



Teachers' attitudes towards special educational needs: a systematic review

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KEYWORDS

Teacher attitudes
Teacher perceptions
Special educational needs
Inclusion
Systematic review

ABSTRACT

The study analyses Spanish teachers' attitudes towards diversity and educational inclusion, understood as a key factor in the quality of schools' educational responses to pupils with special educational needs. Methodology: A systematic review was conducted in accordance with the PRISMA 2020 guidelines. The search was carried out in the Scopus, ERIC, Redalyc and Dialnet databases. After applying the established inclusion and exclusion criteria, 22 empirical studies published between 2015 and 2025 were selected. The analysis was conducted using qualitative thematic synthesis and the categorisation of results. Results: Quantitative studies focusing on compulsory education predominate. Overall, the evidence indicates favourable attitudes towards inclusion, particularly in Early Childhood and Primary Education. Specific training, previous contact with people with disabilities, professional experience and collaboration among educational stakeholders were identified as facilitating factors. The main barriers include a lack of resources, excessive workload and certain negative perceptions regarding attention to diversity. Discussion: The findings confirm that teachers' attitudes depend on both personal and contextual variables and that differences persist across educational stages and institutional contexts. Conclusions: Strengthening both initial and continuing teacher education, together with providing schools with stable support structures that promote sustainable inclusive practices, should be regarded as a priority.

PALABRAS CLAVE

Actitudes docentes
Percepción docente
Necesidades educativas
Inclusión
Revisión teórica

RESUMEN

El estudio analiza las actitudes del profesorado español hacia la diversidad y la inclusión educativa, entendidas como un factor clave para la calidad de la respuesta escolar al alumnado con necesidades educativas especiales. Metodología: se realizó una revisión sistemática siguiendo las directrices PRISMA 2020. La búsqueda se desarrolló en las bases de datos Scopus, ERIC, Redalyc y Dialnet. Tras aplicar los criterios de inclusión y exclusión establecidos, se seleccionaron 22 estudios empíricos publicados entre 2015 y 2025. El análisis se efectuó mediante una síntesis cualitativa temática y categorización de resultados. Resultados: predominan los estudios cuantitativos y centrados en las etapas obligatorias. En términos generales, la evidencia muestra actitudes favorables hacia la inclusión, especialmente en Educación Infantil y Primaria. Se identifican como variables facilitadoras la formación específica, el contacto previo con la discapacidad, la experiencia profesional y la colaboración entre agentes educativos. Entre las barreras destacan la falta de recursos, la sobrecarga laboral y determinadas percepciones negativas sobre la atención a la diversidad. Discusión: los hallazgos confirman que la actitud docente depende tanto de variables personales como contextuales, y que persisten diferencias entre etapas educativas y condiciones institucionales. Conclusiones: resulta prioritario reforzar la formación inicial y permanente del profesorado, así como dotar a los centros de apoyos estables que favorezcan prácticas inclusivas sostenibles.

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1. Introduction

Inclusive education in Spain is established as a fundamental right under Title I of the Spanish Constitution (1978), which, through Articles 14, 27 and 49, enshrines the principles of equality, education for all, and the protection of persons with disabilities. This right stems from progress made at the international level in the protection of **the rights of** persons with disabilities, with a decisive milestone being the Universal Declaration of Human Rights (United Nations General Assembly, 1948). Through Articles 1, 2 and 26, the Declaration affirms the equal rights of all human beings from birth, without discrimination on the grounds of any personal condition, as well as the inalienable right to education in order to promote the full development of the individual.

The commitment to giving visibility to a large section of the world's population that had previously been subject to discrimination did not end there. The same General Assembly further recognised the right to quality inclusive education in the Convention on the Rights of Persons with Disabilities (2006), which Spain ratified two years later.

This framework for protecting the rights of persons with disabilities marked a turning point in many countries, including Spain, prompting legislative changes aimed at granting greater rights and protection to these individuals. One of the clearest examples is educational legislation, which increasingly incorporated additional support measures, resources and professional training to promote the education and inclusion of pupils according to their individual educational needs (Castell & Espada, 2020). It is therefore essential that training in attention to diversity begins within the university programmes leading to the teaching profession (Tárraga-Mínguez et al., 2025).

Although Garzón et al. (2016) highlighted the complexity of achieving effective educational inclusion, it should be recognised that assuming inclusion can be achieved solely through legislation represents an overly limited perspective. Genuine inclusion can only be realised through an in-depth understanding of pupils' needs, adequate teacher training, and teachers' attitudes towards the abilities and needs of pupils with special educational needs in their classrooms (Camargo, 2023; Martínez & González, 2025). In the same vein, González de Rivera et al. (2022) argue that the educational practices implemented at school level shape pupils' inclusion, just as the wider social context in which they develop also plays a determining role (Nasqui et al., 2018).

Analysis of the classroom environment shows that teachers' attitudes have a general impact on both the way teaching is delivered (Cebreros-Valenzuela et al., 2024) and the way pupils approach the acquisition of knowledge (García-Herrero et al., 2024; Vaello & Vaello, 2009).

From the perspective of psychology, attitude is understood as the set of opinions or judgements that individuals hold towards the people, situations or elements within their environment. Attitudes may be analysed through three fundamental components: the cognitive component, which concerns beliefs, ideas and prior knowledge; the behavioural component, reflected in observable actions and behaviours; and the affective component, which encompasses emotional and affective responses (Pervin, 1998). This threefold perspective demonstrates how attitudes influence people's behaviour, emotions and ways of acting (Solís & Real, 2023).

Within contemporary educational psychology, teachers' attitudes have been conceptualised as a psychological **construct** that shapes or predisposes responses to the diversity present in classrooms. According to the classical multidimensional model, this predisposition comprises cognitive aspects related to beliefs and perceptions regarding pupils' educational abilities; affective aspects that influence emotional responses, anxiety and perceived competence; and behavioural components expressed through the intention to implement changes within the classroom (Gallego et al., 2024). Consequently, creating an inclusive classroom goes far beyond merely accepting the presence of pupils with special educational needs; it requires a profound commitment to ethical, pedagogical and professional values (Martínez González, 2025).

Studies examining the impact of teachers' attitudes on pupils have consistently shown that such attitudes are an even stronger determining factor for pupils with disabilities, influencing their well-

being in the classroom, the way they face the challenges of the teaching-learning process, and the extent to which teachers' training in special education and attention to diversity contributes to more positive attitudes towards pupils with disabilities or special educational needs (Arvelo-Rosales et al., 2021; Rodríguez et al., 2021; Sepúlveda et al., 2010).

Previous research has identified teachers' attitudes as one of the strongest predictors of the quality of educational inclusion. Some studies even suggest that legislative reforms have little impact if teachers continue to adapt their practices according to traditional deficit-based models, as this limits pupils' expectations of achievement (Álvarez & Buenestado, 2015; Lacruz-Pérez et al., 2022). Likewise, evidence indicates that positive teacher attitudes influence pupils' perceptions of their own potential, thereby fostering a more flexible learning environment (Falla et al., 2021).

These findings are particularly relevant today given the growing number of diagnosed cases relating to special educational needs in recent years, especially the significant increase in pupils with neurodevelopmental disorders (Ministry of Social Rights, 2023). This trend has a direct impact on classrooms, making enhanced training in attention to diversity and improved implementation of educational resources increasingly necessary to respond effectively to these growing needs.

Nevertheless, although Spain has made considerable progress in recent years in implementing policies and measures relating to attention to diversity, research examining teachers' attitudes towards the presence of pupils with disabilities in mainstream classrooms remains limited. It is therefore necessary to undertake a comprehensive review of the current state of knowledge and the evidence available to date, with the aim of establishing a framework upon which a genuinely inclusive approach can begin to be built within schools. Studies such as that conducted by Delgado-Gil et al. (2025) continue to demonstrate that teachers' attitudes towards diversity significantly influence the way pupils with special educational needs experience their education. Understanding the attitudes of both practising and pre-service teachers is therefore important not only for promoting inclusion at the level of individual pupils, but also for designing and implementing programmes that strengthen teacher training and enable the effective implementation of the principles of equity and inclusive education (Abellán & Sáez-Gallego, 2020; Arnaiz et al., 2019).

Given that educational contexts are becoming increasingly diverse and dynamic, it is essential to understand how teachers perceive and respond to the diversity present in their classrooms. More specifically, it is necessary to identify the attitudes they hold towards pupils with special educational needs, whose personal and educational characteristics require more tailored teaching-learning processes and highly committed teachers. Accordingly, the aim of this systematic review is to identify and analyse Spanish teachers' attitudes towards pupils with special educational needs in order to establish a reference framework capable of informing future teacher education initiatives and inclusive educational practices.

Although previous reviews have examined teachers' attitudes towards inclusive education (Lacruz-Pérez et al., 2021), the legislative changes resulting from the implementation of the current Organic Law on Education, the increasing presence of pupils with special educational needs in mainstream schools, and the growing body of empirical evidence published in recent years make an updated review of the literature necessary. Furthermore, previous reviews did not include studies published after 2020, nor did they provide a detailed analysis of variables such as prior teacher training, professional experience or previous contact with people with disabilities as explanatory factors of teachers' attitudes. The present review therefore seeks to update and expand current knowledge of teachers' attitudes towards diversity by identifying the main trends, as well as the areas of consensus and disagreement within the field.

2. Methodology

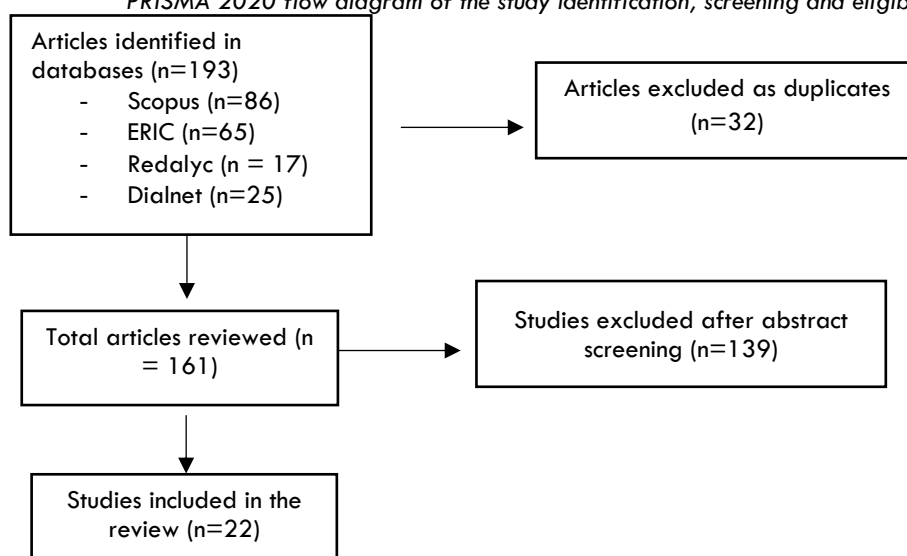
The review presented here was conducted in accordance with the criteria established by the PRISMA 2020 Statement (Page et al., 2021), with the aim of ensuring transparency and methodological rigour throughout the processes of searching, selecting and analysing the data included in the study. Data collection began with a search of the Scopus, ERIC, Redalyc and Dialnet

databases, using the following search string: ("teacher attitude" OR "teacher perception") AND ("diversity" OR "inclusion") AND ("school" OR "education"). The equivalent Spanish terms "actitud docente", "perspectiva docente", "inclusión" and "diversidad" were also used. A requirement for inclusion was that these terms appeared explicitly in the articles. The review included articles published between 2015 and 2025, with mid-June 2025 as the cut-off date for data collection. Studies published in either Spanish or English were considered, provided that the research had been conducted in Spain. In addition, only academic publications were included across all the databases consulted.

The databases were selected on the basis of their thematic coverage and disciplinary relevance within the field of educational research. Scopus was included because of its extensive indexing of high-impact international journals in the field of education. ERIC was selected as the principal specialised database in the field under study. Redalyc and Dialnet were also included in order to ensure the retrieval of Ibero-American and Spanish-language research, which is sometimes underrepresented in international databases. Although the Web of Science (WoS) is also an important source, a considerable overlap was observed between the education journals indexed in WoS and those indexed in Scopus. Consequently, the combination of Scopus with ERIC and the remaining databases consulted was considered to provide balanced coverage of the literature relevant to the study.

Figure1 .

PRISMA 2020 flow diagram of the study identification, screening and eligibility process



Following the initial data collection, as shown in Table 1, a total of 193 publications were identified (Figure 1). These were entered into an Excel spreadsheet for organisation, analysis and review. The following inclusion criteria were then applied to the full set of retrieved articles: publication within the previous ten years; studies involving teachers working in Early Childhood Education, Primary Education or Compulsory Secondary Education; empirical studies; and studies whose findings addressed the objective of the review.

The following exclusion criteria were applied: publications relating to educational stages beyond Compulsory Secondary Education; studies published as undergraduate or postgraduate dissertations or as conference papers; publications that were not available as open-access publications; and studies that addressed diversity without specifically relating it to the field of special educational needs.

An initial screening of the records involved the removal of duplicate documents, followed by a review of the titles and abstracts of the remaining publications, resulting in a total of 161 articles.

Following full-text review, only 22 studies met all the inclusion and exclusion criteria established at the outset.

The data obtained from the final selected studies were analysed through the categorisation of information.

The selected studies were analysed using a qualitative thematic synthesis approach. Following data collection and the preparation of Table 1, which summarises the main characteristics of the selected studies, all the articles were read systematically and comprehensively in order to identify the information relevant to the topic under investigation, namely teachers' attitudes towards diversity.

Table1 .
Characteristics of the studies

Identifying details	Instruments used	Sample (No. of teachers)	Variables and dimensions analysed	Results
Anzano (2015)	Chiner questionnaire (2011) and Cardona et al. questionnaire (2000)	Not specified	Teachers' attitudes towards SEN	Positive attitudes, stronger among those with experience
Navarro (2016)	Questionnaire	30	Attitudes and opinions on having pupils with SEN	Positive attitude with room for improvement
Chacón-López and Olivares-Córdoba (2017)	Attitudes Scale (Verdugo et al., 2002)	26	Assessment of abilities, rights, roles, involvement and placement	Positive attitudes
Pegalajar and Colmenero (2017)	Ad hoc questionnaire	407	Teachers' attitudes and training regarding inclusion	Favourable attitudes, although improvements are needed
Azorín-Abellán (2017)	Themis Questionnaire (Azorín and Ainscow, 2018)	545	Teachers' perceptions of attention to diversity	Positive perceptions of attention to diversity
Monico et al. (2018)	Questionnaire on perceptions and attitudes	363	Attitudes and knowledge regarding inclusion	Positive attitudes although improvements are needed
Muñoz-Cantero and Losada-Puente (2018)	Semi-structured interviews	11	Attitudes and perceptions towards diversity	Attitude without a perception of achievement
González-Gil et al. (2019)	Semi-structured interviews	80	Perceptions of barriers and limitations to inclusion	Positive perceptions, necessary cooperation
Collado-Sanchís et al. (2020)	Attitudes and self-efficacy scale	75	Teachers' attitudes towards the inclusion of pupils	More positive attitudes
Rodríguez et al. (2021)	SACIE-R Scale; ASIE Scale	122	Teachers' attitudinal perspectives	Acceptable attitude, with room for improvement

Jurado de los Santos et al. (2021)	Ad hoc questionnaire	2457	Teachers' perceptions of inclusive education	Positive perspectives, although improvements are needed
Pérez-Jorge et al. (2021)	CACPD questionnaire	128	Attitudes and perceptions regarding pupils with SEN	Positive attitudes
Sisto et al. (2021)	ORI Questionnaire (Antonak and Larrivee, 1995)	102	Attitudes towards the educational inclusion of pupils with SEN	Negative attitudes associated with a lack of resources
Solís and Borja (2021)	Attitudes Questionnaire (Mula, 2002)	72	Teachers' attitudes towards pupils with SEN	Positive attitudes and the need for further training
Solís and Arroyo (2022)	Questionnaire on teachers' attitudes	281	Teachers' attitudes towards SEN	Positive attitudes, stronger among those without experience
Solís and Real (2023)	Questionnaire on teachers' attitudes	48	Responsibility, performance, training, school climate and social development	Positive attitudes, stronger among those with previous contact
Escarbajal et al. (2023)	ACADI Questionnaire	59	Perceptions of educational inclusion	Positive perceptions with room for improvement
Cañadas et al. (2023)	TAIS Questionnaire (Salovirra, 2015)	515	Teachers' attitudes towards promoting educational inclusion	Positive attitudes towards inclusion
Pérez et al. (2024)	Semi-structured interviews	32	Teachers' perceptions of addressing diversity	Positive perspectives and the need for support
Saiz-González et al. (2025)	Questionnaire with open-ended questions	75	Teachers' attitudes towards educational inclusion	Favourable attitudes and a need for further training
Palomero-Fernández et al. (2025)	Attitudes questionnaire (López, 2010)	244	Teachers' attitudes towards educational inclusion	Positive attitudes and a need for further training
Vidal (2025)	Semi-structured interviews	6	Teachers' perceptions of inclusive education	Positive attitudes with room for improvement

Source: Authors' own elaboration.

Following this review, an inductive–deductive system of analytical categories was developed to structure and organise the data into thematic dimensions. The categories included, among others, teachers' attitudes towards inclusion, training in inclusive education, professional experience, educational resources, perceived barriers to promoting inclusion, and previous contact with pupils with special educational needs.

To assess the methodological quality of the included studies, an evaluation was conducted based on the clarity of the research objectives, the appropriateness of the methodological design, the

description of the sample, the validity of the instruments used, and the consistency between the results and the conclusions. Each study was assessed against these criteria before being included in the final synthesis. This procedure ensured that the selected studies met an adequate standard of methodological rigour to fulfil the objective of the review. Finally, the data extracted from each study were coded according to these categories, facilitating the comparison and synthesis of the evidence gathered, as well as the identification of similarities and patterns, common factors, and discrepancies among the findings.

As with any systematic review, the present study has certain limitations that may have introduced bias into the evidence collected. First, the search was restricted to publications in Spanish and English, which may have resulted in the exclusion of relevant studies published in other languages. In addition, limiting the review to the Spanish context reflected the specific objective of the study, although this restricts the possibility of comparing the findings with those obtained in other international educational contexts. Likewise, restricting the selection to articles indexed in the databases consulted may have excluded relevant scientific literature that was not indexed in those databases. Finally, the possibility of publication bias cannot be ruled out, given the greater visibility and accessibility of studies published in scientific journals compared with other forms of academic output.

3. Results

The data collected show that, regarding the methodological profile of the studies analysed, quantitative descriptive designs predominate (77%), compared with 23% of qualitative studies that explore teachers' perceptions in greater depth through qualitative designs using semi-structured interviews (Pérez et al., 2024; Saiz-González et al., 2025).

The aggregated sample comprised more than 1,700 participants, ranging from novice teachers to specialists in attention to diversity with many years of professional experience (Solís & Real, 2023), as well as physical education teachers (Solís & Borja, 2021). With regard to educational stage, Early Childhood Education was widely represented and was generally examined as a separate stage, although in a minority of studies it was analysed together with Primary Education (Collado-Sanchís et al., 2020). By contrast, studies focusing on Secondary Education tended to report greater dissatisfaction with teachers' pre-service training (Pegalajar & Colmenero, 2017).

The qualitative analysis of the findings indicates that, overall, teachers working in the early educational stages display positive attitudes towards pupils with disabilities. Similar positive attitudes were also observed among practising teachers and students completing initial teacher education programmes (Rodríguez et al., 2021).

The analysis also reveals heterogeneous attitudinal profiles that extend beyond the simple distinction between positive and negative attitudes. For example, Palomero-Fernández et al. (2025) classify teachers into five profiles: inclusive, paradoxical, committed, reluctant and exclusionary. Their findings suggest that even teachers with the most favourable attitudes may still exhibit certain forms of resistance when confronted with everyday classroom practice.

With regard to the dimensions analysed, the cognitive dimension (beliefs) tends to be more positive than the behavioural dimension (willingness to act), particularly in relation to pupils with sensory disabilities. In these cases, teachers acknowledge the importance of inclusion but express uncertainty about putting it into practice (Pérez-Jorge et al., 2021).

Similar findings have been reported by several authors, whose studies not only highlight teachers' generally positive attitudes towards diversity (Anzano, 2015; Chacón-López & Olivares-Córdoba, 2017; Collado-Sanchís et al., 2020; Escarbajal et al., 2023; Monico et al., 2018), but also identify two key factors that contribute to these positive attitudes: previous contact with people with disabilities and specific training, which enables teachers to recognise diversity as an inherent

feature of the education system (Muñoz-Cantero & Losada-Puente, 2018; Navarro, 2016; Pegalajar & Colmenero, 2017; Vidal, 2025).

Regarding predictive variables, the findings reveal a complex interaction between professional experience and training. On the one hand, specific training and previous contact with pupils with special educational needs emerge as the factors with the greatest positive influence on teachers' attitudes (Solís & Real, 2023; Chacón-López & Olivares-Córdoba, 2017). On the other hand, professional experience shows an ambivalent relationship. Some studies suggest that greater age and longer teaching experience are associated with more critical or sceptical attitudes, largely because of their perceived workload (Solís & Arroyo, 2022). Others indicate that, among specialist teachers, professional experience enhances self-efficacy and facilitates the adaptation of the available resources (Saiz-González et al., 2025).

This duality is further compounded by the lack of both human resources and institutional support, which Pérez et al. (2024) identify as major barriers to inclusion. The perception that pupils with disabilities require additional attention that slows the pace of the class remains a persistent belief and is associated with more negative attitudes towards full inclusion (Solís & Arroyo, 2022).

Teachers' attitudes and perspectives towards inclusive education also highlight the importance of considering contextual factors, since the socioeconomic characteristics of schools play a significant role in addressing the diversity of pupils with special educational needs (Azorín-Abellán, 2017). In this regard, several studies identify collaboration with educational stakeholders within the local community as a positive factor contributing to more inclusive educational responses (Pérez et al., 2024). Likewise, the findings highlight the importance of implementing cooperative and collaborative pedagogical strategies involving both pupils with and without special educational needs in order to strengthen inclusive education (González-Gil et al., 2019; Jurado de los Santos et al., 2021).

However, professional experience does not always appear to contribute to more positive attitudes towards pupils with special educational needs. Studies such as that by Solís and Arroyo (2022) show that greater experience does not necessarily correlate with more favourable attitudes and may instead be associated with increased workload or with a lack of resources and effective measures to support genuine educational inclusion. Consistent with these findings, Sisto et al. (2021) report negative attitudes towards inclusion linked to the belief that pupils with disabilities require greater levels of teacher attention and support, and that providing such support adversely affects pupils without disabilities by disrupting the normal pace of classroom teaching.

Finally, teachers' subject specialism emerges as another relevant variable. In Physical Education, although teachers generally express positive attitudes towards inclusion, they emphasise that effective inclusion is constrained by insufficient preparation during initial teacher education to adapt psychomotor activities appropriately (Saiz-González et al., 2025; Solís & Borja, 2021). These findings reinforce the need to implement cooperative learning strategies that actively involve all pupils, thereby reducing the gap between inclusive educational policy and the reality of mainstream classrooms.

4. Discussion

The findings of this review are consistent with those reported in previous review studies, confirming that although teachers across different educational stages generally display positive attitudes, the results are not consistent across educational stages (Lacruz-Pérez et al., 2021).

One particularly significant finding is the importance of teacher training and previous contact with people with disabilities as factors that promote positive attitudes towards diversity. At the same time, the findings indicate that strategies to strengthen teacher education in the field of attention to diversity should continue to be developed in order to further improve these attitudes (Suriá & Villegas, 2024; Tello, 2021).

Evidence was also found in relation to studies reporting negative teacher attitudes (Sisto et al., 2021), which associate longer professional experience and a lack of training with less favourable attitudes towards inclusion. Furthermore, there appears to be a tendency for teachers in the early educational stages, particularly Early Childhood and Primary Education, to display more positive attitudes than those teaching at later stages, such as Secondary Education (Collado-Sanchís et al., 2020). This may suggest that current provision for training in inclusive education and attention to diversity, together with the availability of support resources, is more effective in the early educational stages than at later levels. Indeed, studies such as that of Pegalajar and Colmenero (2017) reported that secondary school teachers expressed a degree of dissatisfaction with the pre-service training they had received, as well as a lack of both personal and material resources, shortcomings that have also been highlighted in other studies, including that of Pérez et al. (2025). Similarly, teachers at this educational stage have reported a lower sense of professional accomplishment (Muñoz-Cantero & Losada-Puente, 2018).

5. Conclusions

Overall, it may be concluded that teachers in the early educational stages generally display positive attitudes towards the diversity arising from their pupils' special educational needs. This finding is reflected in most of the studies analysed and indicates a positive trend towards promoting the inclusive and equitable education advocated by current Spanish educational legislation (LOMLOE, 2022). Nevertheless, it is important to acknowledge those studies which, although fewer in number, reported different findings and demonstrated that not all teachers display positive attitudes towards the presence of pupils with special educational needs (Solís & Arroyo, 2022). Likewise, it should be noted that some studies, despite reporting positive findings, present certain limitations because they were conducted in schools designated as specialist centres for inclusion (Escarbajal et al., 2023; Pérez-Jorge et al., 2021). A similar limitation applies to studies that, although consistent with the overall findings, are based on small samples, thereby restricting the generalisability of their results (Vidal, 2025).

The present review highlights the importance of continuing to build an inclusive and equitable education system that promotes teacher training and professional experience as key means of improving teachers' attitudes towards addressing pupil diversity (Palomero-Fernández et al., 2025).

A shift in teachers' perspectives is also evident. Whereas studies such as that by Navarro (2016) reflected a tendency to view specialist teachers in the field of attention to diversity as primarily responsible for educating pupils with special educational needs, more recent evidence suggests that these pupils should be educated within mainstream classrooms, with class teachers receiving the appropriate training to contribute effectively to their educational development (Cañadas et al., 2023).

This systematic review demonstrates that Spanish teachers generally display positive attitudes towards meeting their pupils' special educational needs, with these attitudes being particularly evident during the early educational stages. However, differences across educational stages, together with the influence of factors such as teacher training, material and human resources, and previous teaching experience, indicate that further efforts are still required to strengthen the preparation and professional development of Spanish teachers in the field of inclusive education.

The findings also allow the conclusion that Spanish teachers generally hold favourable attitudes towards the educational inclusion of pupils with special educational needs. However, these attitudes are associated with a range of personal and contextual variables, including training in inclusive education and previous contact with people with disabilities. In this respect, the studies reviewed consistently highlight the need to strengthen both initial teacher education and continuing professional development related to attention to diversity.

Among the limitations of the present study is the relatively small number of studies retained following the final screening process. Although these studies provide valuable evidence on the topic under investigation, they do not allow for a more comprehensive understanding of the underlying causes and consequences. Likewise, the limited number of studies conducted in Early Childhood Education makes it difficult to gain an in-depth understanding of the attitudes of teachers working at this educational stage. A similar limitation applies to Secondary Education, as studies focusing on this stage accounted for only 8% of the total sample analysed. This should be taken into consideration in future research, given that Secondary Education represents a particularly critical stage in which external factors, such as insufficient resources or inadequate training in attention to diversity, may have a significant influence on teachers' attitudes.

Future research should place greater emphasis on longitudinal studies, as well as mixed-methods designs, to examine how attitudes evolve from the beginning of Early Childhood Education to the completion of the educational trajectory. Such studies should also examine the challenges associated with transitions between educational stages and changes in teaching methodologies, together with the increasing demands placed on teachers by the growing number of pupils with special educational needs.

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