

SELF EFFICACY FOR TEACHERS OF AUTISTIC STUDENTS AND ITS RELATIONSHIP WITH THEIR ATTITUDES TOWARDS THOSE STUDENTS

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Abstract- Current research aims to identify the nature of the relationship between self-efficacy and attitudes toward students with autism among teachers of these students, As well as to identify the different of self-efficacy and attitudes among these teachers according to chronological age, educational level, years of experience, severity of disability among students, and participating in training sessions on autism. The research sample consisted of (60) teachers of students with autism. Two measures about self-efficacy and attitudes was used. The results of the study revealed that: 1- The most effective dimension of self-efficacy is personal self-efficacy followed after the general self-efficacy, 2- The Most positive dimension of teachers attitudes is accepting the teaching of students with autism followed after the attitudes towards inclusion, the attitude towards impact of behavioral problems, and the attitudes towards providing aids, 3- There were a statistically significant positive correlation between the scores of teachers of students with autism in the scale of the self-efficacy, and scores in the scale of attitudes, 4- there were a statistically significant differences between the mean scores of teachers of students with autism in the scale of self-efficacy, according to both: chronological age, educational level, years of experience, severity of disability among students, and participating in training sessions on autism, 5- there were a statistically significant differences between the mean scores of teachers of students with autism in the scale of attitudes, according to both: chronological age, educational level, years of experience, severity of disability among students, and participating in training sessions on autism.