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Self-efficacy and Special Education Teachers' Attitudes Toward Teaching Students with Learning Disabilities

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ABSTRACT This study examined primary school special education teachers' self-efficacy and attitudes toward teaching students with learning disabilities. Using inductive content analysis, the researchers examined interview contents from 12 special education teachers. Their interviews have been recorded and data obtained from the interview transcripts. The researchers applied inductive content analysis to process the data to obtain results. The results showed that these teachers faced challenges when teaching students with learning disabilities and believed that professional development could improve their knowledge and attitudes toward teaching this group of students. The findings emphasise the significance of professional development for successfully teaching students with learning disabilities and suggest avenues for additional analyses, strategies, and procedures in this area. Further, the results should be utilised to generate future research opportunities, practices, and policies.