

## Self-Efficacy: Readiness of Teachers in Inclusive Schools

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### ABSTRACT

Inclusive education involves ensuring that all students, including those with disabilities, have access to and participate fully in their educational environment as a fundamental right. Central to this is the concept of teacher self-efficacy, which refers to a teacher's belief in their ability to effectively instruct diverse learners. Teachers with high self-efficacy are more likely to approach disabilities with a positive and inclusive mindset, whereas those with lower self-efficacy often demonstrate less inclusive attitudes. This study aimed to assess whether teachers in inclusive primary schools possess the self-efficacy needed to effectively teach students with disabilities. A descriptive and quantitative methodology was employed, involving all 40 teachers within the study. Findings revealed that teachers in inclusive elementary schools tend to exhibit lower self-efficacy when addressing disabilities outside their area of expertise. Across various self-efficacy dimensions—such as inclusive teaching, collaboration, and behavior management—teachers were generally rated as moderate, regardless of the extent of direct interaction with students with disabilities. The results indicate a need for targeted professional development and training to enhance teachers' ability to support students with disabilities more effectively.

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## 1. INTRODUCTION

Disabilities students are students with intellectual, physical, and social-emotional disabilities. Education for Individuals with Special Educational Needs (EPSEN) explains that disabilities are those who have physical, sensory, mental, and learning disabilities or other conditions that make them different from others (National Council for Special Education, 2014). (Westwood, 2011) also defines disabilities as individuals with physical, emotional, social, environmental, and family-related problems, and behavioral development. All students have different strengths, personalities, and experiences that have different effects and different ways of meeting needs. One need for disabilities is education.

In Indonesia, the right of disabilities to education is stipulated in the The Law of the National Education System. 20 of 2003 of the Republic of Indonesia and, that is, education is organized in a democratic and equal and non-discriminatory manner, protecting human rights, religious values, cultural values, and national diversity. This is also confirmed by the Law of the Republic of Indonesia on Persons with Disabilities. 8 of 2016, according to which the right of persons with disabilities to education includes

the right to receive quality education in educational institutions of all types, directions, and levels education in an inclusive and special way and receive appropriate housing as students.

Inclusive education encompasses all areas of acceptance and participation for disabilities in the realization of fundamental rights. The term "inclusive education" refers to educational reform that highlights non-discriminatory attitudes, the fight for equal rights and opportunities, justice, expansion of education for all, improved quality of life, and strategic steps in acquiring compulsory education (Ilahi, 2013). (Forlin, 2014) explains that the goals of inclusive education are to provide learning opportunities for everyone, to participate in the learning activities of regular schools and classes, and to have a program that essentially corresponds to the curriculum that can be modified and changed if necessary.

Teachers have a very important role in achieving the success of education implementation. In general (Husien, 2017; Ni'matuzahroh & Nurhamida, 2016) explain that the role of the teacher is not only as a teacher who delivers subject matter but also as a coach, counselor, learning manager, and the teacher also instills attitudes and values in students who are learning so that learning objectives are achieved and the needs of disabilities can be met. Furthermore, (Fathurrohman & Suryana, 2012) state that teachers are the spearhead in the learning process because it is the teachers who interact directly with students in the classroom. Basically, teachers in inclusive schools are required to be more creative and competitive in managing the classroom, so teachers must have adequate abilities to optimize learning. Teachers must be able to facilitate learning based on knowledge, attitudes, skills and motivation.

Teachers' knowledge and ability to handle learners need to be trained in order to provide learning that suits the learners' conditions interactively. Teachers need readiness both mentally and physically. Readiness is needed because it will concern the credibility and professionalism of a teacher, so teachers must have academic readiness and competence in teaching. Teachers must also have confidence in their own abilities (self-efficacy) in teaching (Wiyarsi, Hendayana, Firman, & Anwar, 2014).

Self-efficacy refers to the conviction that one can perform certain tasks effectively. According to (Bandura, 1997) self-efficacy is the concept of how competent an individual should be in any given situation. Self-efficacy, an internal quality, can be determined internally and predictably by behavior and reactions (Friedman & Schustack, 2016). Self-efficacy is not only about making choices and taking steps, but also about producing actions that can impact one's life, such as their opinions on subjects like teaching. Teachers' instructional self-efficacy is based on their conviction in supporting students to learn.

Teacher self-efficacy plays a critical role in educational practice. Teachers with high self-efficacy are more likely to design challenging activities, support student success, and persist in helping learners with difficulties. In contrast, those with low self-efficacy may avoid planning activities they perceive as beyond their capabilities, struggle to persist with students facing learning challenges, and experience increased stress (Schunk, 2012). Research by Kim and Seo (2018) and Zee and Koomen (2016) highlights that teacher self-efficacy is positively correlated with various factors, including student learning adjustment, classroom management practices, teacher behavior, and overall job satisfaction and commitment. Additionally, Künsting, Neuber, and Lipowsky (2016) identify teacher self-efficacy as a key predictor of improved learning quality, optimism, and engagement. Šafránková and Hrbáčková (2016) further emphasize that teacher self-efficacy significantly influences both teacher behavior and the overall effectiveness of the educational process. Given this context, examining teacher self-efficacy in inclusive school settings is crucial, as teachers with higher self-efficacy are more likely to confidently teach students with disabilities and manage the learning environment effectively. This study aims to explore the level of teacher self-efficacy in teaching students with disabilities in inclusive schools.

## 2. METHODS

A quantitative survey approach was employed in this study to gather data systematically and quantify the levels of teacher self-efficacy in inclusive education settings. According to Creswell (2015), survey research is particularly effective for obtaining descriptive insights into the attitudes, opinions, behaviors, or characteristics of a population, which aligns with the aim of this study. The research was conducted in an Inclusive Elementary School, targeting all teachers as the population. Given that the total

number of teachers was 40, the Total Sampling technique was applied. As noted by Sugiyono (2017), total sampling is appropriate when the population is small (less than 100), allowing for a comprehensive analysis of the entire group. Thus, the sample for this study included all 40 teachers, ensuring that the findings are representative of the population.

Data were collected using a structured questionnaire, which is a reliable method for gathering standardized information from respondents (Yusuf, 2016). The questionnaire consisted of a series of statements aimed at assessing teacher self-efficacy, to which respondents provided written responses. To measure the self-efficacy levels, the study utilized a Likert scale with five response options: Very Unsure (VU), Not Sure (NS), Less Sure (LS), Sure (S), and Very Sure (VS). This scale, commonly used in educational research, captures the degree of agreement or confidence among participants regarding specific statements.

The survey items were adapted from the Teacher Efficacy for Inclusive Practice (TEIP) scale developed by Sharma, Loreman, and Forlin (2012), which was modified to suit the specific context of this study. The TEIP scale is a well-established instrument for assessing teacher efficacy in inclusive settings and has been validated in various educational contexts.

For data analysis, descriptive statistics were employed to summarize and depict the distribution of responses without making inferential claims (Sugiyono, 2017). The use of descriptive statistics allows for a clear presentation of the overall levels of teacher self-efficacy within the sample. The analysis involved calculating the ideal mean (Mi) and ideal standard deviation (SDi) to classify the data into meaningful categories (Azwar, 2012). These statistical tools help in organizing the findings into interpretable results, providing a comprehensive overview of teacher self-efficacy in inclusive education contexts.

### 3. FINDINGS AND DISCUSSION

This study is survey research that aims to determine teacher self-efficacy in terms of four aspects, namely overall self-efficacy, self-efficacy based on interactions with disabilities, self-efficacy based on sub-constructs (Inclusive Instruction, Collaboration, and Behavioral Management), and self-efficacy based on interactions with disabilities in terms of sub-constructs. The research is about 40 respondents in an inclusive elementary school. The research data were obtained from the Teacher Efficacy for Inclusive Practice (TEIP) scale instrument. A descriptive analysis of the results of self-efficacy is described in accordance with the studies that have been conducted. The descriptive analysis is described in the form of a self-efficacy rubric based on the categories that have been grouped. The self-efficacy analysis rubric and teacher self-efficacy sub-constructs are described in Table 1 and 2.

**Table 1.** Self-efficacy rubric

Category	Self-efficacy
<b>Higher</b>	Teachers are confident that they can implement inclusive teaching, collaboration, and behavior management.
<b>Medium</b>	Teachers are not confident that they can implement inclusive teaching, collaboration, and behavior management.
<b>Lower</b>	Teachers are not confident that they can implement inclusive teaching, collaboration, and behavior management.

**Table 2.** Teacher self-efficacy sub-construct rubric

Category Sub- Contract	Inclusive Instruction	Collaboration	Managing Behavior
<b>Higher</b>	Teachers are sure that they can employ diverse learning methods, assess students' abilities, design educational resources and assignments that are appropriate for all individuals..	Teachers are capable of collaborating with others on inclusive education policies and disabilities, while also taking an active role in engaging parents, colleagues, and support professionals in school and learning.	Teachers possess the courage to handle aggressive students, identify and manage disruptive behavior in the classroom, and maintain a disciplined atmosphere within school premises..
<b>Medium</b>	Teachers are unconvinced about the effectiveness of inclusive learning approaches, diverse evaluation techniques, and customized learning resources and tasks for all students.	There is uncertainty among teachers regarding inclusive policies for sharing disabilities and involving parents, colleagues or support professionals in school and learning.	Educators are incapable of handling aggressive students, cannot intervene in the classroom, and mistreat pupils or create a disciplined atmosphere in school.
<b>Lower</b>	The educators are uncertain about the appropriateness of using inclusive learning approaches, utilizing diverse assessment methods, and creating learning resources and tasks that are suitable for all students..	The lack of confidence among teachers in discussing inclusive education policies and disabilities is reflected in their unwillingness to involve parents, colleagues, and support professionals in the process of schooling..	Instructors are unable to handle aggressive students, nor are they equipped to prevent disruptive behavior in the classroom or identify it, neither to teach nor to maintain a disciplined school atmosphere.

Teacher self-efficacy scores are obtained in the form of interval data. Interval data was obtained from 40 respondents who filled out the questionnaire. A summary description of the results of teacher self-efficacy in general is outlined in Table 3.

**Table 3.** Self-efficacy of Teachers

Sub-Construct					Interaction				No Interaction			
	U	II	C	MB	U	II	C	MB	U	II	C	MB
Mean	61	20	20	20	61	20	20	20	61	20	20	20
Standard Deviation	14	5	5	5	14	5	5	5	14	5	5	5
Minimum Score	21	5	5	5	21	5	5	5	21	5	5	5
Maximum Score	105	35	35	35	105	35	35	35	105	35	35	35

Description: U: Overall, II: Inclusive Instruction, C: Collaboration, MB: Managing Behavior, Interaction: Direct Interaction with disabilities, No Interaction: No Direct Interaction with disabilities

### 3.1 Self-efficacy of Teacher

Self-efficacy's level of the inclusive elementary teachers is characterized in Figure 1 using data processing outcomes from the research instruments.

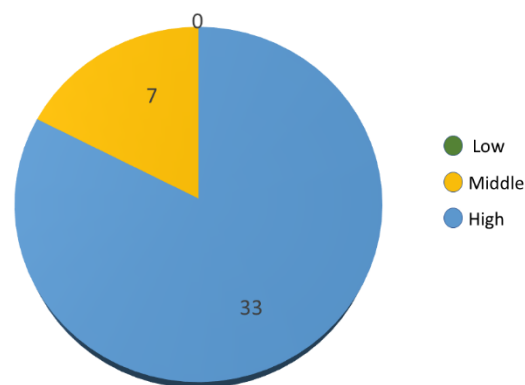


Figure 1. Teacher self-efficacy

Self-efficacy’s level of teachers in inclusive elementary schools is in the medium categories, namely 82.5% of the 40 teachers who were research respondents. 7.5% of teachers are in the higher categories. There are no teachers who have self-efficacy in the lower categories. This illustrates that the teachers do not have confidence that they can implement Inclusive Instruction, Collaboration, and Behavioral Management.

### 3.2 Teachers Self-efficacy on Interaction with Disabilities

The data analysis of research instruments provides a detailed overview of teacher self-efficacy levels in inclusive elementary settings, specifically in relation to their interactions with students with disabilities, as illustrated in Figure 2. According to Figure 2, 18 teachers have direct interactions with students with disabilities, while 22 teachers do not. Among the teachers who engage directly with these students, 73% demonstrate a medium level of self-efficacy, and 27% fall into the high self-efficacy category. Conversely, for teachers who do not have direct interactions with students with disabilities, 91% exhibit a medium level of self-efficacy, with only 9% categorized as having high self-efficacy.

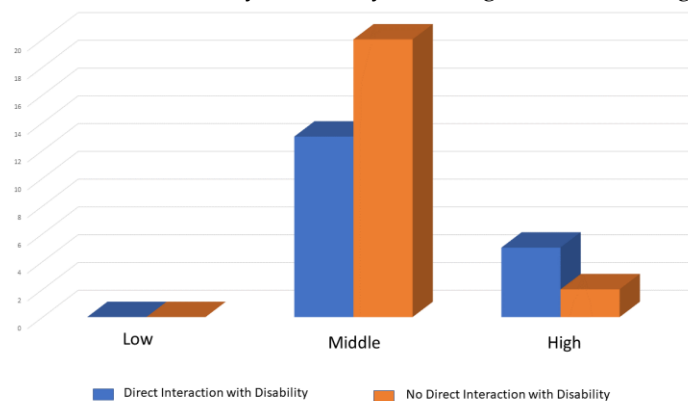


Figure 2. Self-efficacy of teachers based on interaction with disabilities

### 3.3 Sub-Constructs of Teachers’ Self-efficacy

The data analysis of research instruments offers insights into the levels of teacher self-efficacy in Inclusive Elementary education, as depicted in Figure 3. Figure 3 illustrates three sub-constructs of self-efficacy. Within the Inclusive Instructional sub-construct, 15% of the 40 teachers fall into the lower category, 57% into the medium category, and 28% into the higher category. In the Collaboration sub-construct, 3% of teachers are categorized as low, 57% as medium, and 40% as high. Lastly, in the Behavioral Management sub-construct, none of the teachers fall into the lower category, 40% are in the medium category, and 60% are in the higher category.

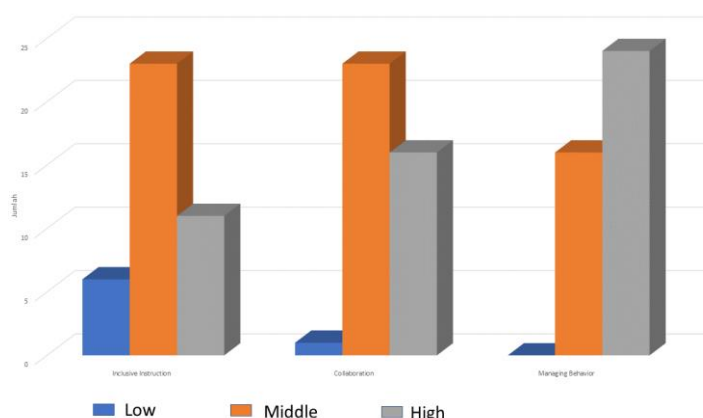


Figure 3. Self-efficacy Based on Sub-Constructs

### 3.4 Self-efficacy of teacher based on interactions with disabilities in terms of subconstructs

The results of data processing of research instruments, a description of the level of the self-efficacy of teacher in Inclusive Elementary based on interactions with disabilities is obtained in Figure 4.

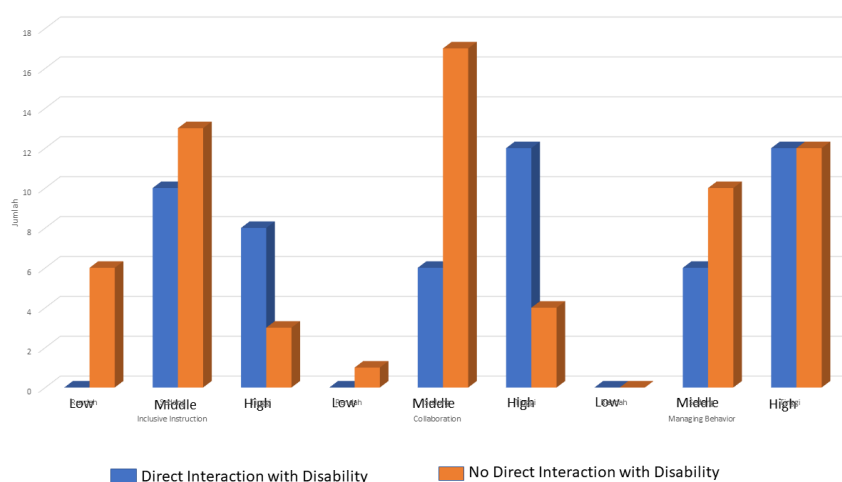


Figure 4. Self-efficacy of teacher based on interactions with disabilities in terms of sub-constructs

Based on figure 4, it can be seen that teachers who interact directly with disabilities in terms of Inclusive Instruction are 0% in the lower categories, 56% are in the medium categories, and 49% are in the higher categories. In Collaboration, 0% were in the lower categories, 33% were in the medium categories, and 67% were in the higher categories. In behavioral management, 0% are in the lower categories, 33% are in the medium categories, and 67% are in the higher categories.

### Discussion

Self-efficacy of teachers who do not directly interact with disabilities, in terms of Inclusive Instruction, 27% are in the lower categories, 59% are in the medium categories, and 14% are in the higher categories. In Collaboration, 5% were in the lower categories, 77% were in the medium categories, and 18% were in the higher categories. In behavioral management, 0% are in the lower categories, 45% are in the medium categories, and 55% are in the higher categories.

This study aims to describe teachers' self-efficacy in teaching students with disabilities in inclusive schools across four key aspects: overall self-efficacy, self-efficacy based on interactions with students with disabilities, self-efficacy in specific sub-constructs (inclusive teaching, collaboration, and behavior management), and self-efficacy related to interactions with disabilities within these sub-constructs. Generally, teachers' self-efficacy in teaching students with disabilities falls into the medium category,

indicating a lack of confidence in their ability to implement inclusive teaching, collaborate effectively, and manage behavior when teaching students with disabilities in the classroom. As noted by Sheerah et al. (2022), Ozokcu (2018), and Sharma et al. (2012), higher self-efficacy is associated with greater confidence in teaching students with disabilities effectively. Conversely, Schwab, Hellmich, and Görel (2017) found that lower self-efficacy often correlates with a more resistant attitude toward including students with disabilities in the classroom.

Self-efficacy greatly affects the way teachers behave towards disabilities in the classroom and greatly affects the way teachers view disabilities. (Özokcu, 2018; Sharma & Sokal, 2016) states that when teachers have higher self-efficacy, teachers have greater empathy towards disabilities and are afforded equal opportunities as other learners (Novembli & Azizah, 2020). Conversely, (Ghaleb H Alnahdi & Schwab, 2021; Kuyini, Desai, & Sharma, 2018) also explained that when teachers have lower self-efficacy, teachers will show more negative attitudes and even rejection of disabilities.

Higher or lower self-efficacy can be influenced by several factors. (Ahsan, Deppeler, & Sharma, 2013; Forlin, 2014; Forlin, Sharma, & Loreman, 2014; Sharma & Deppeler, 2012; Shaukat, Sharma, & Furlonger, 2013) state that the factors that influence self-efficacy are gender, age, education, and experience. (Bussey & Bandura, 2011) states that there are four main sources that influence self-efficacy, namely Enactive Experience, Vicarious Experience, Verbal Persuasion, and Physiological and Affective State. It can also be seen from the research results that there are 22% of teachers in the higher categories have indeed interacted with disabilities. Conversely, teachers who do not interact directly with disabilities are 97% of teachers in the medium categories. This illustrates that experience greatly affects teacher self-efficacy.

### **Inclusive Instruction**

Inclusion learning was found to be medium self-efficacious by teachers. Teachers lacked confidence that they knew how to use inclusive learning strategies, use different assessment strategies, and prepare appropriate learning materials and tasks for all students. The results of this study have the same research results as those conducted by (Yada & Savolainen, 2017) that teachers in Japan have medium self-efficacy in teaching disabilities in the Inclusive Instruction sub-construct. This has an impact on the lack of support from teachers when disabilities are in class. (Hornby, 2015) explains inclusive instruction in effective implementation, namely understanding various learning strategies, assessment, creating individual educational programs that focus on student strengths.

In terms of interactions with disabilities, (Forlin et al., 2014; Sharma & Sokal, 2016) states that teachers who have direct interaction experience with disabilities will have higher self-efficacy compared to teachers who do not interact directly with disabilities. This is in accordance with the results of the research conducted, namely teachers who interact directly with disabilities have self-efficacy in the higher categories of 67% and teachers who do not interact directly with disabilities have self-efficacy in the higher categories of 55%.

(Ghaleb H Alnahdi & Schwab, 2021; Ghaleb Hamad Alnahdi, 2019; Sharma & Jacobs, 2016) describe that teachers who have higher self-efficacy in inclusive instruction will have good confidence in using various learning strategies, assessments, and planning various tasks to accommodate the needs of all learners in the classroom, and teachers have a more positive attitude towards the presence of disabilities in the classroom.

### **Collaboration**

In general, teachers' self-efficacy in collaboration, both teachers who interact directly and those who do not interact directly with disabilities, is in the medium category. A medium score indicates that teachers lack confidence in inclusive teaching policy and/or communication with disabilities, and lack confidence in involving parents, colleagues, and professionals in school and learning. (Sharma & Sokal, 2016) explain that teachers who have higher self-efficacy in collaboration can foster safe and comfortable conditions and atmosphere when parents visit the school, teachers are able to work with

parents to support students' activities or academics at school, teachers are also able to work with other paraprofessionals in increasing their potential and providing services to students effectively. Conversely, (Yada & Alnahdi, 2021) also describes that teachers who have lower self-efficacy will be more unwilling to involve or cooperate with parents and other paraprofessionals to support student learning.

### Managing Behavior

The results showed that in behavioral management, both teachers who interact directly with disabilities and those who do not interact directly have self-efficacy in the higher categories. Teachers in this course are those who possess the courage to handle aggressive students, the bravery to avoid, identify, and manage disruptive conduct within their educational environment, and the disciplined school culture. Contrary to the results of the study (Malinen, Savolainen, & Xu, 2013; Sharma, Shaukat, & Furlonger, 2014; Shaukat & Iqbal, 2012; Yada, Tolvanen, & Savolainen, 2018) which found that teachers tend to have lower self-efficacy in the behavioral management sub-construct.

In general, Monteiro et al. (2019) assert that teachers with higher self-efficacy in behavioral management are more confident and capable of understanding, anticipating, and addressing disruptive behavior in the classroom. Ngalmun (2017) also emphasized that teachers need the ability to recognize behavioral changes, manage classroom behavior, and establish rules and procedures that all students can follow. Additionally, the factors influencing teacher learning can vary across communities, shaped by the values and beliefs shared within each community.

## 4. CONCLUSION

According to the findings of research and discussion, teachers teaching special pupils in an inclusive primary school have medium self-efficacy. e. teachers lack confidence in implementing inclusion. Education Orientation, cooperation, and behavior management. Both those who interact directly with disabled students and those who do not interact directly. Regarding the substructures of self-efficacy, teachers teaching disabled students in an inclusive primary school have medium self-efficacy in inclusive teaching and cooperative lessons. At the same time, teachers who are outsourcing leadership behavior have higher self-efficacy. This can be interpreted as teachers having the confidence to deal with physically aggressive students, preventing, detecting, and managing disruptive behavior in the classroom, and creating a disciplined school climate.

Based on the interaction of the self-efficacy substructure with disability students. In the substructure of inclusive education, both teachers interact directly with disabled students, as well as those who lack medium classroom self-efficacy. In the collaborative sub-construct, teachers who interact directly with disabled students have higher self-efficacy compared to those who do not interact directly with disabled students in the medium categories only. Teaching skills that involve interacting with disabled students and those who display lower self-responsibility are both components of constructive control behavior.

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