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SELF-EFFICACY OF SECONDARY LEVEL TEACHERS ABOUT THE IMPLEMENTATION OF INCLUSIVE EDUCATION

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Abstract

Inclusive Education is the practice of instructing students with disabilities in regular classrooms designed for students without disabilities. The keystone of Inclusive Education is the Self-Efficacy of classroom teachers and their capacity to assist students with special needs. Teachers' Self-Efficacy affects both the success and accomplishments of their students as well as the type of interaction that occurs between them and students. In this regard the present study aims to find out i) Study the level of Self-Efficacy among the Secondary level Teachers about Inclusive Education and, ii) Examine the Self-Efficacy among the Secondary level Teachers about Inclusive Education with selected categorical variables. The researchers formulated three Hypotheses in this study. Quantitative Descriptive survey method with multistage random sampling techniques are used to conduct the study. 120 samples were collected from Secondary level teachers in Cooch Behar-II Block under the Cooch Behar Sadar Sub-Division, Cooch Behar District. As per the study, there exists a noteworthy distinction between secondary-level teachers who are Male and Female, while there is no significant difference between teachers who are Graduate and Post-Graduate qualified, and Secondary-level teachers in the Science and Arts streams have significantly different levels of Self-Efficacy at the 0.05 level, while there is no significant difference at the 0.01 level regarding Inclusive Education.

Keywords: *Self-Efficacy, Secondary level Teachers, Implementation, Inclusive Education*

Introduction

The most crucial factor in education is regarded as the teacher. The Self-Efficacy of a classroom teachers has in their ability to help students with special needs is the most important component of Inclusive Education. The instructional option that students choose to pursue is influenced by teachers' Self-Efficacy, in addition to what occurs in classroom settings. Teachers' Self-Efficacy affects both the success and accomplishments of their students as well as the type of interaction that occurs between them and teachers. In order to successfully establish an inclusive classroom, qualified teachers are needed. In addition to teaching, they have the responsibility of ensuring that children with disabilities are able to reach their maximum potential to academic achievement and a teacher's role is crucial to the success of Inclusive Education. Although teachers' Self-Efficacy can be significant indicators of whether Inclusion will succeed or fail, their expertise and effectiveness as teachers in promoting inclusion are also crucial factors. Teachers' Self-Efficacy refers to their confidence in their capacity to carry out particular teaching-

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related tasks. Teachers with a strong sense of Self-Efficacy often exhibit traits like making decisions, exerting effort, remaining calm under pressure, and boosting their students' motivation, all of which contribute to their high academic attainment. The new National Education Policy 2020 places a special emphasis on inclusive education because the Indian government has repeatedly demonstrated it. Curriculum, pedagogy, and other educational opportunities are among the things that NEP 2020 seeks to offer in India (MHRD, 2020). Segregation is not something that NEP 2020 supports but believes in inclusion. To prepare students for independence, NEP 2020 has also included social skills instruction, to encourage students to participate in new activities like art, dance, playing, etc.

Self-Efficacy: The combination of general and personal teaching factors results in self-efficacy. Teaching belongs to the part of teachers and learning belongs to the part of students. Self-Efficacy of teachers is the ability to show for motivating the students towards the lesson and enhance their cognitive resources in a step-wise procedure in a given time. Self-efficacy is designed in this study by measuring dimension “1. Efficacy to use Inclusive Instruction 2. Efficacy in Collaboration 3. Efficacy in Managing Behaviour.” So in Self-Efficacy the totality of individuals behaviour, their physical and environmental situation, their abilities over the subject, and their experience of the subject, each dimension in the study is a part of Self-Efficacy to deal with the practical application in the educational institutions and also the theoretical knowledge of the teacher. Overall Self-Efficacy is a prime component and essential component to the teacher who is in the teaching an inclusive classroom setting. Bandura, A. (1997) defined that “Self-Efficacy is a potentiality to influence both the environmental situation along with the instructional practices in the classroom. Teachers with high Self-Efficacy can exhibit good cognitive potentiality to educate even the difficult tasks to the student, but teachers with lower Self-Efficacy are depressed with the feeling of helplessness in dealing with the below average students.”

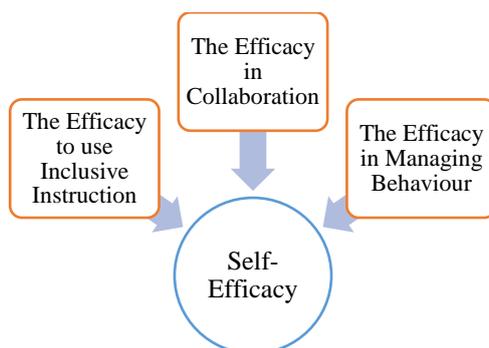


Figure No: 01 Different Dimension of Self-Efficacy

Inclusive Education: A contemporary idea in education is Inclusive Education. It is focused on the pursuit of social justice for all participants and fights against barriers resulting from discrimination in any form.

According to UNESCO 2009 Inclusive Education, “All children have a fundamental right to an education and should be provided with the means to attain and sustain a satisfactory level of learning.” Over the past Fifteen years, there has been a paradigm shift in the education of children with disabilities, moving away from segregated instruction in separate schools. Students with disabilities are now sent to regular schools as part of Inclusive Education, though the children have an equal right to educational opportunities whether or not they have disabilities, according to the ‘United Nations Convention on the Rights of the Child’ www.unicef.org retrieved on 27/02/24, 9.15 A.M.

One of the statements made at the ‘1994 World Conference on Special Needs Education in Salamanca, Spain’, with support from UNESCO, was that "School should accommodate all children irrespective of their physical, emotional, intellectual, social, and linguistic or other condition." Kids with special needs

can also be thought of as special children. Each children has the right to an education because they are all special and have different needs in terms of education.

With the Sarva Siksha Abhiyan "Zero Rejection Policy," Inclusive Education was created for this reason (MHRD, 2001). The concept and policies of Inclusive Education must be understood by the teachers for Inclusive Education to be successful. They also need to feel confident in their ability to implement Inclusive Education. Inclusive Education is an attempt to include all types of students in the educational platform who are excluded from the mainstream (Roy et al., 2017)

Literature Review on Inclusive Education and Self-Efficacy: In order to find out the research gap necessary to carry out the current study the researchers studied various reviews of related literature including International and National studies on Self-Efficacy of Secondary Level School Teachers about the implementation of Inclusive Education, the researchers have gone through the study of related literature.

Kazanopoulos et al., (2022) found that age and gender do not significantly influence the amount of self-efficacy that is built towards inclusive practices, even though experience teaching special education had a statistically significant impact on overall aspects of the scale of Self-efficacy. Wray et al., (2022) showed that self-efficacy was influenced by the learning environment and experiences. Teachers' perceptions of their abilities were strengthened by their understanding of inclusive education policies. Xie et al., (2022) found that teachers' self-efficacy was statistically significantly impacted by age, training, subject taught, and prior experience teaching students with special needs. Alnahdi, (2020) demonstrated that teachers was highly confident as to their capacity to function in inclusive perspective. Kiel et al., (2020) found the highest level of self-efficacy in inclusive collaboration and the lowest degree of collaboration. You et al., (2019) showed that while teachers' age and experiences in teaching and training did not directly correspond with their perceptions of inclusive education and self-efficacy it did significantly indirectly link with it. Tzivinikou, (2015) discovered that the training program improved the teachers' efficacy and self-efficacy. Malinen et al., (2013) conclude that potential improvements to teacher preparation that would better meet the demands of the worldwide inclusive education movement. Malinen et al., (2013) revealed that general teachers' self-efficacy for inclusive practices accounted for significantly more than half of the variation in the participants' perspectives on inclusive education. Wang et al., (2012) found that general education and special education teachers have about inclusive education also differ statistically significantly from one another.

From above the various National and International studies studied the researchers as a review of the literature have found that the present study was not before on Eastern India's part, and to conduct the study the researcher found research gaps in the aspects of population and the level of samples, Categorical variables, Geographic location, methodological and Statistical gap. So, from the different points of view the study is more important and also significant. In the current study, particular attention will be paid to the researchers' investigation on Secondary-level Teachers' Self-Efficacy about the implementation of Inclusive Education.

Significance of the Study: Across the globe, Inclusive Education is a one kind of educational revolution that aims to integrate children from marginalized groups into the general education system in order to fulfill the education millennium goal of "Education for All." It is more important to integrate disabled children into the general education system than it is for any other marginalized group. Since these types of children are completely different from other children in every way, such as physically, emotionally, mentally, socially, and because of this, their needs are also different. In order to establish an Inclusive environment where each child can achieve and fulfil their own learning goals, teachers must exercise greater creativity and self-efficacy.

Statement of the Problem: The problem of the study is stated as “Self-Efficacy of Secondary Level School Teachers Toward Implementation of Inclusive Education”

Objectives of the Study: After going through the various research reviews the researchers have come across the following research objectives, this is respectively-

- I. To study the level of Self-Efficacy among the Secondary level Teachers toward Inclusive Education.
- II. To examine the Self-Efficacy among the Secondary level Teachers toward Inclusive Education with selected categorical variables.

Hypotheses of the Study: Based on objective number II the researchers constructed and developed some Hypotheses for conducting the study, the hypotheses are:

Ho1: There is no significant difference in Self-Efficacy of Male and Female Secondary-level Teachers toward Inclusive Education.

Ho2: There is no significant difference in Self-Efficacy of Graduate and Post Graduate Secondary level Teachers toward Inclusive Education.

Ho3: There is no significant difference in Self-Efficacy of Science and Arts Stream Secondary level Teachers toward Inclusive Education.

Variable in the Study: The self-efficacy of the Teachers is considered as an Independent variable and Inclusive Education is Considered a Dependent variable in the study.

Methodology of the Study: The method to be used is mainly determined by the aims of the investigation, the limitations of the study, the investigator's resources, and so on. For this purpose the descriptive survey method will thought to be appropriate for conducting the study.

Research Design: The study will be carried out using the descriptive survey method, which was broadly categorized as quantitative research (Creswell, 2015).

Population of the Study: The researchers in the study will use all the 20 Co-education secondary level school teachers of Cooch Behar-II Block under the Coochbehar Sadar Sub-Division in the Cooch Behar district of West Bengal are the entire population of the study.

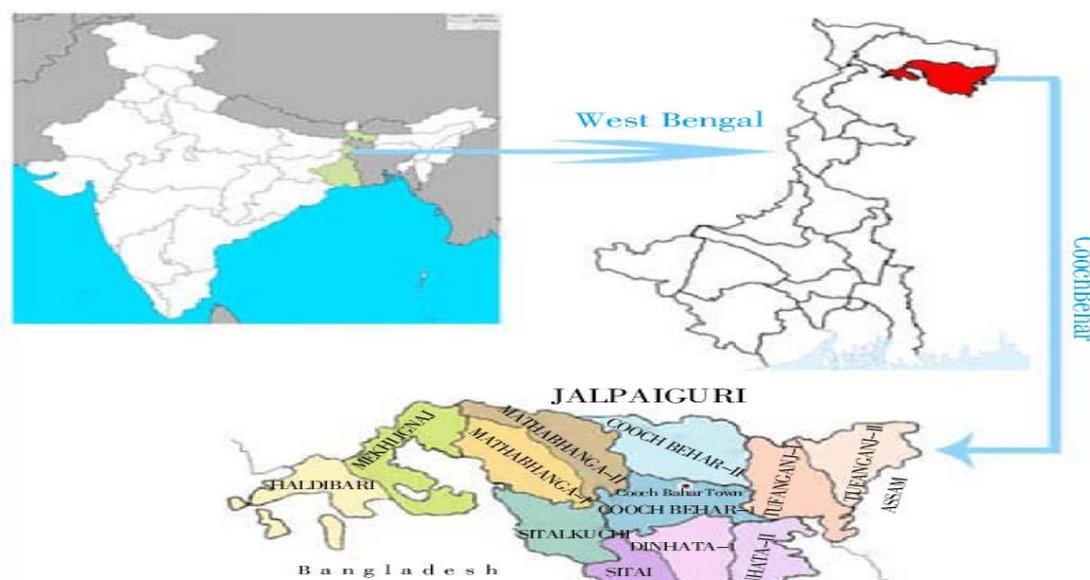


Figure No: 02 Map District Cooch Behar (Retrieved from-
<https://www.researchgate.net/publication/265298733/figure/fig3/AS:667205574352898@1536085613198/Location-map-of-Coochbehar-district-in-West-Bengal-India-showing-different-blocks.png>) retrieved on 27/02/24 7.35 P.M.

Sample and Sampling Techniques of the Study: The study will use Multistage Random sampling techniques to choose the geographical location of the study, and the researchers first collected the name list of all Co-education Secondary level schools of Cooch Behar-II Block under the Coch Behar Sadar Sub-Division in Cooch Behar district of West Bengal, from the office of District Inspector of School (District Education Officer Secondary Education) Cooch Behar (Creswell, 2015). After that, the researchers will select the number of 50% Co-education Secondary and Higher secondary Bengali medium Schools out of 20, from the Cooch Behar-II Block as a sample using the Lottery method techniques will use to choose the schools under the Coochbehar Sadar Sub-Division in Cooch Behar district of West Bengal, and the sample of the study will comprise there are 120 samples (12 samples in each school, including 6 Male secondary teachers and 6 Female secondary teachers under the West Bengal Board of Secondary Education).

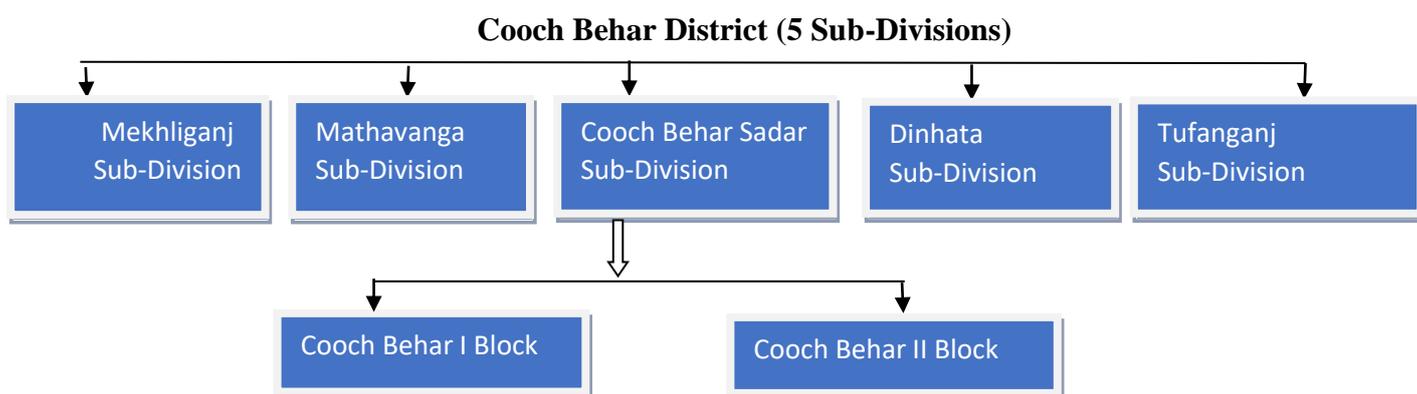
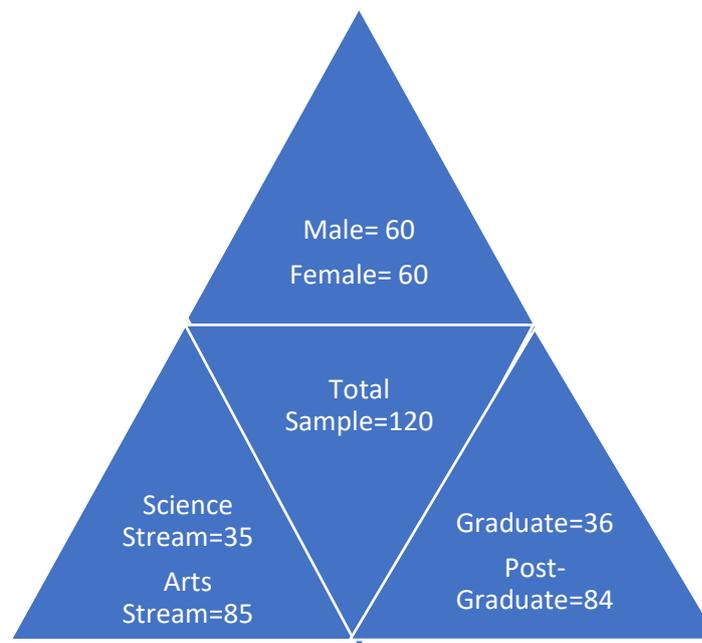


Table: 01 List of Sample Co-Education Secondary Level Schools in Cooch Behar II Block

SL No	Name of the School	Affiliate Board	Number of Existing Teachers (2024-25)		Number of Respondents
			Male	Female	
1	Kaljani Shajahanuddin High School	W.B.B.S.E	9	6	6+6=12
2	Pesterjhar High School.	W.B.B.S.E	9	7	6+6=12
3	Chakchaka High School.	W.B.B.S.E	11	12	6+6=12
4	Ambari Dhaniram High School.	W.B.B.S.E	8	9	6+6=12
5	Patlakhawa High School.	W.B.B.S.E	11	10	6+6=12
6	Pundibari R.G.L. High School.	W.B.B.S.E	8	7	6+6=12
7	Rajarhat High School.	W.B.B.S.E	12	9	6+6=12
8	Siddheswari Kokila Devi High School.	W.B.B.S.E	13	8	6+6=12
9	Rajarhat Vidybbaban High School.	W.B.B.S.E	8	9	6+6=12
10	Manindranath High School.	W.B.B.S.E	19	15	6+6=12
Total	10				120

(Source: Primary Data. 10 schools out of 20 (W.B.B.S.E- West Bengal Board of Secondary Education).)

Table: 02 Overall picture of the sample



Instrument of the Study: The data collection tool in the study is “Teachers Efficacy for Inclusive Practices Scale (TEIP), which was created in 2011 by Umesh Sharma, Tim Loreman, and Chris Forlin.” The self-efficacy scale has a reliability value of 0.89. The Six-point Likert scale was used to rate the 18 items in the TEIP. The possible score range on the scale is from 18 (minimum value) to 108 (maximum value). A higher overall score on the scale suggested greater positive self-efficacy with regard to inclusion.

Statistical Techniques of the Study: Using quantitative data collection techniques, the researchers methodically tabulated the data after they had collected it for statistical analysis. The collected data were analysed to check the normal distribution of the data by using the Z score. The researcher used Mean, Standard Deviation (SD), and t-test for testing the hypotheses (Garrett, 1981) (Mangal, 2022, pp. 121).

Delimitation of the Study: In the study, researchers found some limitations at the end of the study, and the study will be limited to the following areas-

- The study will delimit only Cooch Behar-II Block under the Coochbehar Sadar Sub-Division in the Cooch Behar district.
- The study will be limited to a sample of 120 Secondary level school teachers only.
- The study will conduct through only 10 Co-education secondary-level Male and Female School teachers from Cooch Behar-II Block.
- In the study the researchers used only categorical variables (Male- Female, Graduate-Post Graduate, and Science- Arts Stream).

Data Collection, Analysis, and Interpretation of the Study: The researchers collected the data individually during school time from the secondary-level Male and Female teachers through an offline survey, and the researchers surveyed between 4th March 2024 to 22nd March 2024, based on the collected data the researcher analysed the data through statistical and graphical representation.

Objectives No I:

I: To study the level of Self-Efficacy among the Secondary level Teachers toward Inclusive Education.

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Table No-03

Group	N	Mean	S.D.
Secondary Level Teachers	120	64.22	6.28

Range of Z score and Level of Self-Efficacy among the Secondary level Teachers toward Inclusive Education

Range of Z-Score	Level of Self-Efficacy	Number of Respondent	% of Respondent
+2.01 and above	Extremely Favourable	4	3.33 %
+1.26 to +2.00	Most Favourable	11	9.16 %
+0.51 to +1.25	Above Average Favourable	20	16.67 %
-0.50 to +0.50	Moderate	42	35 %
-0.51 to -1.25	Below Average Unfavourable	31	25.84 %
-1.26 to -2.00	Most Unfavourable	12	10 %
-2.01 and below	Extremely Unfavourable	0	0 %

$$z = \frac{x - \mu}{\sigma}$$

Interpretation of the Result: Using the formula $z = \frac{x - \mu}{\sigma}$, table 03 shows that there are 3.33% of teachers are Extremely Favourable, 9.16% of teachers are Most Favourable, 16.67% of teachers are Above Average Favourable, 35% of teachers are Moderate Self-Efficacy, 25.84% of teachers are Below Average Unfavourable, 10% of teachers are Most Unfavourable Self-efficacy toward Inclusive Education (Mangal, 2022. pp. 121).

Testing Hypotheses:

Ho1: There is no significant difference in Self-Efficacy of Male and Female Secondary-level Teachers toward Inclusive Education.

Table No-04

Group	N	Mean	S.D.	df	Calculated 't' value	Tabulated 't' value at 0.05 level	Tabulated 't' value at 0.01 level	Remark
Male Secondary Teachers	60	65.78	5.28	118	2.83	1.98	2.62	Significant at 0.05 and 0.01 level
Female Secondary Teachers	60	62.66	6.84					

Interpretation of the Result: According to Table 04, the degree of freedom (df) is 118, and the tabulated value of "t" is 2.62 at the 0.01 level and 1.98 at the 0.05 level. The computed "t" value in this case is 2.83, and it is

$$2.83 > 1.98 \text{ (0.05 level)}$$

$$2.83 > 2.62 \text{ (0.01 level)}$$

In this case, the computed value, 2.83, is greater than the tabulated "t" value at the 0.01 and 0.05 levels. Therefore, it can be concluded that there is a substantial difference in the Self-Efficacy about the implimentation of Inclusive Education of Male and Female Secondary-level Teachers.

Ho2: There is no significant difference in Self-Efficacy of Graduate and Post Graduate Secondary level Teachers toward Inclusive Education.

Table No-05

Group	N	Mean	S.D.	df	Calculated 't' value	Tabulated 't' value at 0.05 level	Tabulated 't' value at 0.01 level	Remark
Graduate Teachers	36	65.44	5.76	118	1.47	1.98	2.62	Not Significant
Post-Graduate Teachers	84	63.70	6.46					

Interpretation of the Result: Table 05 indicates that the tabulated value of 't' at the 0.05 and 0.01 levels is 2.62 and 1.98, respectively, for the degree of freedom (df) of 118. The computed value in this case is 1.47, and it is

$$1.47 < 1.98 \text{ (0.05 level)}$$

$$1.47 < 2.62 \text{ (0.01 level)}$$

In this case, the computed value of 1.47 is less than the tabulated "t" value at the 0.05 and 0.01 levels. Therefore, it can be concluded that there is no discernible difference in Self-Efficacy about the implimentation of Inclusive Education of Graduate and Post-Graduate qualified secondary-level teachers.

Ho3: There is no significant difference in Self-Efficacy of Science and Arts Stream Secondary level Teachers toward Inclusive Education.

Table No-06

Group	N	Mean	S.D.	df	Calculated 't' value	Tabulated 't' value at 0.05 level	Tabulated 't' value at 0.01 level	Remark
Science Stream	35	66.11	5.82	118	2.24	1.98	2.62	Significant at 0.05 level, and Not Significant at 0.01
Arts Stream	85	63.44	6.34					

Interpretation of the Result: According to Table 06, the degree of freedom (df) is 118, and the tabulated value of "t" is 2.62 at the 0.01 level and 1.98 at the 0.05 level. The computed value in this case is 2.24, and it is

$$2.24 > 1.98 \text{ (0.05 level)}$$

$$2.24 < 2.60 \text{ (0.01 level)}$$

The computed value in this case is 2.24, which is both smaller and greater than the tabulated "t" value at the 0.01 and 0.05 levels. Thus, it can be deduced that teachers in the Science and Arts streams at the secondary level have higher levels of self-efficacy at the 0.05 level regarding Inclusive Education, whereas at the 0.01 level there is no significant difference between them.

Summary of the Study: In the study, the researchers find out and compare the Self-Efficacy of Secondary Level School Teachers Towards implement of Inclusive Education from different strata such as gender, Academic qualification, and academic stream. 120 samples was collected in this study from Cooch Behar-II Block under the Coochbehar Sadar Sub-Division in the Cooch Behar district by using the lottery method under multistage Random sampling technique. Among the 120 samples, there are number of 60 Male secondary level teachers and there are number of 60 Female secondary level teachers, and there are 36 Graduate and 84 Post-graduate Secondary-level teachers, similarly among the 120 samples there are 35 Science and 85 Arts stream Secondary-level teachers.

Findings of the Study: The study revealed that the Self-Efficacy of Secondary level School Teachers regarding Inclusive Education from different strata, such as regarding their gender, Academic Qualification, and Academic Stream. The findings of the study are-

- There are 3.33% of teachers are Extremely Favourable, 9.16% of teachers are Most Favourable, 16.67% of teachers are Above Average Favourable, 35% of teachers are Moderate Self-Efficacy, 25.84% of teachers are Below Average Unfavourable, 10% of teachers are Most Unfavourable Self-efficacy toward Inclusive Education.
- The results of this study suggest that there is a substantial difference in the self-efficacy of Male and Female secondary-level teachers about Inclusive Education.
- The study discovered that the self-efficacy of graduate and post-graduate qualified secondary-level teachers towards inclusive education does not significantly differ from one another.
- Researchers discovered that there is a significant difference in secondary-level teachers' self-efficacy towards inclusive education at the 0.05 level between those in the Science and Arts streams, but not at the 0.01 level.

Suggestions for Further Study: The researchers at the end of the study explored that there are still a tonne of unexplored research areas in which other researchers can study, The following areas-

- The Coochbehar-II block of the Coochbehar Sadar sub-division under the Cooch Behar district was the study's location. It is also possible to conduct this study in other states and districts.
- Only secondary-level school teachers in the Coochbehar district was included in this study. Research can be done on Elementary, Higher Secondary, College, and University Teachers.
- The study was done on the teachers employed by the West Bengal Education Board's Secondary Education Board. Research can be done on the teachers of various school boards.
- The present study was confined to 120 Secondary level school teachers of Cooch Behar-II Block under the Coochbehar Sadar Sub-Division in the Cooch Behar district, similar study may be replicated on a sample taken from other states and with large samples.

Conclusion: In India, there are 26 million people with disabilities, or about 2.1% of the total population, according to official data from the Census of the government of India in 2011(MHA, 2011). School reform and systemic changes are necessary for successful Inclusive Education. Emphasizing that every student spends the majority of the day in mainstream classrooms with peers is essential to providing Inclusive Education. Inclusive Education necessitates an atmosphere that encourages Inclusive behaviour. It is important to remember that India is still developing and implementing Inclusive Education from the ground up. This indicates an openness to interacting with aspects of a novel idea that could grow in the future. In India, the largest democratic nation in the world, a lack of education may prevent any child from exercising their civic rights. In order to meet these challenges, the Self-Efficacy of the teachers fosters the qualities of self-confidence, self-esteem, and physical, mental, and emotional strength. It is believed that the Self-Efficacy of teachers is crucial for success in teaching in a classroom.

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