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**PhD PROGRAM: EDUCATIONAL & DEVELOPMENTAL
PSYCHOLOGY**

SUMMARY OF PHD THESIS

**«SOCIAL ATTITUDES TOWARDS STUDENTS WITH SPECIAL
EDUCATIONAL NEEDS AND MIGRANT STUDENTS»**

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ABSTRACT

The thesis aims to explore social attitudes towards migrant students and students with special educational needs, whether these attitudes are positive or negative, and to what extent, and whether people's perceptions of immigrant pupils and people's perceptions of pupils with special educational needs are similar or not. The multicultural / multilingual composition of the student population in Greek schools constitutes a development that significantly influences the conditions of education as an institution supporting the school / social inclusion of the subjects on the basis of the diffusion of equal opportunities for all. So, teachers have to take into account the need for interculturalism in all school subjects by creating an intercultural climate in the classroom and making a great effort so that the past experience and student identity are accepted in class and not underestimated. On the other hand, the number of children with special educational needs is quite high in Greek schools. Therefore, it is important for teachers to be able to achieve effective learning in these children as well as to help dispel any racist behaviors against them that exist mainly from their peers.

The results of the research are of universal nature, but focus more on the case of Greece. They can be used by both teachers and parents, as well as children with learning disabilities, immigrant children and Greek citizens, in order to create effective learning conditions and to eliminate any stereotypes and prejudices existing in the Greek school.

1.THE RELEVANCE OF THE PROBLEM AND MOTIVATION OF THE RESEARCH

Learning difficulties, unknown to Greek educational system by the late 1960s, have for many years been the "permanent thorn" of students, teachers and parents. Students with disabilities and special educational needs are those who for all or a certain period of their school life have significant learning difficulties due to sensory, mental, cognitive, developmental problems, psychiatric and neuropsychological disorders. The term "children with disabilities" was originally proposed in the 1983 Special Education Act and was incorporated in 1985 in Law 1566/85. In 2000, it was replaced by the term "people with special education" - Law 2817/2000 which in 2008 was replaced by the term "people with disabilities or with special educational needs" - Law 3699/2008. The latter term is considered to have no great emotional load and avoids tagging as it does not describe the type or degree of disability or special education but emphasizes the common feature of the need for support and special education that is necessary to develop learners, emotionally and socially, and to encourage school and social integration

Anti-racist education aims at all forms of racism and social inequality concerning gender, sexuality, religion, disability and social order. A basic assumption of anti-racist education is that no one is "neutral". However, educational materials, programs or books offer a variety of creative ways that the teacher can apply, aiming at improving relationships within the classroom, school and community, developing equality and social justice. A basic prerequisite for the design and execution of specific educational programs is the knowledge and general and learning characteristics of people

with disabilities. Inclusive education is a process of integration that brings together all children to learn together, helping children and adults to recognize and appreciate the unique gifts everyone has.

On the other hand, the presence and living of a large number of migrants in Greece has changed the landscape in many parts of the country and has influenced the composition of the student population. Any public Greek school in the capital of the country or in the region hosts a large number of immigrant pupils. As regards the student population of migrant students in primary and secondary education, it should be stressed the fact that there is a lack of sufficient statistical data that would give a complete picture of both the quantitative fluctuations of the above population from year to year and of its composition in relation to their origin. Regarding migrant students and their school performance, the average performance of migrant pupils ranges to grade 14, with a maximum of 20.

Finally, although there are not many studies in Greece that have compared attitudes and perceptions towards students with special educational needs and immigrant students, we expect that attitudes and perceptions will be largely similar.

2.THE GOAL AND TASKS OF THE RESEARCH

The main goal of the research is to explore social attitudes towards immigrant pupils and pupils with special educational needs. The research also aims to study whether these attitudes are positive or negative, and to what extent, and whether people's perceptions of immigrant pupils and people's perceptions of pupils with special educational needs are similar or not.

To achieve this goal, the following tasks have been tackled:

1. To clarify whether the social attitudes towards migrant students and pupils with special educational needs are similar.
2. To establish whether Greek teachers, parents (with immigrant children, or with children with special educational needs), native adults without special educational needs, and former students (representative for immigrant students or students with special educational needs) differentiate in their attitudes towards immigrant pupils and pupils with special educational needs.
3. To investigate whether native Greeks without educational needs strive to encourage or prevent communication with immigrant pupils and pupils with special educational needs.
4. To specify some social-demographic differences in the answers to the questionnaires.

3.DEGREE OF THE THEME RESEARCH

It has been proven through many researches that teachers' attitudes and views towards students with special educational needs are influenced by many factors, such as their gender, age and educational experience, their experience of contact with people with special needs, the preparation and their education as well as and their beliefs.

In particular, studies investigating the effect of gender on attitudes and perceptions of teachers towards students with special educational needs, found that female educators have a more positive attitude towards integrating children with special educational needs, than male teachers. Also, it has been found that younger educators and those with fewer years of work experience

are more supportive of the inclusion of children with special educational needs. Finally, studies on teachers' beliefs have shown that beliefs and attitudes (negative or positive) also influence the teaching approaches of teachers themselves. Teachers' views and attitudes towards people with special needs have a significant impact on their attitudes and perceptions towards the integration of these children.

In the Greek literature, there is a limited number of studies on teachers' attitudes towards integration of children with special educational needs in the general school, whose results are in line with those of international research. Researches have shown that teachers who are involved in the integration of children with special educational needs are more likely to seek to work with them. Undoubtedly, it is necessary for teachers of general and special education to make clear their beliefs, attitudes and disagreements on integration.

However, despite the positive statements, educators often develop feelings of reluctance to teach these children. They feel that they do not have the time, the appropriate education, the relevant knowledge and skills, and they do not know the appropriate teaching methods or approaches for these children. In addition, although some teachers believe that a child with special educational needs is entitled to equal educational opportunities, their attitudes towards integration are often negative and influence the outcome of integration. It is generally accepted that acceptance situations in the educational process promote mental health, self-esteem, social behavior and cognitive processes of the students. Teacher's readiness for integration becomes more important as more and more often talk of teachers' burden on work.

Over the last twenty years, Greece, like many other European countries, has received many migrants, and many of them are permanently staying in the

country and have acquired various social and political rights. This new reality is described as multicultural and emerges on the surface of new concerns and issues concerning administration, politics and especially the education of the country, since the percentage of foreign students is constantly increasing.

In addition, research with Greek pupils was observed to show racist and xenophobic tendencies towards their foreign classmates. In addition, many of them express themselves with racist qualities and retain negative attitudes and prejudices, which, as evidenced, come from their family, social or school environment. At the same time, there is a very frequent occurrence in schools of a "modern" kind of racism, which prevails in countries that impose anti-racism rules, while in practice there is discrimination and racism. On the other hand, when students come into daily contact, they interact and coexist in same class as foreign pupils, appear more cooperative, positive and accept more easily diversity.

In particular, as far as modern Greek society is concerned, it is well established that the inclusion of Greek and immigrant children cannot provide a satisfactory level of education. For this reason, many Greek parents try to put their children to schools with as few immigrants as possible, teachers ask for a postponement, the ministries are talking about restricting the freedoms of immigrants and their children, while some extremists believe that the presence of migrant students as a source of educational problems. However, these actions testify to the transfer of racist and xenophobic perceptions from the wider society within education.

Surveys conducted in Greece, show the result of theoretical and moral views of the students, which are influenced by a series of factors such as gender and age. The shortest the age of the students is, the more racist behaviors they have. Also, the transformation of the students' attitudes should be done in the

social and vocational education of the school but also in the adaptation of the background of the students and based on the rules and the habits of the school. In the case of migrant students, various researches show that students with longer periods of residence in Greece are more likely to study with Greek classmates.

In the name of equity in education, migrant children attend public school with the obligation to adapt to the mono-cultural and mono-lingual curriculum by making efforts at an individual level, leaving their own linguistic and cultural capital out of school, which is considered a threat to class homogeneity. In Greece, several studies have been carried out on perceptions towards immigrants, but few have focused on immigrant pupils. As far as teachers are concerned, based on surveys, it has been found that they predominantly feel they are not racists towards immigrant pupils, and that they are trying in every way to help integrate these children into the classroom. However, a large percentage of teachers believe that migrant pupils should be taught in separate classes and not with native pupils. There has also been a lack of teacher training on intercultural education and effective classroom management, and there are few times when teachers do not know how to deal with a racist phenomenon towards immigrant pupils.

Based on all of the above, there is a gap in the Greek literature on whether or not there is racism against immigrant pupils and students with special educational needs, as some studies have argued that racism is intense, while others have found that these pupils do not exist racism in the Greek school. Also, another gap is the fact that there aren't existing researches who compare social attitudes towards students with special educational needs and migrant students, although there is a satisfactory number of Greek researches

who investigate separately the perceptions towards these two groups of students.

Therefore, the present study, using existing literature, both Greek and international, on perceptions in these two groups of students attempted to study in depth the attitudes and perceptions of students with special educational needs, as well as their perceptions. compare and investigate whether attitudes and perceptions are similar or whether perceptions or attitudes are more positive or negative for a group of students.

4. THE METHODOLOGY AND THE METHODS OF THE RESEARCH

The research instrument used in this study, is the questionnaire which is the main instrument of research in the social sciences. The questionnaire is a widespread and easy-to-use data collection tool, which can be delivered and completed without the researcher's presence, while being quite easy to read and easy to analyze. More specifically, 6 different questionnaires were used to carry out this research, which were constructed and distributed accordingly, depending on the type of participants involved in the survey. All questions of these 6 questionnaires were closed-ended questions and each questionnaire had 3 themes: Demographics, Attitudes towards migrant students, Attitudes towards students with special educational needs. All questionnaires used a Likert rating scale where the participant was asked to state his / her degree of agreement or disagreement. At the same time, the construction of the questionnaires was not based on a questionnaire of a research paper, but was created having as basis the available literature that exists on the topic.

Ethics is an integral part of research, from conception of an idea to the publication of its results. The most common issues in social research are the conscious informed consent of those involved in research and the protection of personal data. Therefore, in order to conduct this research in a moral and ethical way, the following was done: All participants were over 18 years of age. All participants were first informed, verbally, of the purpose and objectives of the research, of its publication, of the PhD dissertation, and of the fact that the answers would be highly confidential and would guarantee anonymity of the participants. Having given their spoken consent to take part voluntarily, they were given the questionnaire. They were assured that they would have the time required to complete it, and some instructions were given for completing it. In addition, it was stressed to all participants that their participation was voluntary and would not have any reward (for example, a sum of money) for their participation. At the same time, it was clarified that if they felt embarrassed when completing the questionnaire or if their questionnaire affected them at a personal, cultural or other level, or if they wanted to stop and do not participate in the questionnaire in general, they were in any case right, i.e. not to answer the questionnaire. Also, for any clarification the participants could at any time contact either by phone or email with the researcher.

Between February and March 2018, the participants were informed in detail of their voluntary participation in the study and its purpose, so their informed consent was given. In March 2018, the questionnaires were constructed to be used to conduct the survey. During March-May 2018 the questionnaires were completed by the participants, and then the statistical analysis of the data started.

The statistical program used for the statistical analysis of the data is the IBM SPSS (Statistical Package for Social Sciences) program and in particular version 22. Descriptive statistics were used to present and summarize the data. At the same time, correlation coefficients for studying relations between variables, chi-square analysis for group differences on the ordinal level of measurement and Mann-Whitney tests for finding other group differences were used.

Finally, the sampling method used in this survey was the purposeful sampling. In this case, the researcher collects a sample whose members he/she considers to be more relevant to this research. Specifically, the homogeneity technique was used. In this study, the participants had one of the following characteristics: educators, parents with immigrant children, parents with children with special educational needs, immigrant adults who have gone to Greek schools, people with special educational needs in Greek schools, native adults without special educational needs. The sample of this study consisted of 900 participants. As mentioned above, 6 different questionnaires were used. Each questionnaire was responded by 150 participants.

5.SCIENTIFIC NOVELTY OF THE WORK

This research concerns social attitudes towards pupils with special educational needs and migrant pupils. Previous research has shown that both people with special educational needs and migrants are treated with racism, suspicion and marginalization. The research, therefore, based on existing literature attempts to further develop social perceptions towards pupils with special educational needs and to immigrant pupils, and to highlight the

bibliographic gap that exists in comparing social perceptions towards these two groups, and to find out whether these social perceptions are similar.

The significance of the results lies first in the fact that there have been no similar surveys in Greece regarding the comparison of the social perceptions of these two population groups. At the same time, racism, xenophobia and stereotypes are a burning issue and a paramount issue, especially at a time when Greece faces the economic crisis. The economic crisis has sharpened suspicion on anything else, has led to violent racist and violent incidents, while at the same time a large proportion of Greeks believe that immigrants are responsible for the poor economic situation in the country. In addition, given the wave of migrants and refugees in recent years in Greece, and the fact that a large proportion of Greek parents strongly resisted migrant pupils from going to the same schools as Greek children, the issue of research is even more relevant.

On the other hand, pupils with special educational needs are often a phenomenon of becoming racist attitudes and prejudices. It is a fact that more and more students have special educational needs, but this has not led to the results that should. The Greek education system is still quite 'back' in the field of special education, and any attempts made to date remain fruitless. Not all teachers are specialized in special education, while it is important that few Greek schools are accessible to people with disabilities.

Thus, with a research tool and a sample of 900 people, this research explores whether attitudes, perceptions and feelings towards migrant students and pupils with special educational needs are similar. The survey included teachers, parents of pupils with special educational needs, parents with

immigrant pupils, adult immigrants who went to Greek schools, people with special educational needs who went to Greek schools, and natives without special educational needs. Six different questionnaires were created, one for each of the above groups. Each questionnaire was answered by 150 participants, so that the views between these different groups can be compared and analyzed.

The scientific results obtained in the thesis comprise the following:

1. The social attitudes towards migrant students and pupils with special educational needs differ and the social attitudes towards migrant students are more negative than the social attitudes towards pupils with special educational needs.
2. Greek teachers, parents (with immigrant children, or with children with special educational needs), native adults without special educational needs, and former students (representative for immigrant students or students with special educational needs) differ in their attitudes towards immigrant pupils and pupils with special educational needs.
3. Native Greeks without educational needs strive to prevent communication with immigrant pupils and to encourage communication with pupils with special educational needs.

6.PRACTICAL VALUE AND REALIZATION OF THE WORK

The practical importance of the research consists of its results, which allow:

1. The realization that pupils with special educational needs and immigrant pupils are highly racist, and that the Greek school remains "against" diversity. Most racism and stereotypes, however, come from both children's classmates and parents.
2. Creating appropriate teacher training programs so that they can offer effective learning to immigrant students and students with disabilities.
3. The creation of strategies by the state to put an end to racism in Greek schools.
4. The development of educational programs and the use of ICT to help teachers accept and respect the different.
5. Exploring effective strategies for teachers to avoid negative attitudes and perceptions towards some students because of their diversity.
6. The further development of the inclusion of students with special educational needs and immigrant students in Greek schools.

7.APPROBATION OF THE RESEARCH

The main results obtained in the thesis investigations were presented at 6 research articles in 3 different scientific journals:

1. "Bullying and emotional management of victims and bystanders", published in the "Yearbook of Psychology"
2. "Students' self-assessment of one's abilities for their life goals achievement" published in "Problems of Psychology in the 21st Century" co-authorship with Prof. Stanislava Stoyanova and colleagues.
3. "Similarities and differences in attitudes of Greek educators towards students with special educational needs and migrant students: Social-demographic differences" published in "Problems of Psychology in the 21st Century"
4. "Investigation of the racism of immigrant students in Greek schools" going to be published in "Yearbook of Psychology"
5. "Investigation of attitudes of Greek teachers and parents of migrant students towards migrant students: Social-demographic differences" going to be published in "Yearbook of Psychology"
6. "Greek educators' views on migrant students: Social-demographic differences" accepted and going to be published in April's 2020 issue of "Psychological Thought"

8.THE THESIS STRUCTURE

The thesis consists of introduction, 4 chapters and a conclusion. It has 372 pages, 249 figures, 8 tables in the main body of the thesis, 6 appendices and 233 publication titles in the list of bibliography.

The introduction contains a brief summary of the topic as well as the purpose and objectives.

The first chapter is devoted to the theoretical part. This chapter analyzes students with special educational needs, immigrant students, the similarities and differences between the two, as well as possible methods for studying the attitudes towards these students.

The second chapter is about methodology. In this chapter, we present the purpose, objectives, assumptions, processes, participants, ethical issues, and methods for data collection and processing.

The third chapter is devoted to the research results. Specifically, the research results for each of the 6 groups given the questionnaire are analyzed in detail.

The fourth chapter is about discussion. This chapter summarizes the findings of the research, whether the research cases have been put in place, the results of similar research on the subject and the limitations of the research carried out.

The conclusions provide a summary of the most important research results and refer to the scientific contributions of the research.

9.THESES WHICH ARE SUBMITTED FOR DEFENCE

The following points are submitted for defence:

1. It is the first research in Greece to compare social perceptions and attitudes towards immigrant pupils and students with special educational needs.
2. The sample is large enough, and 6 different groups were selected (Greek teachers, parents with special education needs, parents with special education needs, native immigrants, immigrant adults who went to Greek schools, adults with special education needs who went in Greek schools), therefore, the results are reliable as investigating attitudes and perceptions is multifaceted.

10. REVIEW OF PRINCIPAL RESULTS OF RESEARCH

10.1 Similarities and differences towards immigrant students and students with special educational needs

Attitudes towards immigrant students and students with special educational needs are very similar. The first similarity is that the students are treated primarily with suspicion and depreciation. There are many stereotypes and prejudices. One of the predominant prejudices concerning these students is unsatisfactory school performance of children. Relevant researches show that migrant students are rejected by school because they do not meet their criteria (unsatisfactory academic score) and are rejected by their classmates as unwanted. Their ugly social destiny has been clearly specified in primary school. Immigrant children in Greece feel insecure and rejected at school, they have low self-esteem and they are reacted with aggression. These

students face greater difficulties in both performance and behavior. Some surveys have shown that there is a bias in the assessment of migrant pupils, which strengthens the view of the disproportionate channeling of migrants and minority groups into special educational institutions. The second similarity between attitudes towards migrant students and pupils with disabilities is that the teachers are often not properly informed. More specifically, in the case of students with disabilities, several teachers are not fully informed about the peculiarities and needs of these pupils. For example, a common phenomenon is to identify disability with deficiency. Accordingly, many teachers do not know how to behave towards a migrant student, how to help him/her learn faster and more effectively the Greek language - if he/she does not know it - and, most importantly, how to help him/her integrate into the classroom. At the same time, the parents of children with disabilities as well as the parents of migrant pupils consider that their children should have equal educational opportunities and rights, like the rest of children, and feel anxiety about the smooth integration of children in the school environment. Contrary to the above, Greek parents and the parents who do not have a disabled child often prevent their children from joining immigrant children or children with special needs and often use the following phrases: "Oh the poor, what happened to him!", "Do not talk to him because they will mock you too!". These phrases show the strongly negative and stereotypical behavior of parents, which makes it difficult for migrant pupils and pupils with special needs to be admitted to the school environment. Finally, a significant resemblance between the attitudes towards immigrant pupils and pupils with special educational needs is that interventions are required to ensure equal treatment, equal opportunities, rights and opportunities, better treatment, and ending up for stereotypes and prejudices regarding these children. Although in Greece intercultural education and inclusive education

have evolved satisfactorily compared to the past, they are still at an early stage of progress.

Despite the many similarities between the attitudes towards immigrant pupils and pupils with special needs, there are some differences. The first difference between the attitudes towards immigrant pupils and pupils with special needs is the fact that the teachers in the latter case appear more positive about the integration of children in school. However, the majority considers that they should be included in special classes rather than in the same school classes as non-disabled children. At the same time, a large portion of research has concluded that integration of children with disabilities into school, especially in general education classes, has a positive impact on the development of positive attitudes and attitudes towards people with disabilities. The next difference is the fact that several Greek parents appear particularly negative in the integration of immigrant pupils in the same school classes as the other children. Let us not forget the events in 2016, where serious reactions from Greek parents had been caused by inclusion of refugees and immigrants in schools in Oraïokastro, Filippiada and Kos. Extreme xenophobic phenomena were caused for several days, and Greek parents argued that their children should not be studying with refugee and immigrant children as they are not vaccinated and pose a risk to Greek pupils. At the same time, there are some differences in the laws on migrant pupils and pupils with special needs. As regards pupils with special needs, the first law mentioned in the special education in Greece was Law 453/1937, which identified the notion of "mentally retarded child, which until then was considered to be the rest of the others, both educationally and humanistically". On the contrary, the Greek school's transformation into a multicultural school took place during the 1990s, and consequently the challenge of the school integration of an ever-

increasing number of foreign pupils led to the adoption of the law on intercultural education. The most important innovation in the field of intercultural education came with Law 2413/1996 which provides for the creation of intercultural schools (public or private) for the education of people with special educational, social, cultural needs. Finally, the parents of children with disabilities are more protective and anxious than the parents of immigrant pupils.

10.2 Description of the sample

As mentioned above, the type of the research that was conducted is the quantitative and the questionnaire was used as a research tool. In this study, the participants had one of the following characteristics: educators, parents with immigrant children, parents with children with special educational needs, immigrant adults who have gone to Greek schools, people with special educational needs in Greek schools, native adults without special educational needs. The sample of this study consisted of 900 participants. Also, 6 different questionnaires were used. Each questionnaire was responded by 150 participants. In the following tables (Table 1-6), there is a description of the participants of the sample.

Table 1. Frequencies of socio-demographic differences in the sample of teachers

Teachers		
Social category	N	%
Sex		
Male	70	46,7

Female	80	53,3
Age		
18-29	8	5,3
30-40	55	36,7
41-50	65	43,3
51-60	22	14,7
Educational level		
Postgraduate	117	78
PhD	33	22
Economic situation		
Very good	4	2,7
Good	86	57,3
Moderate	54	36
Bad	6	4
Family situation		
Married	99	66
Single	41	27,3
Divorced	10	6,7
Number of children they had		
No one	80	53,3
One	42	28
Three	27	18
Place of residence		
Town	125	83,3
Village	8	5,3
Province	17	11,3
Classroom they taught		
Primary	29	19,3
Secondary	65	43,3
Lyceums	56	37,3
Years of teaching		
6-10	71	47,3
11-20	45	30
1-5	24	16
21-30	10	6,7
Lesson they taught		
Literature	98	65,3

History	46	30,7
Greek language	6	4

Table 2. Frequencies of socio-demographic differences in the sample of parents with immigrant children

Parents with immigrant children		
Social category	N	%
Sex		
Male	73	48,7
Female	77	51,3
Age		
18-29	8	5,3
30-40	51	34
41-50	69	46
51-60	22	14,7
Educational level		
High school	75	50
University	42	28
Secondary school	21	14
Primary school	12	8
Country of origin		
Albania	39	26
Bulgaria	24	22,2
Afghanistan	3	2
Somalia	2	1,3
Ghana	1	0,6
Gambia	1	0,6
Sudan	8	5,3
Nigeria	1	0,6
Cameroon	8	5,3
Pakistan	20	14,3
Congo	1	0,6
Uganda	1	0,6
Iraq	2	1,3
India	11	7,3

Egypt	12	8
Years of living in Greece		
21+	60	40,2
11-20	36	23,4
6-10	22	14,7
2-5	17	11,4
Less than 1	12	8,2
One	3	2,1
Number of parents who had graduated from school or university in Greece		
Have not graduated	144	96
Have graduated	6	4
Professional situation		
Employed	104	69,3
Unemployed	46	30,7
Financial situation		
Very bad	29	19,3
Bad	65	43,4
Moderate	56	37,3
Family situation		
Married	135	90
Unmarried	15	10
Number of children		
Two	131	87,3
One	15	10
Three	4	2,7
Children who went in Greek schools		
Yes	105	70
No but I want	40	26,7
No	4	2,7
No but I would not want	1	0,6

Table 3. Frequencies of socio-demographic differences in the sample of parents with children with special educational needs

Parents with children with special educational needs		
Social category	N	%
Sex		
Male	81	54
Female	69	46
Age		
18-29	19	12,6
30-40	48	32
41-50	48	32
51-60	15	10
61+	20	13,4
Educational level		
High school	63	42
University	60	40
Postgraduate	18	12
PhD	9	6
Place of residence		
City	81	54
Island	6	4
Village	12	8
Town	45	30
Province	6	4
Professional status		
Employees	96	64
Unemployed	36	24
Freelancers	18	12
Economic situation		
Very good	21	14
Moderate	84	56
Good	36	24
Bad	9	6
Family situation		
Married	120	80
Divorced	30	20
Total number of children		
One	69	46

Two	63	42
Three	15	10
Four	3	2
Number of children with SEN		
One	150	100
Type of SEN		
Autism	30	20
Down Syndrome	15	10
Dyslexia	87	58
Mental deprivation	18	12
Age of children with SEN		
0-2	27	18
6-8	72	48
12-14	51	34
The first who understood that the child had SEN		
Mother	93	62
Father	45	30
Teacher	12	8

Table 4. Frequencies of socio-demographic differences in the sample of immigrant adults who went in Greek schools

Immigrant adults who went in Greek schools		
Social category	N	%
Sex		
Male	79	52,7
Female	77	47,3
Age		
18-29	41	27,3
30-40	47	31,3

41-50	46	30,7
51-60	16	16,7
Educational level		
Secondary school	63	41
High school	60	40
University	18	12
Postgraduate	9	6
Country of origin		
Albania	91	60,7
Bulgaria	14	9,3
Armenia	14	9,3
Afghanistan	1	0,6
Somalia	11	7,4
Ghana	1	0,6
Gambia	1	0,6
Sudan	9	6,1
Cameroon	1	0,6
Sierra Leone	1	0,6
Pakistan	2	1,5
India	2	1,5
Egypt	1	0,6
Years living in Greece		
11-20	96	64
2-5	36	24
6-10	18	12
Professional status		
Employees	100	66,7
Unemployed	50	33,3
Economic situation		
Very bad	56	37,3
Moderate	43	28,7
Bad	39	26
Good	12	8
Family status		
Unmarried	69	46
Married	63	42
Divorced	18	12

Table 5. Frequencies of socio-demographic differences in the sample of immigrant adults who went in Greek schools

People with special educational needs who went in Greek schools		
Social category	N	%
Sex		
Male	84	56
Female	66	44
Age		
18-29	45	30
30-40	54	36
41-50	51	34
Educational level		
High school	60	40
University	72	48
Postgraduate	18	12
Place of residence		
City	66	44
Village	51	34
Town	33	22
Professional status		
Unemployed	135	90
Employed	15	10
Economic situation		
Good	45	30
Very bad	45	30
Moderate	45	30
Bad	15	10
Family situation		
Single	90	60
Married	51	34
Divorced	9	6

Type of SEN		
Autism	69	46
Hearing problems	18	12
Dyslexia	63	42

Table 6. Frequencies of socio-demographic differences in the sample of native Greek adults

Native Greek adults		
Social category	N	%
Sex		
Male	84	56
Female	66	44
Age		
18-29	39	26
30-40	54	36
41-50	57	38
Educational level		
Postgraduate	12	8
High school	57	38
Technological Educational Institute	45	30
Higher Educational Institution	36	24
Economic situation		
Good	18	12
Bad	57	38
Moderate	45	30
Very bad	30	20
Family situation		
Single	48	32
Married	87	58
Divorced	15	10
Place of residence		
City	27	18
Island	21	14

Province	24	16
Town	63	42
Village	15	10

10.3 Results

Initially, as far as concerned the results of the questionnaire for teachers, 65.3% of teachers (n = 98) said that in the class that taught 0-10% of class students were immigrants. 32.7% of the sample (n = 49) stated that the immigrants in the class were 11-25% and finally 2% (n = 3) said they were 26-40%. At the same time, 46.7% of the teachers (n = 70) considered that children of migrants should go to Greek schools. 22.7% (n = 34) responded moderately, while 30.7% (n = 46) strongly agreed that migrant children should go to Greek schools. As for the teachers' views on whether immigrant children should not be in the classroom with the rest of the children, but must be in specially formed classrooms, the majority of teachers (52%, n = 78) answered that they moderate agreed with this view. 14.7% of the sample (n = 22) agreed a lot, 24% (n = 36) agreed little with this view, while 9.3% (n = 14) disagreed very much with this view. It is worth noting that all teachers (n = 150, 100%) considered that immigrant students face a lot of racism from their peers who are not immigrants. At the same time, 90 teachers (60%) completely disagree with the view that immigrant students are racially treated by some teachers at school, however 60 teachers (40%) responded moderately. Concerning the school performance of immigrant pupils, 34.7% (n = 52) stated that their performance was little poor. 27.3% (n = 41) said "moderate", 30.7% (n = 46) said that the academic performance of immigrant pupils was a lot poor, while only 7.3% (n= 11) stated that they completely

disagreed with this view. In addition, the majority of teachers (47.3%, n = 71) agreed a lot with the view that immigrant pupils tend to do only with other immigrant pupils and not with native pupils. 25.3% (n = 38) said "moderate", 20.7% (n = 31) said they agreed very much, while 6.7% (n = 10) agreed little. At the same time, 65.3% of the sample (n = 98) strongly agreed that immigrant pupils have equal opportunities compared to non-immigrant pupils. 14.7% of teachers (n = 22) completely disagreed, 13.3% (n = 20) agreed a little, and 6.7% (n = 10) agreed very much. Also, 60% of the teachers (n = 90) agreed moderately with the view that attitudes towards immigrant pupils are the same as those towards students with special educational needs. 22.7% (n = 34) agreed a lot with this view, while 17.3% (n = 26) agreed very much.

However, 57.3% of the sample (n = 86) felt very awkward when they taught immigrant pupils. 26.7% of the sample (n = 40) felt moderately awkward when taught immigrant students, while 16% (n = 24) felt very much awkward. It is worth noting that most of the sample (51.3%, n = 77) agreed a little bit with the view that Greek educational policy towards immigrant pupils was very good. 31.3% (n = 47) agreed moderately, while 17.3% (n = 26) completely disagreed. Very important results also arise from teachers' views on whether they help immigrant children adapt to school. 99.3% of the sample (n = 149) said they helped them a lot, and only 0.7% (n = 1) said they helped them moderately. At the same wavelength, there were teachers' responses on whether they treat immigrant children equally with the other students. 99.3% of the sample (n = 149) said they treated them a lot equally, while only 0.7% (n = 1) said they treated them moderately equally. Also, 73.3% of the teachers (n = 110) stated that they strongly disagreed with the view that the presence of immigrant students degrades the functioning of the

education system, while only 26.7% (n=40) stated that they agreed a little with this view.

Moreover, 56% of the sample (n = 84) agreed moderately in the view that immigrant pupils should not exceed a percentage of 30% of pupils in one class. 34.7% (n = 52) were quite agreeable with this view and 9.3% (n = 14) totally agreed. It is noteworthy that 77.3% of teachers (n = 116) tended to be much more lenient when evaluating the work of immigrant pupils and also that 72.9% of teachers (n= 109) stated that they were forced to "reduce" their course level so that immigrant pupils can also attend.

A chi-square test was performed for gender differences and a statistically significant difference was found between the frequencies of male and female teachers who stated that immigrant students are racially treated by some teachers at school ($\chi^2 (4, N = 150) = 29.967, p < .001$; Likelihood ratio = 36.057, $p < .001$; Phi = 0.447). More female Greek teachers (22.8% of male teachers) than male Greek teachers (8.8% of female teachers) stated immigrant students are racially treated by some teachers at school. Another chi-square test was performed and a statistically significant difference was found between the frequencies of male and female teachers who stated that the school performance of immigrant pupils is very poor ($\chi^2 (4, N = 150) = 19.541, p < .001$; Likelihood ratio = 20.580, $p < .001$; Phi = 0.344). More female Greek teachers (31.8% of female teachers) than male Greek teachers (21% of male teachers) stated that the school performance of immigrant pupils is very poor. Also, a statistically significant difference was found between the frequencies of the age groups of teachers who stated that immigrant students are racially treated by some teachers at school ($\chi^2 (12, N = 150) = 96.127, p < .001$; Likelihood ratio = 88.459, $p < .001$; Phi = 0.809). The studied Greek teachers in the age group of 30-40 years old the most

frequently considered (29.9% of them) that immigrant students are racially treated by some teachers at school.

Also, a statistically significant difference was found between the frequencies of the age groups of teachers who stated that the parents of immigrant pupils are very interested in the progress of their child ($\chi^2 (6, N = 150) = 28.772, p < .001$; Likelihood ratio = 30.184, $p < .001$; Phi = 0.438). The studied Greek teachers in the age group of 30-40 years old the most frequently considered (all of them) that the parents of immigrant pupils are very interested in the progress of their child. Another chi-square test was performed and a statistically significant difference was found between the frequencies of teachers with different educational level who stated that immigrant students are racially treated by some teachers at school ($\chi^2 (4, N = 150) = 27.168, p < .001$; Likelihood ratio = 32.226, $p < .001$; Phi = 0.426). More Greek teachers with postgraduate studies (24.3% of them) than Greek teachers with PhD (33.1% of them) stated that immigrant students are racially treated by some teachers at school. A statistically significant difference was found between the frequencies of teachers with different educational level who thought that immigrant students do not have strong internal motivation for learning ($\chi^2 (2, N = 150) = 60.714, p < .001$; Likelihood ratio = 56.360, $p < .001$; Phi = 0.636). More Greek teachers with postgraduate studies (81.8% of them) than Greek teachers with PhD (33.3% of them) stated that immigrant students do not have strong internal motivation for learning. Also, there was a statistically significant difference between the frequencies of the answers of Greek teachers with different economic situation who stated that immigrant students are racially treated by some teachers at school ($\chi^2 (3, N = 150) = 10.284, p < .001$; Likelihood ratio = 11.778, $p < .001$; Phi = 0.207). More Greek teachers in moderate economic situation (66.7% of them) stated that

immigrant students are racially treated by some teachers at school, than the studied Greek teachers in bad (55% of them), good (21% of them) and very good (no one of them) economic situations.

Furthermore, the majority of teachers (89.3%, n = 134) stated that 0-10% of pupils that they were teaching or used to teach, were pupils with special educational needs. Furthermore, most of the sample (57.3%, n = 86) is quite consistent with the view that the attitude of classroom students towards pupils with special needs was positive. In fact, 36% (n = 54) were very much in agreement with this view, while only 6.7% (n = 10) agreed moderately. 88 teachers (58,7%) believed that students with disabilities could well follow the curriculum as do the rest of the students. Moreover, 52% of the sample (n = 78) had helped enough a student with special educational needs to integrate smoothly into the classroom. 41.3% (n = 62) had helped very much, while only 6.7% (n = 10) said he/she had helped moderately. At the same time, 52% of teachers (n = 78) agreed little to the view that pupils with special educational needs should be taught in separate school classes by the other children. 16% of the sample (n = 24) agreed moderately, another 16% (n = 24) agreed a lot, 9.3% (n = 14) completely disagreed, while only 6.7% (n=10) completely agreed with this view. 56% of teachers (n = 84) said that pupils with special educational needs suffered a little racism and contempt from the other students. 27.3% (n = 41) said they totally disagreed with this view, 16% (n = 24) agreed moderately and 0.7% (n = 1) agreed a lot with this view. Also, 41.3% of teachers (n = 62) agreed moderately that rarely pupils with special educational needs were developing friendships with other peers. 32% (n = 48) agreed a little, 16% (n = 24) agreed very much, and 10.7% (n = 16) agreed a lot with this view.

It is noteworthy that 52% of teachers (n=78) said they were a lot flexible in grades of pupils with special educational needs. 41.3% (n=62) said they were very much flexible, and only 6.7% (n=10) were moderately flexible. Furthermore, 49.3% of the sample (n = 74) managed quite effectively situations of disapproval of a child with special educational needs from his / her classmates. 40.7% (n = 61) managed them very much effectively, while 10% (n = 15) managed them moderate effectively. It is also encouraging that 48.7% of teachers (n = 73) quite agreed that he/she could find people he / she could address to support him/her when he/she had a child with special educational needs in the classroom. Finally, 52% of teachers (n=78) agreed a lot with the view that students with special educational needs have the same educational abilities as other children. 41.3% of the sample (n=62) completely agreed with this view, while 6.7% of the sample moderate agreed with this view.

As far as concerned the questionnaire for parents with immigrant children, 30.7% of the sample (n=46) completely disagreed with the view that Greeks were facing them racist. However, 44.7% of the parents (n=67) stated that they agreed a little with this view, 16% (n=24) stated that they moderate agreed, 7.3% (n=11) that agreed a lot and only 1.3% (n=2) stated that they completely agreed with this view. Nevertheless, 61.3% of the parents (n=92) stated that their children suffered a little from xenophobia. 28% of the sample (n=42) declared that their children suffered moderately, and 10.7% (n=16) that their children suffered a lot. Moreover, 57.3% of the sample (n=86) declared that their children wanted a lot to go to a Greek school, and 42.7% (n=64) stated that their children wanted it very much. Furthermore, 53.3% of the sample (n=80) considered that they wanted a lot their children to be treated equally with the other children. 38.7% of the parents (n=58) wanted it

very much, and also, impressive is the fact that 8% of the parents (n=12) disagreed with this view. A Mann-Whitney test indicated that the dependent variable (I want my children to be treated equally with the other children) was greater for women ($Mdn = 82.97$) than for men ($Mdn = 67.62$), $U = 2235.500$, $p < 0.05$. A chi-square test was performed and statistical significance was found between age and the frequency of people who stated that they wanted their children to be treated equally with the other children, $X^2(6, N = 150) = 0.000$, $p = 100.300$.

Moreover, 57.3% of the parents with immigrant children (n=86) stated that teachers were collaborative and they had a lot good communication between them about the progress of the child. With a small percentage difference, follows 42.7% (n=64) that stated that they had a very good communication with the teachers. In addition, 55.3% of the sample (n=83) noted that they agreed a lot with the view that their child had no friendships with his/her Greek classmates. 41.3% of the sample (n=62) agreed very much, while only 3.3% (n=5) agreed moderately. A chi-square test was performed and statistical significance was found between age and the frequency of people who stated that their children didn't have friendships with their Greek classmates, $X^2(6, N = 150) = 0.000$, $p = 93.812$. Furthermore, the overwhelming majority of the sample (80%, n=120) completely disagreed with the view that teachers despised their child. 10% of the parents (n=15) agreed a little, 6.7% of the parents (n=10) agreed moderately, while 3.3% (n=5) agreed very much.

A chi-square test was performed and statistical significance was found between age and the frequency of people who stated that teachers despised their children, $X^2(6, N = 150) = 0.000$, $p = 60.037$. As regards the difficulty of immigrant children attending classes in the Greek school, participants'

answers vary. 28% of the parents (n=42) agreed a little with this view, 22.7% of the parents (n=34) agreed a lot, 21.3% (n=32) disagreed, 17.3% (n=26) moderately agreed, and finally, 10.7% of the sample agreed very much. A Mann-Whitney test indicated that the dependent variable (My child has difficulty attending classes in the Greek school) was greater for men ($Mdn = 91.71$) than for women ($Mdn = 60.14$), $U = 1627.500$, $p < 0.05$. A chi-square test was performed and statistical significance was found between age and the frequency of people who stated that their children had difficulty attending classed in the Greek school, $X^2(12, N = 150) = 0.000$, $p = 63.895$. 54% of the sample (n=81) declared that their child wanted a lot to go to school and develop friendly relationships with his/her classmates, and 46% (n=69) declared that their child wanted it very much. A Mann-Whitney test indicated that the dependent variable (My child wants to go to school and develop friendly relationships with his/her classmates) was greater for man ($Mdn = 81.07$) than for women ($Mdn = 70.22$), $U = 2404.000$, $p < 0.05$.

Also, 62.7% of the sample (n=94) agreed very much with the view that the parents of native children looked at them and their child with contempt, while 37.3% (n=56) agreed a lot. A Mann-Whitney test indicated that the dependent variable (The parents of native children look at me and my child with contempt) was greater for man ($Mdn = 87.06$) than for women ($Mdn = 64.54$), $U = 1966.500$, $p < 0.05$. A chi-square test was performed and statistical significance was found between age and the frequency of people who stated that the parents of native children looked at them and their children with contempt, $X^2(3, N = 150) = 0.000$, $p = 50.179$. 44% of the sample (n=66) felt a little that their child did not have equal rights with the other children. 30.7% of the sample (n=46) believed it very much, 13.3% of the sample (n=20) believed it moderately, 8% (n=12) believed it a lot, and

4% (n=6) didn't believe it at all. In addition, 31.3% of the sample (n=47) agreed a lot with the view that they felt that the Greeks were afraid of them. A Mann-Whitney test indicated that the dependent variable (I feel that the Greeks are afraid of me) was greater for men ($Mdn = 83.19$) than for women ($Mdn = 68.21$), $U = 2249.000$, $p < 0.05$. A chi-square test was performed and statistical significance was found between age and the frequency of people who believed that Greeks were afraid of them, $\chi^2 (12, N = 150) = 0.004$, $p = 29.224$. It is worth noting that the majority of the parents (72%, n=108) agreed a little with the view that they would not want their child to be in the same school class with a child with special educational needs. A chi-square test was performed and statistical significance was found between age and the frequency of people who stated that they wouldn't want their children to be in the same classed with students with special educational needs, $\chi^2 (6, N = 150) = 0.001$, $p = 23.998$.

As far as concerned the questionnaire of parents with children with special educational needs, the majority of the sample (42%, n=63) by diagnosing their child with a special educational need, they felt a little fear, sadness and anxiety. 36% (n=54) of the parents felt very much these feelings, and 22% (n=33) felt moderately these feelings. Moreover, 54% of the parents (n=81) believed a lot that in Greece there were the appropriate facilities for people with disabilities. However, the overwhelming majority of the parents (76%, n=114) agreed very much with the view that very often their child suffered racism and contempt from his/her classmates. 10% of the parents (n=15) moderately agreed with this view, 8% (n=12) agreed a lot with this view, while 6% of the parents (n=9) completely disagreed. Nevertheless, 54% of the sample (n=81) stated that their child had not have difficulty attending the curriculum, while 46% (n=69) stated that they had a little. It is worth noting

that 72% of the parents (n=108) agreed a little with the view that children with special educational needs should be in different school classes with the rest of the children. 16% of the parents (n=24) agreed moderately, 6% (n=9) didn't agree at all, while another 6% (n=9) agreed a lot with this view. In addition, 64.7% of the parents (n=97) considered a lot that their child had developed friendships with his/her classmates at school. 31.3% of the parents (n=47) considered it very much, and 4% (n=6) considered it moderately. Furthermore, 76.7% of the parents (n=115) felt that teachers were little offended when children with special educational needs did not understand the lesson. 12.7% (n=19) felt it moderately, while 10.7% (n=16) didn't felt it at all. Furthermore, encouraging is also the fact that 98% of the parents (n=147) were very much optimistic about their child's future, while only 2% of the parents (n=3) were little optimistic. Nevertheless, the majority of the parents (36%, n=54) stated that they moderately agreed with the view that their child was disturbed because people treated him/her as "disabled" and looked at him/her with regret or sneer. 60% of the parents (n=90) didn't agree at all with the view that they would not want their child to study with a migrant student, but 40% (n=60) agreed little with this view.

As far as concerned the questionnaire of immigrant adults who went to Greek schools, 58% of the sample (n=87) didn't agree at all with the view that Greeks were facing them racist. 30% of the sample (n=45) agreed a little, 2% (n=3) agreed moderately, and 10% (n=15) agreed a lot. Nevertheless, 58% of the participants stated that at school their classmates faced them very much racist and with taunt. 30% of the sample (n=45) agreed little with this view, 10% (n=15) agreed a lot, and 2% (n=3) moderate agreed. Moreover, 51.3% of the sample (n=77) stated that they agreed a lot with the view that at school they did not have many friendships with their classmates. 31.3% (n=47)

agreed little with this view, 7.3% (n=11) agreed moderately, and 10% (n=15) didn't agree at all. It is worth noting that the majority of the immigrant adults (58%, n=87) who went to Greek schools stated that some teachers were little racist towards them. 30% of the participants (n=45) moderate agreed with this view, 10% (n=15) agreed a lot, and only 2% (n=3) didn't agree at all. 64% of the sample (n=96) considered a lot that he/she had equal educational opportunities with the rest of the children. 28% (n=42) considered it very much and 8% (n=12) considered it moderately.

However, 64% of the sample (n=96) weren't delighted at all with the Greek educational policy for immigrant students. In addition, 63.3% of the sample (n=95) agreed a lot with the view that the mother tongue of immigrant pupils must be taught at school. 28.7% (n=43) agreed very much, while 8% (n=12) agreed moderately. The majority of the participants (52.7%, n=79) stated that didn't feel at all that people were looking at them with fear and embarrassment. 31.3% (n=47) felt it a little, 10% (n=15) felt it a lot, and 6% (n=9) felt it moderately. In addition, 50.7% of the sample (n=76) didn't agree at all with the view that he/she would not like in his/her classroom to study with him/her children with special educational needs. Finally, it is worth noting that Cronbach's alpha for immigrant adults who went to Greek schools is 0.866, so the reliability is very strong.

As far as concerned the questionnaire for people with special educational needs in Greek schools, the majority of the sample (40%, n=60), in school he/she was very much faced with racism, mocking and sadness. 20% (n=30) stated that he/she was little faced with them, another 20% (n=30) moderately was faced with them, and another 20% (n=30) was faced with them a lot. A chi-square test was performed and statistical significance was found between educational level and the frequency of people who stated that in school they

were faced with racism, mockery and sadness, $X^2 (6, N = 150) = 0.337$, $p=6.833$. Another chi-square test was performed and statistical significance was found between kind of special educational need and the frequency of people who stated that in school they were faced with racism, mockery and sadness, $X^2 (6, N = 150) = 0.000$, $p=215.558$.

In addition, 67.3% (n=101) stated that at school their teachers supported and helped them a lot understand the lessons. 20% (n=30) agreed very much with this view, and 12.7% (n=19) moderately agreed with it. A chi-square test was performed and statistical significance was found between educational level and the frequency of people who stated that at school teachers supported them and helped them understand the lesson, $X^2 (4, N = 150) = 0.000$, $p=36.928$. Another chi-square test was performed and statistical significance was found between place of residence and the frequency of people who stated that at school their teachers supported them and helped them understand the lesson, $X^2 (4, N = 150) = 0.000$, $p=21.056$. At the same time, statistical significance was found between economic situation and the frequency of people who stated that at school their teachers supported them and helped them understand the lesson, $X^2 (6, N = 150) = 0.006$, $p=18.026$. A Mann-Whitney test indicated that the dependent variable (At school, my teachers supported me and helped me understand the lessons) was greater for women ($Mdn = 93.16$) than for men ($Mdn = 61.63$), $U= 1606.500$, $p < 0.05$. Moreover, 50% of the participants (n=75) agreed little with the view that at school, he/she sometimes struggled to understand and attend the lesson. 28% (n=42) agreed very much, 12% (n=18) agreed moderately, 6% (n=9) agreed a lot, while 4% (n=6) didn't agree at all. A chi-square test was performed and statistical significance was found between age and the frequency of people who stated that at school they sometimes struggled to understand the lesson,

$X^2(8, N = 150) = 0.002, p=24.023$. Another chi-square test was performed and statistical significance was found between educational level and the frequency of people who stated that at school sometimes they struggled to attend and understand the lesson, $X^2(8, N = 150) = 0.000, p=32.587$. In addition, statistical significance was found between place of residence and the frequency of people who stated that at school they sometimes struggled to attend and understand the lesson, $X^2(8, N = 150) = 0.000, p=67.069$. Another chi-square test was performed and statistical significance was found between economic situation and the frequency of people who stated that at school they sometimes struggled to attend and understand the lesson, $X^2(12, N = 150) = 0.000, p=59.733$, as well as between family situation and the frequency of people who stated that school sometimes they had struggled to attend and understand the lesson, $X^2(8, N = 150) = 0.001, p=25.405$.

Regarding the friendships with peers, 67.3% (n=101) agreed a lot with this view, 20% (n=30) agreed very much and 12.7% (n=19) moderately agreed. A Mann-Whitney test indicated that the dependent variable (At school I had friendships with my peers) was greater for women ($Mdn = 93.16$) than for men ($Mdn = 61.63$), $U= 1606.500, p < 0.05$. Also, a Mann-Whitney test indicated that the dependent variable (I have many friends) was greater for women ($Mdn = 93.16$) than for men ($Mdn = 61.63$), $U= 1606.500, p < 0.05$. A large amount of people with special educational needs in Greek schools (67.3%, n=101) agreed a lot with the view that their parents were saddened when their classmates were bad against them at school. A Mann-Whitney test indicated that the dependent variable (My parents were saddened when my classmates were bad against me at school) was greater for women ($Mdn = 93.16$) than for men ($Mdn = 61.63$), $U= 1606.500, p < 0.05$.

Moreover, the majority of the sample (52.7%, n=79) agreed a lot with the view that they felt that they had equal educational abilities with the rest of the children. 34.7% (n=52) agreed very much, while only 12.7% (n=19) agreed moderately. A Mann-Whitney test indicated that the dependent variable (I feel that I have equal educational abilities with the rest of the children) was greater for women ($Mdn = 92.75$) than for men ($Mdn = 61.95$), $U = 1633.500$, $p < 0.05$. However, 66% of the sample (n=99) felt a little that at school their teachers put them good marks because they had special educational needs. A Mann-Whitney test indicated that the dependent variable (I feel that at school my teachers put me good marks because I have special educational needs) was greater for women ($Mdn = 88.86$) than for men ($Mdn = 65.00$), $U = 1890.000$, $p < 0.05$. Also, a Mann-Whitney test indicated that the dependent variable (I believe that in Greece there are adequate facilities for pupils with special educational difficulties) was greater for women ($Mdn = 91.68$) than for men ($Mdn = 62.79$), $U = 1704.000$, $p < 0.05$.

Also, it is worth noting that 52.7% of the sample (n=79) considered that people appreciated him/her a lot. 34.7% (n=52) considered that people appreciated him/her very much and finally 12.7 % (n=19) considered that people appreciated him/her moderately. Also, a chi-square test was performed and statistical significance was found between educational level and the frequency of people who stated that people appreciated them, $X^2(4, N = 150) = 0.001$, $p = 17.674$, as well as between kind of special educational need and the frequency of people who stated that people appreciated them, $X^2(4, N = 150) = 0.025$, $p = 11.106$. A Mann-Whitney test indicated that the dependent variable (People appreciate me) was greater for women ($Mdn = 92.75$) than for men ($Mdn = 61.95$), $U = 1633.500$, $p < 0.05$. Also, a Mann-Whitney test indicated that the dependent variable (I am happy with my

school years) was greater for women ($Mdn = 92.75$) than for men ($Mdn = 61.95$), $U = 1633.500$, $p < 0.05$. Regarding the views of people with special educational needs in Greek schools for immigrant students, the majority of the sample (52.7%, $n=79$) agreed a lot with the view that they didn't have a problem at school to sit on the same desk with an immigrant student. 34.7% ($n=52$) agreed very much, while 12.7% ($n=19$) agreed moderately. A Mann-Whitney test indicated that the dependent variable (I did not have a problem at school to sit on the same desk with an immigrant student) was greater for women ($Mdn = 92.75$) than for men ($Mdn = 61.95$), $U = 1633.500$, $p < 0.05$. Also, a Mann-Whitney test indicated that the dependent variable (I think immigrant pupils have the same educational abilities as me) was greater for women ($Mdn = 92.75$) than for men ($Mdn = 61.95$), $U = 1633.500$, $p < 0.05$. Finally, Cronbach's alpha for people with special educational needs in Greek schools is 0.935, so the questions are absolutely reliable.

As far as concerned the questionnaire for native adults without special educational needs, 50% the sample ($n=75$) believed a lot that the existence of immigrants in Greece was responsible for its poor financial situation. Furthermore, 50% of the sample ($n=75$) agreed a lot with the view that immigrant pupils should also be included in Greek schools. 26% ($n=39$) agreed a lot with this view, while 24% ($n=36$) agreed moderately with this view. 40% of the sample ($n=60$) didn't agree at all with the view that immigrant pupils must be in specially formed school classes and not with native children. However, 38% ($n=57$) agreed little with this view, 14% ($n=21$) agreed moderately, and 8% ($n=12$) agreed very much. In addition, the majority of the sample (52%, $n=78$) didn't agree at all with the view that he/she didn't want to sit in the same desk with an immigrant student. 44% ($n=66$) agreed little, and 4% ($n=6$) agreed moderately. 52% of the sample

(n=78) didn't agree at all with the view that immigrant students downgraded the level of the lesson. 44% (n=66) agreed little, while 4% (n=6) agreed moderately. In addition, all the participants (100%, n=150) thought a lot that their classmates would be kidding of them if they were friends with an immigrant student. 52% of the sample (n=78) didn't feel at all sorry for the immigrants. 44% (n=66) felt little sorry, and only 4% (n=6) felt very much sorry.

Moreover, 42.7% of the participants (n=64) agreed a lot with the view that all children, independently of their origin and religion, must be educated equally. 38.7% (n=58) agreed very much, while 18.7% (n=28) agreed moderately. In addition, 38% of the sample (n=57) didn't agree at all with the view that they would not want to see an immigrant student be a standard bearer. However, 22% (n=33) agreed little, 20.7% (n=31) agreed moderately, and 19.3% (n=29) agreed very much. Also, it is worth noting that 66% (n=99) had little friends with special needs, whereas 34% (n=51) didn't have at all. In addition, the majority of the sample (41.3%, n=62) felt a little sorry for people with disabilities, 35.3% (n=62) didn't feel sorry at all, 17.3% (n=26) felt moderate sorry, and 6% (n=9) felt a lot sorry. Furthermore, 68% of the sample (n=102) at school didn't have at all friendships with pupils with special educational needs, while 32% (n=48) had little of them.

Very important is the fact that 44% of the sample (n=66) agreed little with the view that he/she would sit on the same desk with a student with special educational needs. Nevertheless, it's impressive that all the participants (n=150, 100%) didn't agree at all that students with special educational needs were usually subjects of pity or mockery. As far as concerned teachers' attitudes, the majority of the participants (68%, n=102) agreed very much with the view that their teachers encouraged them to socialize with children

with special needs, while 32% (n=48) agreed a lot. 68% of the sample (n=102) would like very much to see as a standard bearer, a pupil with special educational needs, and 32% (n=48) would like it a lot. In addition, 46% of the sample (n=69) agreed a lot with the view that having a friend that people called him/her "mentally retarded" made him/her ashamed. Moreover, the majority of the participants (86.7%, n=130) agreed very much with the view that students with special educational needs should be taught in specially organized classes and not classes with children without special educational needs. 6.7% (n=10) agreed moderately with this view, 4% (n=6) agreed a lot with this view, and 2.7% (n=4) agreed little. Finally, it is worth noting that Cronbach's alpha for native adults without special educational needs is 0.807, so there is strong reliability.

A chi-square test was performed for gender differences and a statistically significant difference was found between the frequencies of male and female native Greek adults who stated that they believed that the existence of immigrants in Greece is responsible for its poor financial situation ($\chi^2 (2, N = 150) = 41.671, p < .005$; Likelihood ratio = 44.444, $p < .005$; Linear-by-Linear Association = 5.729). More female (14.0% of female native Greek adults) than male (12.0% of male native Greek adults) stated that they agreed very much with the view that the existence of immigrants in Greece is responsible for its poor financial situation. Also, it is worth noting that there was significant difference in the scores for male native Greek adults who believed that the existence of immigrants in Greece is responsible for its poor financial situation ($M = 4.14, SD = 0.51$) and female native Greek adults who believed that the existence of immigrants in Greece is responsible for its poor financial situation ($M = 3.86, SD = 0.87$); $t (148) = 2.43, p = 0.016$. In order to investigate whether replies to the questions differ between genders, a

Mann-Whitney U was conducted. This non-parametric test was chosen, since the variables are ordinal (5-grade-scale). A Mann-Whitney test indicated that the dependent variable (I believe that the existence of immigrants in Greece is responsible for its poor financial situation) was greater for men ($Mdn = 82.25$) than for women ($Mdn = 66.91$), $U = 2205.000$, $p = 0.019$. A chi-square test was performed and statistically significant difference was found between the frequencies of male and female native Greek adults who stated that they didn't agree at all with the view that immigrant pupils must be in specially formed school classes and not with native children ($\chi^2 (3, N = 150) = 8.144$, $p < .005$; Likelihood ratio = 8.297, $p < .005$; Linear-by-Linear Association = 5.020). More male (28.0% of male native Greek adults) than female (12.0% of female native Greek adults) stated that they didn't agree at all with the view that immigrant pupils must be in specially formed school classes and not with native children. In addition, significant difference was found in the scores for female native Greek adults who stated that immigrant pupils must be in specially formed school classes and not with native children ($M = 2.09$, $SD = 0.90$) and male native Greek adults who stated that immigrant pupils must be in specially formed school classes and not with native children ($M = 1.75$, $SD = 0.91$); $t (148) = 2.27$, $p = 0.025$. Furthermore, a Mann-Whitney test indicated that the dependent variable (Immigrant pupils must be in specially formed school classes and not with native children) was greater for women ($Mdn = 85.18$) than for men ($Mdn = 67.89$), $U = 2133.000$, $p = 0.010$. Also, statistically significant difference was found between the frequencies of the age groups of native Greek adults who stated that they were delighted with the Greek educational policy for immigrant students ($\chi^2 (4, N = 150) = 39.748$, $p < .005$; Likelihood ratio = 43.171, $p < .005$; Linear-by-Linear Association = 11.054). The studied native Greek adults in the age group of 30-40 years old the most frequently (18.7% of them) delighted with

the Greek educational policy for immigrant students. Moreover, statistically significant difference was found between the frequencies of the age groups of native Greek adults who stated that immigrant pupils must be in specially formed school classes and not with native children ($\chi^2 (6, N = 150) = 86.247, p < .005$; Likelihood ratio = 102.552, $p < .005$; Linear-by-Linear Association = 38.775). The studied native Greek adults in the age group of 18-29 years old the least frequently considered (none of them) that immigrant pupils must be in specially formed school classes and not with native children. Another chi-square test was performed and a statistically significant difference was found between the frequencies of native Greek adults with different educational level who stated that they believed that the existence of immigrants in Greece is responsible for its poor financial situation ($\chi^2 (6, N = 150) = 57.652, p < .005$; Likelihood ratio = 62.483, $p < .005$; Linear-by-Linear Association = 12.139). More native Greek adults who were graduates from higher educational institution (14.0% of them) stated that they believed that the existence of immigrants in Greece is responsible for its poor financial situation. A statistically significant difference was found between the frequencies of native Greek adults with different educational level who stated that immigrants must be obliged to learn the Greek language, history and culture ($\chi^2 (6, N = 150) = 35.120, p < .005$; Likelihood ratio = 40.592, $p < .005$; Linear-by-Linear Association = 9.837). More native Greek adults who were graduates from technological educational institutes (4.0% of them) stated that immigrants must be obliged to learn the Greek language, history and culture.

In addition, a statistically significant difference between the frequencies of the answers of native Greek adults with different economic situation who stated that immigrant pupils must be in specially formed school classes and

not with native children ($\chi^2 (9, N = 150) = 49.550, p < .005$; Likelihood ratio = 58.790, $p < .005$; Linear-by-Linear Association = 13.205). Native Greek adults in bad economic situation (16.0% of them) tended to believe least that immigrant pupils must be in specially formed school classes and not with native children than the studied native Greek adults in good (12.0% of them), moderate (10.0% of them) and very bad (3.0% of them) economic situations. A statistically significant difference was found between the frequencies of the answers of native Greek adults with different family situation who stated that they did not want to sit in the same desk with an immigrant student ($\chi^2 (4, N = 150) = 21.956, p < 0.05$; Likelihood ratio = 21.095, $p < 0.05$; Linear-by-Linear Association = 1.440). The married native Greek adults (26.0% of them) least frequently than single (20.0% of them) and divorced (6.0% of them) native Greek adults stated that they didn't want to sit in the same desk with an immigrant student. Also, a statistically significant difference was found between the frequencies of the answers of native Greek adults with different place of residence who stated that they were delighted with the Greek educational policy for immigrant students ($\chi^2 (8, N = 150) = 32.866, p < 0.05$; Likelihood ratio = 35.694, $p < 0.05$; Linear-by-Linear Association = 2.257). The native Greek adults who lived in town (15.3% of them) more frequently were delighted with the Greek educational policy for immigrant students than the native Greek adults who lived in cities (1.3% of them), in islands (4.7% of them), in provinces (10.7% of them) and in villages (6.7% of them).

10.4 Discussion

Based on the research results, all the hypotheses were confirmed. According to the first research case, the social attitudes towards migrant students and pupils with special educational needs would be different and social attitudes towards migrant students would be more negative than social attitudes towards pupils with special educational needs. This research case is confirmed. Although there are many similarities between perceptions towards migrant students and pupils with special educational needs, in general social perceptions are different and more negative towards immigrant pupils. Migrant pupils become more often objects of racism, prejudice, mockery, harassment and xenophobia. This is also confirmed by the fact that few migrants who went to Greek schools stated that they had developed friendships - and especially native ones - within the school space. Also, few natives without special educational needs stated that they would not have trouble sitting in the same room as a migrant student, while at the same time it was found that the parents of several non-immigrant pupils looked at them with suspicion and racism. The opposite was specifically found for pupils with special educational needs. It was also found that natives without special educational needs would like to see as a pupil a student with special educational needs, but not a migrant student. In addition, people with special educational needs who went in Greek schools seemed happier with their school years, in comparison with adult migrants who went in Greek schools. In conclusion, surely research has revealed that both migrant students and pupils with special educational needs suffer racism, especially from their classmates, but racism is more pronounced towards immigrant pupils (Table 7 and 8).

Table 7. Attitudes and views towards immigrant students

Attitudes and views towards immigrant students	
More positive	More negative
Male teachers, at 30-40 years old, with postgraduate studies, good economic situation, who were married with one child, lived in town, teaching history in lyceums for 6-10 years	Female teachers, at 51-60 years old, with PhD, bad economic situation, who were divorced with no child, lived in province, teaching literature for 21-30 years at secondary schools
Female parents with children with SEN, at 30-40 years old, who graduated from university, lived in the city, were employees, with very good economic situation, were married with 3 children, they had a child with mental deprivation at 12-14 years old and mother was the first who understand that the child had SEN	Male parents with children with SEN, at 61+ years old, who graduated from high school, lived in island, were freelancers, in bad economic situation, divorced with one child at the age of 6-8 years old who had Down Syndrome, and the teacher was the first who understand that the child had SEN
Males with SEN who went in Greek schools, who were 18-29 years old, with postgraduate studies, lived in town, were unemployed, in very bad economic situation, single, and had hearing problems	Females with SEN who went in Greek schools, who were 41-50 years old, were high school graduates, lived in village, were employed, in moderate economic situation, divorced, and had dyslexia
Female native Greeks without SEN, at the age of 18-29 years old, who graduated from Technological Educational Institute, were in moderate economic situation, single and lived in the city	Male native Greeks without SEN, who were 41-50 years old, graduated from high school, were in very bad economic situation, married and lived in province

Table 8. Attitudes and views towards students with special educational needs

Attitudes and views towards students with SEN	
More positive	More negative
Female teachers, at 41-50 years old, with postgraduate studies, moderate economic situation, who were married with three children, lived in town, teaching literature in primary schools for 11-20 years	Male teachers, at 51-60 years old, with PhD, bad economic situation, who were single with no child, lived in village, Greek language for 21-30 years at lyceums
Female parents with immigrant children, who were 18-29 years old, were university graduates, were from Albania, living in Greece for 11-20 years, have not graduated from school or university in Greece, were employed, in moderate economic situation, married with 2 children	Male parents with immigrant children, who were 51-60 years old, graduated from primary school, were from Bulgaria, lived in Greece for 21+ years, have not graduated from school or university in Greece, were unemployed, in very bad economic situation, unmarried with one child
Male immigrants who went in Greek schools, at the age of 18-20 years old, were university graduates, were from Albania, lived in Greece for 6-10 years, were unemployed, in moderate economic situation and unmarried	Female immigrants who went in Greek schools, were 51-60 years old, graduated from high school, were from Bulgaria, lived in Greece for 11-20 years, were employed, in good economic situation and married
Female native Greeks without SEN, at the age of 18-29 years old, with postgraduate studies, were in moderate economic situation, single and lived in town	Male native Greeks without SEN, who were 41-50 years old, graduated from Higher Educational Institute, were in bad economic situation, married and lived in village

The second research case was the following: Greek teachers, parents with immigrant children with special educational needs, native adults without special educational needs, and former students would be different in their attitudes towards immigrant pupils and pupils with special educational needs. This is confirmed. Certainly, of course, there are many similarities between the views of the groups, but in general their views are different. This is mainly confirmed by the views of the teachers. Greek teachers have ambivalent attitudes towards immigrant pupils and pupils with special educational needs because Greek teachers believe that students with special educational needs and migrant students do not have equal opportunities compared to other students; Greek teachers prefer immigrant pupils and students with special educational needs to form special classes because of their poor academic success and linguistic difficulties; Greek teachers feel embarrassed when they teach children with disabilities or migrant pupils; Greek teachers compassionate the students with special educational needs and immigrant pupils for the negative attitude expressed by their other peers (non-immigrants, without special educational needs), as well as by the parents of other children and by some other teachers at school; Greek teachers recognize that the Greek education policy does not respect diversity. The parents with immigrant children, the parents of pupils with special educational needs, the immigrant adults who went to Greek schools, and the former students with special educational needs in Greek schools, express positive attitudes towards immigrant students and students with special educational needs. However, the attitudes of native Greeks without special educational needs towards immigrant students and students with special educational needs were (more negative towards immigrant students than towards students with special educational needs, because they believe that the

existence of immigrants in Greece is responsible for its poor financial situation), and they believe that immigrant students and students with special educational needs lower the level of the lesson.

Finally, the third research case was: Native Greeks without educational needs aim to prevent communication with immigrant pupils and to encourage communication with pupils with special educational needs. And this hypothesis is confirmed. It has been found that the longer practice of effective communication between Greek teachers and parents of pupils with special educational needs is prevalent, as well as worsened communication between Greek immigrants who do not speak well Greek language. Although the Greek teachers recognize that parents of migrant pupils are interested in the progress of their children, they consider that parents of pupils with special educational needs are more interested in, and on the other hand have a better relationship with the latter, and often communicate about the progress and development with the child, which is not the case with the parents of immigrant pupils. Moreover, native Greeks without educational needs are more likely to develop friendly relations with people with special educational needs than with immigrants.

CONCLUSIONS

Based on the survey conducted, it was found that social attitudes towards immigrant pupils and pupils with special educational needs, although having a great deal of similarities, differ as negative emotions are more pronounced for immigrant pupils. It is also worrying that although most of the

respondents thought they were not racists, it was actually. This also reflects the general view prevailing in Greece that a person is not a racist but would not want his child to engage with immigrants, people with disabilities, neither with other people, nor with any foreigner, nor with anyone representing «the different». In short, they are not racist, as long as they do not happen to them.

In addition, with regard to people with special educational needs, these are the subject of ridicule and especially of regret, but native Greeks without educational needs are more receptive to communicating with them. This is confirmed by the attitudes of Greek teachers, who have - to a large extent - good relations with the parents of children with special educational needs and cooperate for the development and progress of the child. This does not in the case with the parents of immigrant pupils.

In conclusion, it was found that social attitudes towards migrant pupils and pupils with special educational needs, although very similar, are not the same as the social attitudes towards immigrant pupils are more negative. There is racism, xenophobia, suspicion and marginalization, which sometimes comes also from teachers.

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