limitations. The study population was small, making generalization problematic. On the other hand, removing these obstacles may influence teacher professional development, school principal, teacher availability, and awareness programs. As worldwide trends attempt to thoroughly incorporate children with autism early childhood in kindergarten and later into mainstream schools, future research may involve determining transportation difficulties for Autistic students from various places.

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5. CONCLUSION

The arguments given above prove that general teacher, in order to perhaps improve their attitudes about this student group, teachers should obtain professional development in teaching students who have ASD.

The findings of this study were that classroom teachers' attitudes toward inclusion were generally positive, and that their experience working with students with ASD, their participation in special education courses, their knowledge and understanding with local laws and policies, and their level of self-confidence in working with ASD students were all strongly associated to the teachers' positive attitudes toward inclusion. A training curriculum might include ASD features, theory, evidence-based education, and ASD intervention methods. Teachers in Malaysia's public schools require greater training and instruction on autism spectrum disorder (ASD). However, general educators show a willingness and ambition to adopt the attitudes required to maximize ASD children's educational experiences. These 'tools' appear to be the most helpful in encouraging a teacher's willingness and arming them with self-esteem in confronting the daily challenges of ASD children. More teacher training is needed to develop more inclusive schools that benefit all kids, including those with ASD. In order to create more inclusive schools that provide optimal learning settings for all students, including those with ASD, more teacher training is required.

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