



**ATTITUDES, BELIEFS AND DEMOGRAPHICS ON SELF-  
EFFICACY OF TEACHERS: INCLUSIVE EDUCATION  
AT A THAI PRIVATE BILINGUAL SCHOOL**

**BY**

**RHIANNON MORGAN**

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### **Abstract**

The study aimed to determine the levels and influences of attitudes, beliefs, and demographics of teachers towards the inclusion of children with special education needs in regular classes at a Thai private bilingual school as to obtain perspectives and guidance to those in need. With the mixed method approach, the quantitative with a survey research design, using questionnaires to collect data with 100 subjects, and the interviews with the 19 informants, first individual interviews with 10 of the head teachers, then the focus group with the administrators. Descriptive Analysis was performed with Mean, Standard Deviation, Frequency, and Percentage, followed by Inferential Analysis of ANOVA.

The results revealed that in terms of demographics on self-efficacy, there was statistically significance in teachers' knowledge of the local laws, confidence, and training in inclusive practices, from the most positive to the least positive, respectively. As for the attitudes and beliefs, they shared the same levels of influences on teachers' efficacy in terms of collaboration and instruction, while it was the least significant on teachers' behavior in inclusive practices, with no statistical significance on teachers' behavior for the beliefs. As for the guidance from the administrators, it is highly recommended that the first and foremost qualifications for the teachers to be effective in inclusive practices are positive attitudes with a strong belief in inclusive education with confidence to do their best for the children with special needs in their teaching environment in the regular classroom.

(Total 126 pages)

**Keywords:** Attitudes, Beliefs, Demographics, Self-Efficacy and Inclusive Education

Student's Signature ..... Dissertation Advisor's Signature .....

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# **Chapter 1**

## **Introduction**

### **1.1 Background and Significance of the Problem**

Inclusion is a societal practice that aims to increase the participation of all groups in society (Hansen, Lassen, Molbeak, & Schmidt, 2018). Inclusion in education is defined as the process of including all learners, ensuring that all individuals have an equal opportunity for educational progress (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2017). When applied to education, it is an attempt to increase basic human rights that can be achieved only by removing its barriers, in order to be able to engage in teaching and learning, for all kinds of students, particularly those with special educational needs (International Baccalaureate Organization, 2019).

Although inclusive education is a new concept, it necessarily originated under the inherent dignity that involves all learners. Young people became the responsibility of the school to manage teaching in such a way that the needs of all the children are met (UNESCO, 2017, 2020). In inclusive education, it is believed that the success of every educational program depends on the quality of teachers and their attitudes and beliefs in the ways that they can help the learners succeed in their learning (Boyle, Anderson, & Allen, 2020).

In inclusive education beliefs and attitudes play important roles. While belief can generally produce diverse effects through cognitive, motivational, affective and selection processes (Lamure & Gathoo, 2017), it influences the way teachers categorize societal normalization frameworks of children with special educational needs which in turn impact on their behaviors and actions in the process of inclusion or exclusion (Hansen et al., 2018). Closely related to beliefs, the attitude also plays a key role in the successful implementation of inclusion (Savolainen, Malinen, &

Schwab, 2022) with teachers' attitudes towards themselves, their work, students and others will impact productivity and the success of the implementation of inclusive education (Rahayu & Kurniawati, 2019). The attitudes of teachers towards inclusion consist of three dimensions. The first is the cognitive dimension, this is the evaluation of their opinion of something. The second is their affective response or how this makes them feel. The third is their behavior and how they respond verbally and physically towards an object or person (Mahat, 2008). Attitudes are influenced by teachers' knowledge of special educational needs as well as their experiences working in inclusive education (Savolainen et al., 2022).

Most research examining teachers' attitudes towards inclusive education showed that most teachers experience fear, anger, frustrations, and lack of confidence in their ability to meet the needs of all learners (Shani & Hebel, 2016). In conclusion, teachers' beliefs and attitudes overall are stable or neutral to the idea of inclusive environments but they have concerns in practice when managing challenging behaviors which suggests unacceptance by teachers (Savolainen et al., 2022).

Inevitably, beliefs, attitudes, and demographics of teachers' influence and shape teachers' self-efficacy in inclusive practices and environments in that teachers' years of teaching experience, age, knowledge, qualifications (Woodcock, Sharma, Subban, & Hitches, 2022) and training positively affect their ways of teaching with children with special educational needs (Rahayu & Kurniawati, 2019). Teaching experience is linked to positive attitudes, beliefs and higher levels of self-efficacy as teachers look upon their past performances and determine their confidence in using inclusive practices (San Martin, Ramirez, Calvo, Muñoz-Martínez, & Sharma, 2021). These findings highlight the importance of reciprocity in Social Cognitive Theory, the influence of personal, social and environmental factors on teacher's ability to effectively perform in an inclusive environment (Bandura, 1977). Most importantly, implementation of an inclusive education would require teachers' self-efficacy with positive attitudes and knowledge of best teaching practices and understanding of various types of students with special needs (Reddy & Ramar, 2006). Accordingly,

inclusive teachers should be able to accept children with special needs, and to develop positive attitudes between children with or without special educational needs and place all the students together in the classroom with proper activities and an environment which is suitable for interactions among them (Tyagi, 2016).

Teachers' positive attitudes towards inclusive education, thus, are started with teachers' commitment to inclusion (Boyle et al., 2020) which relies on their sufficient pedagogical knowledge and self-efficacy and is reflected in their personal competences by having adequate knowledge and experience of educating students with special needs (Kristiana & Games, 2017). It was strongly suggested that the successful implementation of inclusive education is based on the receiving of additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational program with teachers who have good knowledge and positive attitudes and beliefs, as well as self-efficacy (UNESCO, 2011). In conclusion, attitudes and beliefs, when combined, are referred to a subset of a group of constructs that name, define, and describe the structure and content of mental states and individual's disposition which react and drive a person's actions, to an object, person or event, or to any other aspect of a person's world, with the convictions that are believed to be true, revealing through thoughts and feeling that determine how they see the world around them (Richardson, 1996).

Bandura (1997) reported self-efficacy to be the belief in one's own ability to execute a course of action to reach particular goals. While self-efficacy is closely connected to people's attitudes and beliefs in their capability in producing given attainment in which it is related to a differentiated set of self-beliefs that is linked with personal functioning, it is assumed that, teachers with high self-efficacy would help students better achieve their goals, especially in inclusive teaching and learning (Bandura, 1997). It is reasoned that self-efficacy influences the actions of teachers, the efforts that they make, perseverance on tasks, and resilience in succeeding when faced with difficulties, thus, in the realm of inclusive education, teachers should be encouraged to recognize their self-efficacy for effective practices (UNESCO, 2020)

Self-efficacy in educational practices is linked to a teachers' self-confidence to execute a task to produce specific outcomes (Bandura, 1977). Teachers' self-efficacy is defined as their ability to influence individual performance in inclusive environments by using a variety of teaching strategies and classroom management techniques (Omoró & Possi, 2023). Teacher self-efficacy is a predictor of teachers' behavior in inclusive classroom settings (Bandura, 1997). Teachers with high levels of self-efficacy are associated with successful inclusive practices (Omoró & Possi, 2023). Teachers with high self-efficacy are believed to be more open to experimenting with educational innovations and strategies to assist students with a variety of diverse needs (Alnhdi & Schwab, 2021). The philosophy of inclusive education makes note that every student has their own unique strengths and needs, and due to legislation, schools are required to appreciate and accommodate diversity (Woodcock et al., 2022).

In order to build an inclusive culture, teachers are required to develop an understanding that any student may experience barriers to learning, not only those with Special Educational Needs. As schools become more inclusive, teachers need to adapt their teaching methodologies to accommodate children with different abilities. Inclusive education is required to meet the needs of all learners and reduce barriers to learning for all students (Woodcock et al., 2022). It is noted that for the inclusive program to be successful, teachers must have high levels of self-efficacy, thus, it is important to examine attitudes, beliefs, and self-efficacy on the strategies of teaching, predominantly, in an inclusive environment (San Martin et al., 2021). This is because, with positive attitudes towards self, work, and students and others, teachers will create productivity and acceptance, on the other hand with passive attitudes, rejection of inclusive practices will occur (Rahayu & Kurniawati, 2019). Teachers require self-efficacy in their ability to educate all learners, the knowledge and skills to achieve this task, and predict effective inclusive practices with appropriate educational training. As such, teachers with a high level of inclusive training tend to be able to challenge learners (Liquido & Mendez, 2018) with high level of self-efficacy on students' well-being (Shani & Hebel, 2016) which lead to encompasses teaching strategies that help manage collaborative and challenging behavior in teaching and

learning (Astrid & Scholz, 2014; International Baccalaureate Organization [IBO], 2019); Lee, Tracey, Barker, Fan, & Yeung, 2014).

In the last two decades, it was found that teachers with high self-efficacy believed that they can perform certain activities and influenced the levels of determination and effort involved in inclusion (Astrid & Scholz, 2014; Martins & Chacon, 2021). This is because teachers have different attitudes and beliefs about their role regarding teaching children with special needs, some have a belief of what is right and wrong and what is considered normal, these beliefs have an impact on how they handle individuals who may need additional support (Khamis, 2011). While some teachers may feel responsible for teaching every child in class, some may expect a child to have assistance from support staff, some may see it as a combined effort, or some may even do not see it as their role to educate children with special needs (Woodcock et al., 2022), particularly, if there is a support from special needs teachers or teaching assistants.

In the big picture, the government systems around the world attempt to develop successful models of inclusive education (Forlin & Maclean, 2013; UNESCO, 2017, 2019, 2020). The Global Education Monitoring Report (2020) emphasized that in order for inclusive education to succeed, all teachers are required to educate all learners. However, some studies revealed that teachers' knowledge of inclusive practices and understanding of special educational needs are restricted and that many of them did not have enough knowledge of individualized education programs and how to implement them effectively (Gul & Vuran, 2015). Studies have indicated that teachers require more expertise to be able to meet the diverse needs of learners (San Martin et al., 2021). Many teachers experienced difficulty in inclusive environment and classrooms because of insufficient skills and knowledge of strategies used to teach, as shown via research conducted in India that 88% of general teachers had received less than one week's training in inclusive education (Lamture & Gathoo, 2017), leaving teachers feeling insecure and ineffective in their classrooms (Thwala, 2015).

Global changes and impacts, starting with The Jomtien World Conference in 1990 and the Salamanca Statement in 1994, national policies of many countries have been influenced to implement greater inclusive school practices for children with special educational needs. Since then, Thailand's National Education Act of 1999 has announced the additional needs for the right to be educated alongside their peers in mainstream schools coupled with the right to interventions provided with adequate educational materials and facilities (Office of National Education Commission [ONEC], 2002). However, in the last decade, it appeared that teachers' knowledge of inclusive practices and understanding of special educational needs have been restricted and that many teachers seemed to have limited knowledge of how to implement inclusive practices effectively (Gul & Vuran, 2015). ONEC (2009) reported that Thai teachers at needed more experiences and understanding of how to implement inclusive best practices (Narot, 2010), in that sufficient training should be prepared to have skills to manage their ways of practices partnerships to promote inclusive education for students with special needs in Thailand (Nishio, Chano, Suzuki, & Iketani, 2020; Sukbunpant & Hill, 2013; Uttayotha & Scheef, 2021; Vorapanya & Dunlap, 2014; Vorapanya & Pachanavon, 2018). Evidently, in order for inclusive education in Thailand to succeed, all teachers should feel equipped to provide quality education for all learners and not see some students as less able to learn (UNESCO, 2020).

In terms of categories of special needs for Thai inclusive education, it was conceived in 2015, the SEN Code of Practice was suggested in order to define the term of a learning difficulty which calls for additional support to be made. With the collaboration among the Special Educational Bureau under the Office of the Basic Education Commission of Thailand, nine categories of special needs for Thai inclusive education were provided by legislation for inclusive environments. Teachers must be effectively responsive to the needs of all learners (Lamtire & Gathoo, 2017). Those nine categories of special needs were labeled as SEN, involving physical, mental, or psychological conditions as to describe children with Special Educational Needs and children with similar diagnosis that may have very different capabilities and needs: 1) hearing impairments; 2) mental impairments; 3) visual impairments; 4) physical

impairments or health- related impairments; 5) learning disabilities (LD); 6) autism; 7) emotional and behavioral disorders; 8) speech and language disorders; and 9) multiple disabilities (Sukbunpant & Hill, 2013).

The development of the inclusion of children with special educational needs has flourished in Thailand since then. According to the Office of the Education Council (2017), parents of children with special needs had shown their interests in choosing to enroll their children in mainstream schools or in special educational institutions. Up to the present, there are 172 special schools, for special needs, located throughout Thailand (Angloinfo, 2021), with 77 schools of Special Education Centres, under the Bureau of Special Education Administration, that are responsible for providing education for children with disabilities throughout Thailand (OEC, 2017). With physical access to education provided by legislation, a larger number of students with special needs have attended regular schools in recent years (OEC, 2017). Children with diverse needs and learning difficulties have the opportunities to be educated and integrated into the normal classroom and environment with their peers in schools (Lamture & Gathoo, 2017). Not limited only to Thai schools for children with special needs to enroll in normal classes, it happens at international schools, as well. Especially, in Bangkok and the Metropolitan Region, there are around 15 international schools that accept children with special needs into their inclusive environments. With high expectations, parents send their children to these schools because they trust that the teachers are qualified to work effectively with the full support of resources and training needed to properly care for their students, with a guarantee of receiving a good education (International Schools in Bangkok, 2020). While it seemed that those international schools have made substantial progress in providing inclusive education, it is salient to identify the reality of how well those teachers can perform and in which those attitudes, beliefs, and self-efficacy play important roles (Astrid & Scholz, 2014; Zagona, Kurth, & Macfarland, 2017). Especially as self-efficacy is content-specific in three dimensions, self-efficacy in managing behavior, inclusive instruction, and in collaboration in inclusion.

It should be examined in a Thai cultural context by taking into account the responses of a diverse group of teachers with different nationalities, as this may lead to valuable findings of variations and degrees of self-efficacy in inclusive education in Thailand. Precisely, the need for inclusive research in the Thai educational system has become a mandatory requirement not only at the national and international legislation but also at the school level. Thailand has made a commitment to successfully implement inclusive education by 2030, as part of the 2030 sustainable development goals (UNESCO, 2015). Very few studies of inclusive practices, evidently, more research in the areas of teachers teaching in inclusive environments must be furthered to respond to the commitment and goals of the sustainability of Thailand's inclusive education system (Dahuja & Sorajjakool, 2018).

To the best of my knowledge, there is no research currently available about the inclusion of children with special educational needs in a Thai bilingual school. Thus, in order to respond to this need and fill the gap in this area of research, this study explored teachers' attitudes, beliefs, and the influence of teachers' demographics on teachers in inclusive education in classrooms at a private bilingual school. The reason for choosing this particular school is because it is listed among those 15 international schools, in Bangkok Metropolitan Region, that offer inclusive education for children with special needs in the mainstream alongside with their peers. The school currently accepted students with: 1) ADHA (Attention - Deficit/Hyperactivity Disorder) - inattention, hyperactivity, and impulsivity; 2) ADD (Brain-based Disorder) - neurological condition with symptoms of inattention, distractibility, and poor working memory; 3) ASD (Autism Spectrum Disorders) - a neurological and developmental disorder that affects how people interact with others, communicate, learn, and behave; 4) Dyslexia - a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling; 5) Dyspraxia - a developmental coordination disorder (DCD), is a common disorder that affects movement and coordination; 6) Dyscalculia - a learning disorder that affects a person's ability to do math. Much like dyslexia disrupts areas of the brain related to reading, dyscalculia affects brain areas that handle math- and number-related skills and

understanding. and 7) Social and Emotional Difficulties or Behavioural Issues Social, Emotional and Mental Health Difficulties (SEMH) - difficulties in managing emotions and behavior which often inappropriate responses and feelings to situations (The National Institute of Mental Health [NIMH], 2024).

Since the teachers at this school hold a background of diverse demographics with some with particular training in Thailand and from other education systems from around the world, it fitted the research objectives in better understanding the impacts of attitudes, beliefs and demographics on teachers' self-efficacy to teach children with special needs. Accordingly, with both quantitative and qualitative methods, the study, first, explored the levels of attitudes, beliefs, and demographics on teachers' self-efficacy, and then, obtained the guidelines and perspectives of head teachers and administrators as to better the inclusive education of the school in order to help remove barriers and pave the right directions to better their teaching and learning for special needs. National legislation gives children the right to be educated in an inclusive classroom as such this study focused on the abilities of teachers and school to meet the needs of those students with special educational needs with the expectation to ensure the quality of inclusive education for all children, specifically, in the realms of Thai private bilingual schools and possibly other international schools in Thailand

## **1.2 Research Objectives**

The Objectives of the study, hence, were to:

1.2.1 Explore the levels of attitudes, beliefs, and demographics of teachers on self-efficacy in inclusive practices at a Thai private bilingual school;

1.2.2 Examine the influences of attitudes, belief, and demographics of teachers on self-efficacy in inclusive practices at a Thai private bilingual school; and

1.2.3 To gain the guidelines for better inclusive practices and education at a Thai private bilingual school.

### 1.3 Research Questions

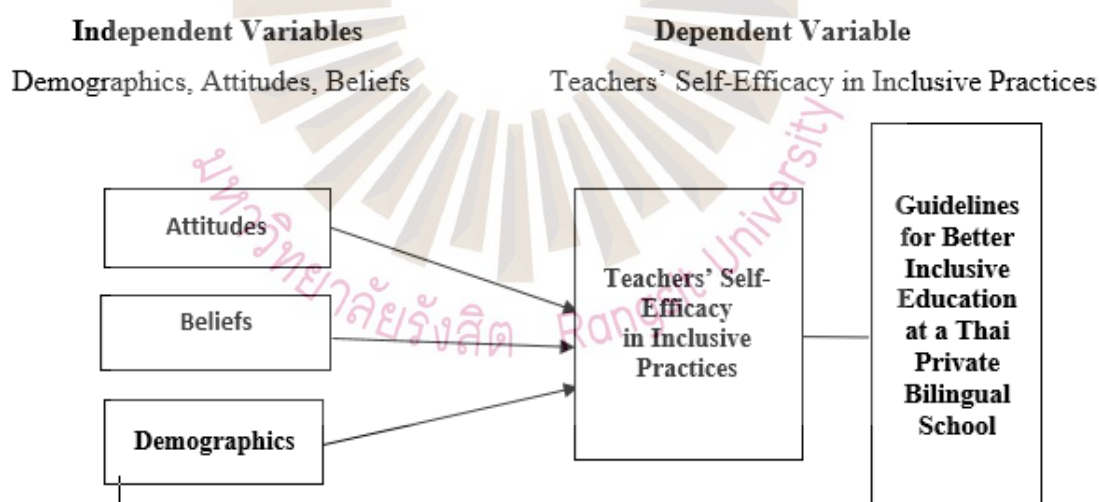
1.3.1 What are the levels of attitudes, belief, and demographics on self-efficacy in inclusive practices at a Thai private bilingual school?

1.3.2 What are the influences of attitudes, belief, and demographics of teachers on self-efficacy in inclusive practices at a Thai private bilingual school? and

1.3.3 What are the guidelines for better inclusive practices and education at a Thai private bilingual school?

### 1.4 Research Framework

The research involved the levels and influences of attitudes, beliefs, and demographics on self-efficacy of teachers in inclusive education in a Thai private bilingual school as followed:



**Conceptual Framework**

Figure 1.1 Conceptual Framework

## **1.5 The Scope of the Study**

The study aimed to determine the levels and influences of attitudes, beliefs, and demographics of teachers towards the inclusion of children with special education needs in regular classes at a private bilingual school as to obtain perspectives and guidance to those in need.

### **1.5.1 Quantitative**

With the mixed method approach, the quantitative with a survey research design, using questionnaires to collect data of teachers' attitudes, beliefs, and demographics on self-efficacy to teach children with special needs.

#### **1.5.1.1 Population**

The population of this study was made up of 119 teachers at a private bilingual school. The teachers consisted of Kindergarten, Primary and Secondary level teachers.

#### **1.5.1.2 Sampling**

With two phrases of the quantitative and qualitative methods, this study used a total population sampling that included all of the respondents. First, with the quantitative method, by using a survey research design, the questionnaires were distributed to 100 teachers, second, with a qualitative method, the focus group with the 10 head teachers to gain the perspectives of the current situation of teachers' self-efficacy in inclusive practices, to gain the guidelines for better inclusive education at a Thai private bilingual school).

### 1.5.1.3 Measurement

The questionnaire consisted of two parts related to teacher demographics and the influences of attitudes and beliefs on teachers' self-efficacy in inclusive practices.

### 1.5.1.4 The questionnaire:

Part 1 included a cover letter for a cooperation for answering the questionnaire with demographic information of the respondents including age, gender, religion, nationality, level of education, position, working experience, years of teaching experience and level of teaching.

Part 2 contained the items of the questionnaire taken and adapted from The Teacher Efficacy for Inclusive Practices Scale (Sharma, Loreman, & Forlin, 2012) which measured teachers' levels of self-efficacy to teach in inclusive classrooms and The Sentiments, Attitudes and Concerns about Inclusive Education Revised Scale, SACIE-R scale (Forlin, Earle, Loreman, & Sharma, 2011) measuring teachers attitudes towards inclusive practices, with three-dimension of self-efficacy: (1) Efficacy in Managing Behaviour; (2) Efficacy in Inclusive Instruction; and (3) and Efficacy in Collaboration. While The Teacher Efficacy for Inclusive Practices Scale (TEIP) (Sharma et al., 2012) to understand teachers' levels of self-efficacy in their own teaching practices in an inclusive environment contains with 18 items and The Sentiment, Attitudes, and Concerns about Inclusive Education Revised (SACIE-R) with 15 items.

### 1.5.1.5 Data analysis

A pre-test of the questionnaire was granted from 30 respondents from another international school that also provides inclusive education. Alpha Cronbach's Coefficient was run for its reliability with 0.86. Descriptive analysis was used to describe means, standard deviations, frequencies and percentages. With inferential

statistics, ANOVA had taken the liberty of the statistical tool to obtain the influences of attitudes, beliefs, and demographics on the teachers' self-efficacy in inclusive practices.

### **1.5.2 Qualitative**

#### **1.5.2.1 Semi-Structured Interview**

The results from the questionnaires were used to write up the interview questions, first, with the group of 10 head teachers, where members of the school leadership team shared their opinions on the data gathered from the questionnaires to understand the current situations of inclusive practices of teachers, followed by the interviewing of the 9 administrators/senior management team. The interviews were recorded to enable the transcribing of data.

#### **1.5.2.2 Content Analysis**

Content analysis was used with thematic analysis to look for similarities or re-emerging themes from the interviews to obtain the current situations and guidelines of how to better inclusive education at a Thai private bilingual school.

### **1.6 Research Contributions**

Although this study had a small sample size, the objectives with the expected outcome were priority. Due to the need to collaborate the overall picture and current situation of inclusive practice which was considered crucial and important for children with special needs to better and assure their well-being while studying in the inclusive classroom environment at a Thai private bilingual school. With all of the qualifications and characteristics of the teachers used as a sample in this study could provide the genuine overall picture and situations of the special needs teachers in inclusive education at a Thai private bilingual school. That, the results could shape the better

future inclusive classroom practices not only at this particular school but also at any other similar international schools with special needs inclusive education.

## 1.7 Definition of Terms

**Inclusive Education** Inclusion in education is defined as a societal practice that aims to educate all children together ensuring that schools develop ways to respond to individual differences when teaching thus benefiting all children

**Special Needs Education** Special Needs Educational is defined as a legal definition used to refer to the difficulties that some children have when learning the same materials as their peers. Children may have developmental, social, emotional, psychological or cognitive delays. In inclusive education, children with special needs are accepted to study alongside their peers in the regular classroom. The diagnoses with a broad range of additional needs including: 1) ADHA (Attention-Deficit/Hyperactivity Disorder) - inattention, hyperactivity, and impulsivity; 2) ADD (Brain-based Disorder) - neurological condition with symptoms of inattention, distractibility, and poor working memory; 3) ASD (Autism Spectrum Disorders) - a neurological and developmental disorder that affects how people interact with others, communicate, learn, and behave; 4) Dyslexia - a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling; 5) Dyspraxia - a developmental coordination disorder (DCD), is a common disorder that affects movement and coordination; 6) Dyscalculia - a learning disorder that affects a person's ability to do math. Much like dyslexia disrupts areas of the brain related to reading, dyscalculia affects brain areas that handle math - and number-related skills and understanding; and 7) Social, Emotional and Mental Health Difficulties (SEMH) - difficulties in managing their emotions and behavior which often show inappropriate responses and feelings to situations

**Attitudes** Attitudes are defined as an individual's ability to react favorably or unfavorably to people, objects or things. Attitudes have three dimensions; they involve cognitive processes, and the evaluation of how a person feels towards something. They involve affective dimensions and how a person responds to an item. Attitudes also have a behavioral dimension and impact how a person responds cognitively, orally or physically to an object or thing

**Beliefs** Beliefs are defined as outcomes of brain functions or mental states that create meaning of the world around us. They allow us to analyze our experiences and determine how we act in different situation

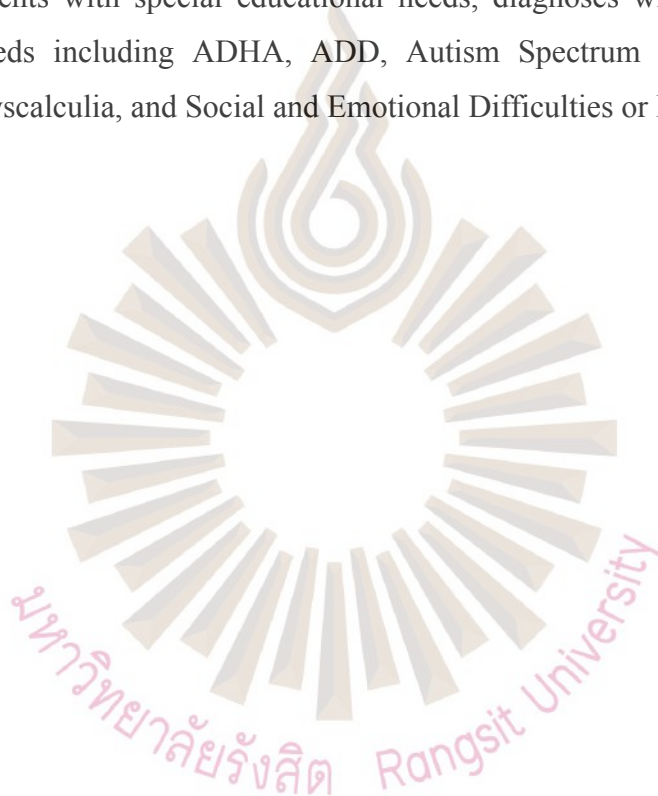
**Demographics** These can be defined as the broad characteristics or statistical data of a population. It can be defined in different criteria such as gender, age, nationality, religion or ethnicity, personal, educational, and qualification background

**Self-Efficacy** Self-efficacy is defined as an individual's belief in their ability to Complete the required behaviors necessary to reach specific performance attainments or level of achievement

**Teachers' Self-Efficacy** This is defined as a teacher's belief in his or her capability to organize and execute courses of action required to accomplish a specific task

**Teachers** 20 kindergarten teachers, 40 primary school teachers, 6 special educational needs teachers, 16 special subject teachers and 38 secondary school teachers that are also subject specialists. Some teachers are responsible for teaching across multiple schools

**Thai Private Bilingual School** This Thai Private Bilingual School is listed among those 15 international schools, but it is the only school with two languages taught -- Thai and English. It is located in Bangkok Metropolitan Region, with 119 teachers with 10 head teachers and administrators and approximately 800 students from Preschool, Kindergarten, and Grades 1 to 12, that offers inclusive special needs education for special needs children, in a mainstream regular classroom environment, alongside with their peers. At this Thai Private bilingual school, it is currently accepted students with special educational needs, diagnoses with a broad range of additional needs including ADHA, ADD, Autism Spectrum Disorders, Dyslexia, Dyspraxia, Dyscalculia, and Social and Emotional Difficulties or Behavioural Issues.



## **Chapter 2**

### **Literature Review**

The successful implementation of an inclusive environment is influenced by the beliefs and attitudes of the whole school community. Schools formulate rules, values and the norms of collective identification for their own community (Hanson et al., 2018). The beliefs, values and attitudes of a school are important in establishing expectations for all learners. All children are welcomed and valued equally and are provided with equitable learning opportunities (Woodcock et al., 2022). Teachers in inclusive environments are expected to become agents of change, with values and attitudes that enable all learners to be successful (UNESCO, 2020).

#### **2.1 Attitudes**

Attitude has been defined, for instance, as 1) mental and neural states of readiness of the most distinctive and indispensable concept (construct) in contemporary social psychology (Allport, 1935, pp.798-844); 2) someone's ability to react favorably or unfavorably to an object, person, event, or thing (Ajzen, 1993); and 3) a culmination of beliefs, feelings, and behavior towards items, people, occasions or symbols (Hogg & Vaughan, 2005). Theorists believe that attitudes are evaluative through verbal reactions and/or non-verbal perceptions that complies with cognitive and affective responses resulting in feelings towards an object, person, or thing concerning with the beliefs and evaluation of a particular desirable emotions, linked to the things we like or dislike (Fishbein & Azjen, 1975).

According to the ABC, Model of Attitudes, there are three components of attitudes: affective, behavioral and cognitive (McLeod, 2023). As it is generally expected that a person's behavior is consistent with their attitudes, it is known as the principle of consistency influenced by their attitudes or by societal norm beliefs which

derives from a person's attitude, ability to control their behavior, and the norms of society which have an impact on the action of a person and their behavior (Fishbein & Azjen, 1975). The function of the attitude is to serve the purpose in that it can be expressed, changed, or ego-depressive. People could have various attitudes that are formed based on knowledge of the world around them that is reflected in the identity along with beliefs and values that are socially accepted as to protect our self-esteem (Katz, 1960). As the attitude can influence a person's behavior, it is assumed that if a person has a positive attitude towards something he or she will be happy to work hard to achieve the desired result, on the other hand, if a person has a negative attitude towards something they will try to avoid and not be able to do well. As such, attitude can influence success or failure of an individual in what they do (Murugan, 2019). Positive teacher attitudes are required for the success of all students in inclusive classrooms (San Martin et al., 2021). In order to change a person's attitude, it is important to change their assumptions and feelings in a particular area of their beliefs. The motivational basis of an attitude needs to be challenged before an attitude can be altered (Katz, 1960).

When applying into education, especially for teachers, attitudes and beliefs play an integral role in a person's cognitive state and lead a person to act in a particular way. Teachers' attitudes are indicators of successful inclusive practices and individual's belief in their ability to successfully implement courses of action, motivation and decisions (San Martin et al., 2021). Teachers' thinking processes of willingness to try new things can be understood by analyzing their attitudes and beliefs through their teaching practices. Summaries of the research suggest that both attitudes and beliefs are indicators of teachers' actions which influence their ability, adaptability, and process of changing (Nespor, 1987; Pajares, 1992; Peck & Tucker, 1973; Richardson, 1996). When it comes to inclusion, a teacher's attitude has the potential to represent one of the biggest barriers to the success of inclusion. The behavior of a teacher in an inclusive classroom is shaped by a teacher's attitude (Alnahdi & Schwab, 2021). Research has revealed that the attitudes and expectations of teachers have a direct impact on all students' learning and the development of all students (Ozokcu, 2018). Research has also indicated that if a teacher has a positive

attitude towards inclusive environments, it has a positive impact on inclusive practices and the students' progress and development in all areas (Ozokcu, 2018). Teachers that have positive attitudes towards inclusion effectively use teaching and learning strategies and are confident in their ability to meet the needs of all learners (Ozokcu, 2018). They provide successful physical and pedagogical inclusion for all learners (Omoro & Possi, 2023). These attitudes can be influenced by the level of assistance an individual requires, previous experiences when working with children with special needs, their level of self-efficacy at teaching children with special needs, and their level of preparedness which influenced by the amount of experience that they have had working with children with special needs, teachers with more experience working with children with special needs have more positive attitudes (Unianu, 2012).

## **2.2 Beliefs**

Beliefs are the neuro psychic outcomes of the brain processes that connect meaning to objects, they enable a person to set goals, make decisions, and exist in a particular environment. Beliefs are viewed as the mental scaffolding that helps analyze the environment that provides clarity of observed things in which they create the meaning of the world around us. While beliefs are mental states, which arise as people make the distinction of something as being true, we recognize our own beliefs by observing how we react to things (Connors & Halligan, 2015). The feeling theory suggests that belief is a feeling that comes to us and is a sign that something is true. Beliefs enable us to analyze our experiences and to put our experiences into a more meaningful long-term context that also provide a stimulus for the way in which we act, by providing a portrayal of the environment and a framework of goals and actions (Connors & Halligan, 2015). Believing in one's personal abilities is an indicator of cognitive strength, it is an indication of perseverance to achieve goals (Kolbe, 2009).

There are different types of beliefs: personal and common. When a belief is kept in one's mind it is classified as personal. Shared beliefs result in social norms and may influence people to enforce norms even if they are contrary to their own beliefs and preferences which are responsible for the way in which an individual responds to a

person or a situation (World Health Organization [WHO], 2009). There are three categories of beliefs: 1) first-hand information which is influenced by sensory input; 2) inferential beliefs which are created through interactions with others; and 3) informational beliefs that are gained through interpersonal and mediated communication (Fishbein & Azjen, 1975). Thus, we form beliefs about someone or something that come together to create an attitude to it, that attitude remains relatively consistent throughout time. The presence of that person or item then invokes pleasurable or negative cognitive and cognitive responses and these are permanently linked to the attitude (Azjen, 1993). Teachers' beliefs in their teaching attitudes may be associated with their attitude towards inclusion and their willingness to employ inclusive strategies (Woodcock et al., 2022).

### **2.3 Demographics**

Demographics is an area of study in which researchers examine the quantifiable statistics of a particular population (Vogt & Johnson, 2011). In using demographic information of the population or samples, statistics are used to identify subsets of the populations and samples which can be characterized at a specific, situations, and point in time. In general, common demographics are age, sex, ethnicity, level of education, disabilities, employment, and socio-economic status as well as topic-specific characteristics (Hughes, Camden, & Yangchen, 2016). Moreover, when employed in re-search, it is the collection and study of data regarding the general characteristics of specific populations based on factors such as age, sex, race, nationality, religion, level of education, income, rank, position, working experiences, job duration, and so on. Demographic data, thus, refers to socioeconomic information ex-pressed statistically, including employment, education, income, marriage rates, birth and death rates, and more (Potters, 2024).

It is viewed that teachers are a critical factor in the success of inclusive education. The teacher's position is a catalyst to make changes, so that their positive attitude to inclusive education is a prerequisite to the success of inclusion. A teacher's demographic background has an impact on a teacher's ability to be successful in an

inclusive environment, factors such as age, gender, teaching experience and level of learning regarding children with special educational needs (Ozokcu, 2018). Demographics have proved to be an indicator of teachers' self-efficacy in inclusive environments and demographic variables should be considered as having an impact on teachers' behavior in the classroom (Nina et al., 2022). Many demographic factors impact teachers' self-efficacy in inclusive practices and these can be gender, age, teacher training, teaching experience, the experience of working with children with special educational needs, and the teacher's ability to effectively collaborate with others. Studies have suggested that there is a correlation between age, sex and attitudes towards inclusion (Rahayu & Kurniawati, 2019).

## **2.4 Inclusion in Education**

Inclusion is a societal practice that aims to increase the participation of all groups in society (Hansen et al., 2018). The UNESCO Salamanca Statement (1994), required schools to educate all children together ensuring that schools develop ways to respond to individual differences when teaching thus benefiting all children. Inclusive education involves a process that contributes to the goal of social inclusion and would result in a move towards a non-discriminatory society (UNESCO, 2019, 2020). The National Center in Educational Restructuring and Inclusion (NCERI) defined inclusion as “providing to all students, equitable opportunities to receive effective educational aids and support services needed in general class-rooms, toward the outcome of preparing all students for productive lives as full members of society (NCERI, 1994). Inclusion in education represents a vision where children are participating in all learning activities and being socially accepted (Hansen et al., 2018). Inclusion is an attempt to move barriers to the basic human right to education and in this study, inclusion is defined and aimed to increase access and engagement in learning for all students, achievable only when barriers are removed (IBO, 2019). Inclusion is also the process of including children with special educational needs and providing them with the knowledge and skills that they need to succeed.

### 2.4.1 Teachers Attitudes and Beliefs about Inclusion

San Martin et al. (2021) explained that teacher's positive attitude towards their role, students, and colleagues, will impact the ability to effectively implement inclusive practices in that:

- 1) it is a prerequisite in order to ensure inclusive education is successful;
- 2) it plays an important role in ensuring the success of all learners in inclusive classrooms; and
- 3) is important to understand all teachers' attitudes and beliefs and their level of preparedness to teach in an inclusive classroom

A teacher's attitude is made of three elements:

- 1) cognitive dimension, opinions and the ability to think independently;
- 2) emotion or reaction to a student or a group of students; and
- 3) behavioral aspect, the way in which they act towards a student or group. (Mahat, 2008).

Conflicting studies have shown that teachers have different opinions regarding their role when teaching children with special educational needs. One study showed that general education teachers feel responsible for teaching every child in class (Astrid & Scholz, 2014). Another showed that teachers do not see it as their role to teach children with special educational needs particularly if they are receiving support from additional staff (Woodcock et al., 2022). Teachers' self-efficacy could be measured by an individual's level of frustrations, confidence and understanding of their role and responsibility to meet the needs of each child (Omoro & Possi, 2023).

A study of pre-service teachers revealed that while 88% of them felt that children with special needs should be taught in inclusive environments, 44% noted that teaching children with special needs may be burdensome (Stites et al., 2018). Literature suggests that teachers feel additional pressure when attempting to meet the

individual needs of learners in inclusive classrooms (Soliman, 2020). Another study conducted on the benefits of inclusion revealed that inclusive education in high schools had not had much of an impact due to the negative perceptions and attitudes of people important to its success (Chuchu & Chuchu, 2016). Entrenched views of some students as imperfect or incapable of learning, result in teachers not being able to view individual student's learning function as open-ended (UNESCO, 2020). However, research indicates that teachers with negative attitudes towards inclusion may change their views after having direct contact with students with special educational needs (Pulliate & Bostedor, 2021). Teachers that are unprepared for inclusive classrooms, may experience frustration, fear, or lose confidence in their own effectiveness or ability to meet the needs of their students. Some teachers may become disillusioned or may not feel capable of controlling barriers to inclusion. (Shani & Hebel, 2016; UNESCO, 2020). Teachers' self-efficacy may be influenced by the need to manage challenging behavior and to deal with physically aggressive students (Hannaford, 2022).

Inclusion is required to meet the interests and needs of all learners and if managed inefficiently could potentially lead to the exclusion of certain learners identifying roles, attitudes, and competencies of teachers to successfully adapt their teaching methods to restructure the relationship between teachers and students. By ensuring that a teacher has a clear understanding of their role, and has a positive attitude and beliefs towards including children with special educational needs in their class, and has the confidence to be flexible in the classroom to differentiate materials and use a variety of teaching strategies accordingly, would ensure positive interactions occur between teachers and learners (UNESCO, 2011; Zvoleyko, Kalashnikova, & Kilmenko, 2016). Recent studies have evidence suggesting that teachers have conflicting attitudes towards inclusive education. Whilst some studies show that teachers have very positive attitudes and perceptions towards the concept of inclusion (Astrid & Scholz, 2014; Liquido & Mendez, 2018; Zagona et al., 2017). Other studies have highlighted that not all teachers are confident in the value of inclusive education (Chuchu, T. & Chuchu, V., 2016; Sesay, 2018; UNESCO, 2020). Teachers' attitudes and beliefs about inclusive education have a significant impact on their ability to

successfully implement inclusive values in a classroom (Kristiana, 2018). Teachers' attitude and beliefs are seen as indicators of their effectiveness to meet all learners' needs (Boyle et al., 2020). Teachers' pedagogical skills and knowledge are important indicators of successful inclusive practices (San Martin et al., 2021). Teachers with positive attitudes and beliefs create positive learning environments where children with special educational needs are challenged and more likely to succeed (Liquido & Mendez, 2018). It is of crucial importance that all teachers have a positive attitude and beliefs towards the concept of inclusion for it to succeed.

Information collected from the GEM report Education Profiles demonstrated that out of 168 countries analyzed, only 61 percent provided elements of training on inclusion (UNESCO, 2020). Teachers must accommodate a quality education for all through adaptations to the curriculum, modifications, and applications of teaching strategies and resources (Lamture & Gathoo, 2017). This presents challenges to teachers lacking in inclusive education training as there is a distinct correlation between direct training and ensuring a positive attitude to inclusion (Shani & Hebel, 2016). A lack of training for inclusive environments, results in gaps in teachers' knowledge about pedagogies and other aspects of inclusion (UNESCO, 2020). Teachers make their own decisions based on reciprocal determinism, this is the reciprocal interaction between an individuals' behavior and environment according to social cognitive theory (Bandura, 1997). Thus, it is also of primary importance that teachers feel adequately trained and supported to meet the needs of all learners with special needs as they require additional support and guidance to achieve their goals (UNESCO, 2020).

#### **2.4.2 Inclusive Practices**

The successful implementation of inclusive education requires that resources are available to teachers and that teachers are trained in the principles of inclusive education (Ainscow, 2020). Inclusive education requires that every student is understood and recognized for their unique strengths and needs. Children with special educational needs require a variety of additional support provisions and scaffolding to

access the curriculum (San Martin et al., 2021). While Inclusion ensures that the children are not only given physical access to classrooms, but also to the curriculum, all schools are expected to provide academic and behavioral support in order for each child to succeed academically, socially, and methodically (Soliman, 2020). Inclusive practices are more likely to succeed if the needs of individuals are considered, effective teaching strategies are utilized, and efficacious classroom management strategies are applied and adequate support services are provided (Gul & Vuran, 2015). Research has indicated that when teachers recognize the diverse needs of learners and apply differentiated methods of instruction and assessment, students are able to access the curriculum more effectively (Omoro and Possi, 2023).

Teachers that have completed courses in special education are more receptive in their attitude to the inclusion of children with special educational needs (Rahayu & Kurniawati, 2019). A study of preschool teachers concluded that teachers need more knowledge and skills to meet the needs of children with special educational needs and they did not see themselves as significantly capable of teaching children with additional needs. Teachers reported difficulties with regards to assessment, developing individual educational plans, adapting their teaching materials and strategies, classroom management and dealing with behavioral issues (Ozokcu, 2018).

Due to international legislation requirements, and the inclusion of children into mainstream classes, teachers are expected to meet and adapt their teaching methods to meet diverse learning needs of all learners including those with special educational needs (Woodcock et al., 2022). Moreover, teaching in an inclusive classroom, requires teachers to recognize the needs and abilities of each learner and be open to the diverse needs of each learner. In inclusive education settings, each teacher must have an understanding of how to successfully differentiate materials and instruction, be familiar with the ways of creating and assigning tasks and have a flexible approach to using different pedagogical methods to meet individual needs. By using an inclusive approach to teaching, teachers take responsibility for each learner, by offering differentiating tasks and materials. Teachers must be responsive to the barriers experienced by learners with diverse needs (Loreman & Forlin, 2013;

Memisevic & Hodzic, 2011; UNESCO, 2020). Studies of teachers' attitudes towards inclusive practices suggest that although most teachers would like to assist all students they are restricted in their understanding of best practices (Thwala, 2015).

Teachers should be supported to develop truly inclusive practices (Ainscow, 2020). The literature suggests that teachers require more knowledge and skills to meet the needs of their students as they currently do not feel equipped enough to do so (Ozokcu, 2018). Teachers continuously report feeling unprepared to meet the needs of all learners in their classroom, particularly those with special needs (Hannaford, 2022). A study conducted in India in 2017, found that 88% of general teachers had received less than one week's training and 0.46% of teachers had received three months of training in inclusive education (Lamtur & Gathoo, 2017). Knowledge of inclusion is based on training received when gaining teaching qualifications and often focuses on understanding special needs rather than inclusive teaching practices (Shani & Hebel, 2016). Due to the current educational policies, inclusive classrooms are becoming the norm, teacher training courses must respond to the needs of teachers and provide insights into inclusive teaching, and provide follow-up support to ensure that teachers are able to integrate theories into practices (UNESCO, 2020).

There are basic skills required by teachers in an inclusive environment which are knowing and understanding the additional needs of children and their responsibility as a teacher to adapt teaching strategies and materials to meet their needs, strong classroom management skills, and the ability to work collaboratively with Special educational needs specialists to develop intervention programs (Shani & Hebel, 2016). Liquido and Mendez (2018) coined that while teachers who have no adequate professional development, make decisions based on previous experiences, contributions provided by co-workers, and by being dedicated to continuously improve their pedagogical skills, teachers who rely on their own attitudes, beliefs, and lessons learned from vicarious experiences, support from other teachers and leaders and their commitment to the teaching profession.

## **2.5 Social Cognitive Theory: The Core-concept of Self-Efficacy**

Bandura's social cognitive theory was developed in 1960. It was developed as a result of behaviorism and was developed from psychological theories as to why people act as they do. It is a theoretical framework for understanding human social behavior. It emphasizes an individual's control over their own behavior. Behavior is exercised in a dynamic interaction between the individual and the environment, and it is conceptualized with reciprocal determinism in Social Cognitive Theory (Gustavsson, 2011; Kurt, 2020). Bandura's theory provides the basics for understanding teacher self-efficacy in inclusive practices in this study.

In Bandura's Social Cognitive Theory (Bandura, 1997), there are three key indicators of bidirectional reciprocal determinism. These are personal factors, environmental factors and behavior. Personal factors are influenced by an individual's psychological beliefs and are based on events that have been personally experienced during life. Beliefs about self-efficacy and the capacity to self-manage and to set and achieve goals with regards to a specific behavior. Personal factors influence an individual's knowledge and attitude towards a situation. Environmental factors are factors which are external to personal factors. The environment provides the opportunity for the desired action to occur. However, the environment is also influenced by an individual's perception of it (Gustavsson, 2011). The environment vicariously provides an individual with an opportunity to observe others and to develop the required skills. The environment is influenced by social norms, acceptance in the group, and the actions of others. Behavior refers to the demeanor of the action and the prevalence in which it appears. This refers to the behavioral capabilities of an individual to have the knowledge and skills to perform in the desired manner (Gustavsson, 2011). This is connected to the capabilities, skills and actions of an individual. An additional behavioral factor contributing to an individual's behavior would be the level of self-efficacy and the capacity to successfully apply the desired knowledge and skills in the accurate environment.

There are four sources of efficacy: mastery experiences, physiological and emotional states, vicarious experiences and social persuasion (Bandura, 1977). Mastery experiences is an individual's perception that they performed and completed a task or an interaction well. This provides individuals with pride in their actions. Vicarious experiences involve the process of observing another person and feeling what they feel. By observing someone complete a task, individuals make judgments on their personal capabilities. Verbal persuasion relates to the use of communication techniques to influence or convince others. It can involve convincing another person that they have the means to successfully complete a task. Behavior is influenced by a person's beliefs in their capabilities, knowledge, positive and negative reinforcements, perceived outcomes and an individual's self-efficacy. These are the main components of Bandura's social cognitive theory.

The four beliefs within Social Cognitive Theory (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998) can also be applied when analyzing teachers' self-efficacy. Mastery experiences, where teachers have previously achieved success when completing a task. Vicarious experiences, where teachers observe someone with a similar role successfully completing a task. Verbal persuasion, where positive feedback is given to the teacher by a person they trust. The final source is affective experiences, where positive or negative feelings affect how an individual views his or her own skill levels. (Kuusinen, 2016). The nature of teachers' self-efficacy is cyclical in nature. Teacher self-efficacy is a key indicator of successful learning outcomes and in assessing self-perceptions, the teacher judges their personal capabilities such as skills, knowledge and strategies against personal weaknesses and liabilities in a particular context (Tschannen-Moran et al., 1998). Personal, environmental and behavioral factors influence how a teacher acts in an inclusive classroom. A teacher's perceived efficacy has an influence on the type of environment created and the tasks performed to enhance learning and engagement (Bandura, 1997).

### 2.5.1 Teacher's Self-Efficacy

Self-efficacy was first referred to in Bandura's social cognitive theory and refers to an individual's belief in their ability to implement the actions necessary to result in a particular level of achievement (Bandura, 1997). Teacher self-efficacy is a teacher's individual conviction in their ability to ensure a particular academic result for students. Research conducted suggests that teacher self-efficacy has three sub-constructs, namely, inclusive education strategies, managing challenging behavior, and collaborative teaching (San Martin et al., 2021).

Teachers with high levels of self-efficacy are open to applying more approaches to engage learners, they display increased levels of planning and achieve increased levels of attainment (Tschannen-Moran & Woolfolk-Hoy, 2001). Teachers with higher levels of self-efficacy introduce varied activities and influence the active levels of effort involved in inclusive education (Martins & Chacon, 2021). Teachers with high levels of self-efficacy are open-minded to new ideas, are open to engaging in new teaching strategies, design and manage their classrooms better and provide more engaging learning experiences for their students (Tschannen-Moran & Woolfolk Hoy, 2001). Teachers with high levels of self-efficacy are able to implement effective teaching strategies and are more insistent in their attempts to engage children who show less interest in academic engagements especially those with special educational needs (Ozokcu, 2018). They seek different ways to motivate and to meet the needs of their students, including those with special needs (San Martin et al., 2021). Teachers with higher levels of self-efficacy exhibit more enthusiasm for teaching and use better strategies for working with students (Hannaford, 2022). researchers found that student achievement, teaching quality, teacher behavior are all linked closely to teachers' self-efficacy (Hannaford, 2022).

Teachers with lower levels of self-efficacy are less likely to attempt to ensure that the needs of all learners are met (Tschannen-Moran & Woolfook Hoy, 2001). They are also less likely to create a positive inclusive environment. Teachers with lower levels of self-efficacy to succeed in inclusive environments have difficulties

creating challenging materials to meet the needs of the learners and have difficulty creating adequate assessment tools to gauge an understanding of what children with special educational needs have learned (Ozokcu, 2018). Teachers with lower levels of self-efficacy spend more time on non-academic tasks and less effective strategies. Teachers are put under additional pressure to meet the needs of all learners and teachers with lower levels of self-efficacy may have difficulties coping under stress (Soliman, 2020). Teachers may experience frustration, fear, anger and lack of confidence regarding their ability to meet the needs of all learners (Shani & Hebel, 2016).

Teachers that have insufficient training or experience of working with children with special needs may be uncreative in their efforts to create learning engagements and are often perturbed with their professional image and how others view them in the workplace (Liquido & Mendez, 2018; Shani & Hebel, 2016) This study will use Bandura's Social Cognitive theory, to analyze teachers' attitudes and perceptions, knowledge, and skills, and level of self-efficacy. The concept of self-efficacy was first defined as 'individuals' beliefs regarding their capacity to organize activities and actions that are necessary for them to exhibit a particular performance and carry them out successfully (Bandura, 1977).

## **2.6 A Thai Private Bilingual School**

The research indicates that whilst there have been several similar studies conducted worldwide. There has been no such study conducted in a private Thai Bilingual School. As a result, this research will explore teacher self-efficacy in inclusion in the context of a Thai Private Bilingual School. The school was chosen for this study because of its specific characteristic in sharing values and promoting inclusive practices. It is confirmed on the webpage that inclusion occurs and is welcomed with everyone that is valued, included, challenged and supported in their efforts to be successful. The school is also committed to the needs of all students being met by providing the appropriate support in the least restrictive environment with a Student Support Services department staffed with a qualified and experienced team of

professionals who are committed to supporting the learning support needs of the students in their program.

Children with Special Educational Needs Program with mild to moderate ADD/ADHD, Autism Spectrum Disorders (ASD) and Learning Difficulties such as Dyslexia, Dyspraxia, Dyscalculia and Social, Emotional and Mental Health Difficulties (SEMH) study at this school. While the school's entrance policy ensures that children are admitted regardless of their academic level or educational needs, it encourages all regular children to study alongside children with special educational needs. There is a SEN department that provides support for the special need children who must be in the program in the form of pull-out or push-in sessions - pulling out to work on specific skills or areas of need, pushing-in support may be provided in the form of a teacher assisting students who are in the program with tasks in the mainstream classroom. For those children who have received medical diagnoses such as learning difficulties, ADHD, dyslexia and dyspraxia.

Collaboration occurs between the homeroom teachers and the Head of the SEN department in that the homeroom teachers in Kindergarten and Primary meet with the head of SEN, once a month. During this meeting they share their concerns about all students, not only those in the program. However, homeroom teachers in the Secondary school do require to have regular meetings with the head of SEN, only when needed. In kindergarten and primary, the curriculum is differentiated to meet the needs of each child taught in small group settings. There are three members of staff in the kindergarten classrooms and two in the Primary classes, this allows for stations to be set up where small groups can work with the teachers, while other students are given independent work to complete at their level. In Secondary, students are taught in a whole class setting. Students are given support from teachers to complete the assigned tasks. In the Secondary school, all children are expected to complete standardized examinations.

This study will analyze the influence of teachers' attitudes, beliefs and demographics on self-efficacy in inclusive practices at a Thai private bilingual school. It will use the conclusion of the research to enhance practices.

## **2.7 Related Research: Self-Efficacy in Inclusive Education around the Globe**

Teachers' attitudes and beliefs and their understanding of the best inclusive educational practices are considered an important indicator for successful inclusive practices. Teaching practices in inclusive classrooms can be analyzed by using the theory of planned behavior. An individual's action or behavior can be predicted when faced with challenging situations (Ajzen, 1991). Teacher self-efficacy was defined as their belief in their own capability to successfully fulfill their role as a teacher and by analyzing this along with their attitudes and beliefs, a prediction can be made on their likelihood to succeed in an inclusive classroom (Ozokcu, 2018; Tschannen-Moran & Woolfolk Hoy, 2001). The attitudes, beliefs and self-efficacy levels of a teacher and their intention to challenge all learners can be predicted by using the theory of planned behavior (Hellmich, Loper, & Gorel, 2019).

It indicated the individual willingness of teachers to teach in an inclusive environment and self-efficacy beliefs are one of the most important factors that affect the success of inclusive practices (Forlin et al., 2011; Ozokcu, 2018). Research confirms that teachers with higher levels of self-efficacy have more positive attitudes towards inclusion (Soliman, 2020). Since self-efficacy will influence how teachers implement various teaching strategies, their high levels of self-efficacy will be open to trying new methods in the classroom to meet the needs of their students. Research has concluded that teachers' self-efficacy was the best predictor of teachers' attitudes and their willingness to apply inclusive strategies and practices (Hannaford, 2022). If a teacher has a high level of self-efficacy, thus, it happens to have an impact on the achievement and success of the students (Rahayu & Kurniawati, 2019). While self-efficacy is drawn from personal experiences such as the number of years of teaching experience or prior professional development experiences when training,

teachers with a higher level of self-efficacy towards teaching children with special educational needs are more successful in inclusive classrooms (San Martin et al., 2021; Tschannen-Moran et al., 1998).

Extensive previous research has shown that teachers' positive attitudes are essential for the success of students in inclusive classrooms. A frequently studied variable to understand teachers' classroom practices is self-efficacy. Self-efficacy for teachers is a representation of their attitudes, self-confidence and beliefs in their ability to provide effective instruction for all (Ozokcu, 2018; San Martin et al., 2021). Teachers are often preoccupied with how they may appear to other teachers and school leaders. A teacher's level of self-efficacy is influenced by conviction in their ability to organize and manage tasks successfully using adaptations and differentiation (Kristiana & Hedriani, 2018; Shani & Hebel, 2016). Teachers with a lower level of self-efficacy use ineffective teaching strategies and have tendency to spend more time on non-academic work, and this has a negative impact on student's progress and academic development (Ozokcu, 2017). Low self-efficacy results in minimum efforts to engage learners with special educational needs in inclusive classrooms (Kristiana & Hedriani, 2018). Teachers with a low level of self-efficacy when teaching learners with special educational needs avoid planning challenging activities that may exceed the capability of the learners, may be impatient when students are having difficulties, and are often uncreative when designing learning engagements (Liquido & Mendez, 2018). Teachers may be exposed to stressful situations and may experience dissatisfaction or even burnout (Mahler et al., 2017).

Beliefs and self-efficacy can predict an individual's behavior, and the outcome expectancies are influenced by a feeling of capability at achieving competency in a particular field (Bandura, 1997). Teachers with a high level of self-efficacy are constantly searching for ways to motivate all learners and are confident in their ability to succeed (Kuusinen, 2016; San Martin et al., 2021). Teachers with higher levels of self-efficacy develop engaging activities for all students in their care that enable learners to be challenged and to be successful in their learning. They are more likely to motivate their students and have a direct impact on academic

achievements and emotional well-being. The level of a teachers' self-efficacy to teach all students has an impact on their ability to instruct, manage and create a positive learning environment for children with special educational needs (Liquido & Mendez, 2018; Shani & Hebel, 2016). Multiple studies have suggested ideal forms and strategies to create idealistic inclusive learning environments. However, teachers must first have positive teaching beliefs about their ability to create an environment to meet the needs of diverse learners (Omoro & Possi, 2023). There are many different factors that affect teachers' levels of self-efficacy when dealing with children with special educational needs and most of these are demographic variables. Research indicates that teachers' attitudes towards inclusive practices change over time. Younger or more inexperienced teachers between the ages of 22- 30 retain more positive attitudes than teachers over 40 years old (Ozokcu, 2017; San Martin et al., 2021; Sharma & Jacobs, 2016). Whilst other literature indicates that teachers' concerns about inclusive education lessen as their age and experience increase. Others have argued that a teacher's age does not have any significant direct relationship with their beliefs towards inclusive education or their levels of self-efficacy when teaching children with special needs. Teacher training and teaching experiences had an impact on teachers' beliefs about inclusive education; there were no significant differences between younger and older teachers with regards to their beliefs (Ozokcu, 2018; You, Euikyung, & Kyulee, 2019).

Gender has been previously analyzed with regards to teachers' attitudes, beliefs, and self-efficacy towards inclusion. Some studies showed that female teachers had a more positive attitude towards inclusion and higher levels of self-efficacy (Odanga, Raburu, & Aloka, 2015). Whilst other studies have shown male teachers to have more positive attitudes to inclusion and higher levels of self-efficacy (Ahmed, Sharma, & Deppeler, 2012; Hussiena, & Al-Quaryouti, 2015). Another study reported gender as having no influence at all, other factors have also been analyzed which are believed to have an impact on a teacher's self-efficacy level one of these was the level or grade level that the teachers teach. Studies identified primary school teachers with higher levels of self-efficacy when dealing with challenging behavior as opposed to secondary school teachers (San Martin et al., 2021). Teachers who attended courses on

inclusive education had more positive attitudes to inclusive practices. Evidence suggests that teachers with training on inclusion topics or special educational needs have more positive attitudes than those without (San Martin et al., 2021; You et al., 2019). Understanding the relationships between these factors will assist educators to develop appropriate strategies to improve the quality of education provided to children with special educational needs.

A study conducted on preschool teachers in 2018 in Turkey found that the teachers' age, gender, educational level, and number of interactions with individuals with special needs did not drastically impact their self-efficacy levels. However, their knowledge of local laws, and their own level of self-efficacy in working with special needs students, and experiences were found to affect their scores significantly (Ozokcu, 2018). It was revealed that gender did not have an impact on the teachers' self-efficacy to successfully implement inclusive practices. The teachers' level of educational attainment did not have a significant impact on the teachers' levels of self-efficacy in this study, but it did differ in the area of knowledge and skills to successfully implement effective strategies in inclusive environments. While teachers with graduate degrees had higher levels of self-efficacy than those with undergraduate degrees, ages did not have a significant impact on their level of self-efficacy but teachers between the ages of 25- 29 scored slightly lower than teachers between the ages of 30 -40. It was reported that the teachers' level of interactions with children with special educational needs had an impact only on their self-efficacy level at collaborating with other professionals. The teachers who had more experience in working with children with special educational needs also had higher levels of self-efficacy than those without. Teachers who had attended professional development courses had significantly more positive attitudes and their levels of self-efficacy were higher in all areas. Teachers with knowledge of local laws also scored higher in all areas. It was concluded that the teachers had high levels of self-efficacy in inclusive education and that attending professional development courses, being well informed about local laws, and having experience working with children with special needs were the main factors that affected the teacher's self-efficacy levels.

Rahayu and Kurniawati (2019) conducted a study in Indonesia to gather data from 201 inclusive preschool teachers. The results showed that teachers' backgrounds did not have a significant impact on the variables in levels of self-efficacy when teaching in inclusive environments. Also, teachers' level of self-efficacy to use effective teaching practices and their confidence in being able to successfully control disruptive behavior did not have a notable effect on the teachers' attitude towards the implementation of inclusion. It was concluded that the teachers' level of self-efficacy in collaboration with others did have an effect on individuals' attitudes towards inclusive practices. This is because teachers were not confident in their self-efficacy to successfully collaborate with others. The results of this study indicated that self-efficacy does not have a large impact on attitudes in teaching in inclusive preschools. This study indicated that teachers have positive attitudes towards inclusion if they have a high level of self-efficacy in their ability to successfully collaborate with others to meet the needs of each learner. This included that the attitudes and beliefs of teachers were critical to the success of inclusion.

Hussiena and Al-Quaryouti (2015) conducted a study in Oman, the findings showed that teachers had a high level of self-efficacy in their ability to successfully manage their own inclusive classroom with moderate levels of self-efficacy in their ability to successfully collaborate with others as to meet the student needs and in their ability to effectively use assessment strategies, and low levels of self-efficacy were indicated in the teachers' understanding of special education requirements and strategies. While a substantial number of teachers were indicated with low to moderate levels of self-efficacy at successfully including children with special needs in their classes, it was suggested that significant professional development in inclusive education practices were needed in that the teachers required more knowledge and skills in the areas of special education, collaboration and classroom management. The study concluded that teachers' levels of self-efficacy in their ability to teach in inclusive environments varied according to their perceived self-efficacy of their own knowledge of inclusion and skills to effectively educate the students. This study analyzed the impact of the role of gender and concluded that female teachers reported a lower level of self-efficacy in special education, assessment, classroom management,

and collaboration, with male teachers having higher levels of self-efficacy in these areas. The teachers' level of experience was found to have no direct correlation with regards to special education, assessment nor collaboration. The levels that the teachers taught had a negative impact on their efficacy in classroom management and special education but had no impact on their self-efficacy in the areas of assessment and collaboration. The study showed a positive relationship between teachers' attitudes towards children with special needs and their beliefs about inclusive education in general.

In Korea, You et al. (2019) studied the teachers' attitudes and beliefs and efficacy toward inclusive education in early childhood settings. This study used demographic variables such as gender, age, training experience, and teaching experience on teachers' attitudes towards inclusive education, and their level of self-efficacy at teaching in inclusive environments. The study concluded that teachers with more teaching experience showed significantly more positive attitudes towards inclusive practices than those without. They also showed a strong belief in the positive impact of inclusive education and the impact that educating children with special needs could have on all children, not only the ones with additional needs. Training and teaching experiences were associated with positive beliefs and attitudes towards inclusive education systems. The teachers' that had more experience working with children with special needs demonstrated positive attitudes towards the implementation of inclusive practices. Teachers' positive beliefs about inclusive education were associated with teachers' self-efficacy in their ability to teach in inclusive environments with no significance on teachers' ages towards inclusion. The study concluded that professional development opportunities, experience, and support through collaboration led to teachers having a favorable attitude towards inclusive practices.

In Saudi Arabia, conducted by Alnahdi and Schwab (2021) aimed to determine how well-trained 185 elementary school teachers felt to provide the best possible support for children with special needs. It was revealed that the attitudes of the teachers towards inclusion were strongly linked to their level of self-efficacy to

teach in inclusive environments. Gender had no impact on their self-efficacy levels, neither did having a Special Education qualification. It was concluded that teachers' attitudes and beliefs were key indicators of teachers' self-efficacy. The study suggested that teachers should be educated with regards to the rights of individuals with special needs, to improve teacher's self-efficacy levels to work in an inclusive environment.

In Chile, a study conducted by San Martin et al. (2021), surveyed 569 general education teachers regarding their attitudes and self-efficacy towards teaching children with special needs in the general classroom. The study found that although teachers had positive attitudes towards inclusion, they had lower levels of self-efficacy when managing challenging behavior and relating laws and policies related to special education.

A comparative study by Soliman (2020) compared 88 teachers from Egypt and 96 teachers from Saudi Arabia. The results suggested that student achievement and mastery experience, were the successful predictors of self-efficacy for Saudi and Egyptian teachers in that performance indicators lead to self-efficacy. This study indicated the reciprocal relationship between behavioral and personal factors were significant in that teachers based their actions on previous experiences to build strategies. Additionally, it was found that factors such as mastery of knowledge, classroom environment, professional development opportunities, and group efficacy were positively related to teachers' self-efficacy.

In Germany, Misera, Jungjohann, DeVries, and Gebhardt (2019) found that teachers' personalities as the main predictor of a successful inclusive environment. They measured attitude, concerns and efficacy by surveying 909 preservice teachers. Their study reported that teachers with positive attitudes towards inclusion, greater self-efficacy had more commitment to ensuring the success of all learners in their class. It was concluded that teacher training was an important factor that holds a teachers' attitude and beliefs of self-efficacy. It was encouraged that being informed about local laws and financial resources draw factors to be considered for successful

inclusion. The study found that students studying in inclusive education had the most self-efficacy and most positive attitude towards teaching children with special needs. The study proved that lower anxiety led to better attitudes, more self-efficacy, and a higher intention to teach inclusively.

Studies on the attitudes, beliefs and self-efficacy level of pre-service teachers have been conducted in Australia (Sharma et al., 2012); Saudi Arabia (Alnadi, 2020); and Japan (Yada & Savolainen, 2017), it could be suggested that teachers' self-efficacy levels are culturally determined, and that cultural contexts and values may lead to the varied level of teachers' self-efficacy. Thus, research in self-efficacy and inclusion should consider cultural context predictors such as shared values, attitudes, beliefs, and norms to provide in-sights into the factors that constitute self-efficacy in different culture contexts. (Alnahdi & Schwab, 2021; Soliman, 2020).

The literature review discussed in this chapter indicates that demographics, attitudes and beliefs are all significant indicators of self-efficacy in inclusive environments. Most studies indicate that it is important that teachers have positive attitudes and beliefs towards inclusion in order to have a higher level of self-efficacy. Attitudes are influenced by teachers' knowledge of special needs and their experience in inclusive environments (Savolainen et al, 2022). However, some teachers may have reservations implementing inclusive practices, especially when it comes to managing challenging behavior (Savolainen et al., 2022). It is important that teachers have confidence in their ability to manage challenging behavior and in being able to confidently interact with other professionals (Rahayu & Kurniawati, 2019). This is suggestive that confidence is a factor contributing to teacher self-efficacy in inclusive classrooms. The review of the impact of demographics is suggestive that results may be indicative of a cultural context as different results were indicated in different studies in other countries (Soliman, 2020). Some studies indicated that the level that a teacher teaches has an impact on their self-efficacy, however other studies found no correlation (San Martin et al., 2021).

The study in Turkey indicated that a teacher's level of education is an indicator of self-efficacy, however this was not found to have an impact in other studies (Ozokcu, 2018). The study in Korea indicated that teacher training is indicative of teacher self-efficacy in inclusive classrooms but this was not seen to have an impact in other studies (You et al., 2019). The study in Chile indicated that teachers may lack self-efficacy when managing some challenges relating to local laws and policies regarding inclusion (San Martin et al., 2021). Alnahdi (2020) found that general education expressed lower levels of self-efficacy when collaborating with family members, raising awareness regarding local laws and policies and managing challenging behavior. Some studies indicate that the years of teaching experience that a teacher may have is indicative of teacher self-efficacy (San Martin et al., 2021; Tschannen Moran et al., 1998; You et al., 2019). This study aims to confirm the impact of demographics, attitudes and beliefs in a Thai cultural context and will provide important insights into teacher self-efficacy in inclusive practices.



## **Chapter 3**

### **Research Methodology**

Due to national legislation and commitment to inclusivity, children with special needs are included in regular classes and are provided support in the least restrictive environment. This raises the question of how effectively teachers are able to meet the needs of all children in inclusive classrooms. It is assumed that in order to successfully teach children with Special Educational Needs, teachers should hold a positive attitude towards having children with special needs in their classes and have a strong belief in inclusion in that they can successfully manage their classrooms and provide challenging material for all learners. They must have an understanding on how to differentiate materials to meet the needs of the child. To answer the above questions, the methodology for this research was as follows.

#### **3.1 Population and Samples**

The research design in this study was a mixed method approach with the quantitative and qualitative respectively. The use of the mixed method to gather data was justified because it provided a better understanding of research issues than either qualitative or quantitative approaches alone (Palinkas et al., 2011). While the study explored the influence of teachers' attitudes and beliefs with their demographics on the level of their self-efficacy in inclusive practices in order to understand the overall picture and current situations of inclusive practices. Later, the perspectives and opinions of the head teachers/administrators were obtained through the interviews, written by using the results from the questionnaires in the quantitative sphere, as to better inclusive practices and education at a Thai bilingual school. In conclusion, while the quantitative method was to test the existing conceptual framework and obtain breadth of understanding of predictors of successful implementation (Tashakkori & Teddlie, 2003), the qualitative method is employed to explore and obtain depth of

understanding as to the reasons for success or failure to implement evidence-based practice or to identify strategies for facilitating implementation.

### **3.1.1 Quantitative**

#### **3.1.1.1 Population and Samples**

A total population sampling was used in this study to obtain data from 119 teachers from Kindergarten, Primary and Secondary levels teaching in inclusive practices with some experience of working with children with special needs at a private bilingual school. Teachers' experiences range between 1 – 12 plus years' experience. A total population is a whole sampling in which a target group had a well-defined characteristic whose members of interest all share a given characteristic which gave deeper insights into a target population than partial samples would be capable of (Glen, 2018). Then, the teachers chosen to participate in this study were general education teachers, subject-specific specialists, and special education teachers. Approximately 50 percent of the teachers taking part in this study are Thai nationals and received their education and teacher training in Thailand. The other teachers are expats from a variety of countries from all over the world with very different educational backgrounds and training. Those expat teachers came from China, Croatia, India, Moldova, Russia, Philippines, Portugal, South Africa, UK, Ukraine, USA, and other countries.

Many of the teachers teach in three separate sections of the school and teach either Kindergarten, Primary or Secondary, and the special subject teachers teach in all three sections of the school. The teachers' qualifications range between Bachelor Degrees, Master Degrees, Educational Doctorate Degrees and other Educational Qualifications. Specialized in different areas and came with a varied range of professional development experience, the teachers taught from preschool, kindergarten (19 months onwards), primary, secondary, and upper secondary (18 years old) with very different levels of teaching experiences, from 2-40 years of teaching experiences.

This private bilingual school carried two very different international programs with British and Swiss Based.

#### 3.1.1.2 Sample size

The respondents of 119 were divided into two groups with a quantitative purpose of 100 and a qualitative of 10 school leaders. First, in a survey-research design, questionnaires were 100 teachers for collecting data involving their demographics, attitudes, and beliefs towards self-efficacy in inclusive practices, and then, the results from the questionnaires were analyzed and used to write up the interview questions.

### 3.2 Research Instruments

In order to validate the questionnaire, it was submitted to a panel of five experts composed of scholars in the field of education and inclusive education. This validation process utilized the Index of Project Objective Congruence (IOC) and asked experts to rate each questionnaire items according to the following criteria:

Score +1: Indicates strong consistency with goals and content.

Score 0: Expresses uncertainty regarding consistency with goals and content.

Score -1: Indicates lack of consistency with goals and content.

The result of the questionnaire's validity was 1.

In order to proceed with data collection, permission letters from Suryadhep Teachers College were issued for the permission to collect data at a Thai private bilingual school. After successful consent, data collection began. The collected data was then thoroughly reviewed to identify and select the most comprehensive and complete responses for subsequent analysis. This meticulous process was designed to ensure the integrity and quality of the data sets that was subject to in-depth analysis related to the impact of motivation on participation in chorus lessons.

The objective of the questionnaire was to measure the impact of demographics on teachers' self-efficacy in inclusive classrooms. It also measured teachers' attitudes and beliefs and their self-efficacy in managing challenging behavior, collaborating with others and instruction.

### 3.2.1 Questionnaire

The quantitative data: the questionnaire was used to gather data on the impact of demographics, attitudes and beliefs on teachers' self-efficacy in inclusive education.

Part 1 included: A cover letter for a cooperation for answering the questionnaire with demographic information of the respondents with: 1) Gender; 2) Age; 3) Teaching Levels/Types; 4) Highest Level of Education; 5) Level of Training on Inclusive Education for Children with Special Needs; 6) Level of Knowledge Pertaining Local Legislation or Policy of Children/Students with Special Needs; 7) Teaching experience; and 8) Level of Confidence in Teaching Students with Special Needs.

Part 2 contained the items of the questionnaire taken and adapted from:

1) The Teacher Efficacy for Inclusive Practices Scale (Sharma et al., 2012) which will measure teachers' levels of self-efficacy to teach in inclusive classrooms and;

2) The Sentiments, Attitudes and Concerns about Inclusive Education Revised Scale, SACIE-R scale (Forlin et al., 2011) measuring teachers' attitudes towards inclusive practices, with three dimensions of self-efficacy: (1) Efficacy in Managing Behaviour; (2) Efficacy in Inclusive Instruction, and (3) Efficacy in Collaboration. While The Teacher Efficacy for Inclusive Practices Scale (TEIP) version that was used (Sharma et al., 2012) to understand teachers' levels of self-efficacy in their own teaching practices in an inclusive environment contains with 18 items and The Sentiment, Attitudes, and Concerns about Inclusive Education Revised (SACIE-R) with 15. The TEIP scale was designed to measure teacher-self efficacy to teach in an inclusive classroom in the areas of behavior management,

inclusive instruction and collaboration with others. The SACIE-R was originally designed to measure sentiments towards inclusion, Attitudes towards inclusion and Concerns towards inclusion.

Since there were both Thai and expat teachers, the questionnaire was also written in Thai and English with back translation by native experts in both languages and distributed to all teachers by hand. A survey research design, with an IOC carried out by the 5 experts with 1, followed by a pre-test with 30 respondents at other international schools that also provide inclusive education. After that reliability was run with the Cronbach Alpha Coefficient of 0.86 and the questionnaires were sent off to the respondents and data was analyzed by Statistics Computer Programs. Later, the results gained from the questionnaires were used to write the interview questions and the questions were checked by the experts before using to investigate the perspectives and opinions of a focus group of teachers and head teachers/administrators for teachers' inclusive practices for better inclusive education at a private Bilingual school.

Descriptive Statistic Analysis was used to summarize the data to describe means, standard deviation, frequency, and percentages. Later, with limited amounts of cells, ANOVA was run, instead of multiple regression, to analyze the significant influence of different variables on the dependent variable of self-efficacy.

A Five-Point-Likert-Scale will be used. Participants will be asked to read the statements and rate them according to:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly Disagree

The following are the Levels of Agreement and Attitude and Beliefs analyzed and explained according to Best and Kahn (2006) The Levels of Agreement

The Mean cores of 4.50 - 5.00 = Strongly Agree

The Mean cores of 3.50 - 4.49 = Agree

The Mean cores of 2.50 - 3.49 = Neutral

The Mean cores of 1.50 - 2.49 = Disagree

The Mean cores of 1.00 - 1.49 = Strongly Disagree

The Levels of Attitude and Beliefs

The Mean cores of 4.50 - 5.00 = Strongly Positive Attitudes (SPA)

The Mean cores of 3.50 - 4.49 = Positive Attitudes (PA)

The Mean cores of 2.50 - 3.49 = Moderately Positive Attitudes (MPA)

The Mean cores of 1.50 - 2.49 = Negative Attitudes (NA)

The Mean cores of 1.00 - 1.49 = Strongly Negative Attitudes (SNA)

### **3.2.2 Interview**

The qualitative data was gathered through a semi-structured interview. The objective of the interview was to gather more information on the teachers' demographics, attitudes and beliefs. The semi-structured interview also provided data on the current situation at a Thai private bilingual school.

#### **3.2.2.1 Semi Structured Interview**

A semi structured interview was used to interview the participants with the questions written up by using the results gained from the questionnaires. A focus group of head teachers were performed to gain the current situations of the inclusive practices of the teachers, then, the individual interviews were done to obtain the guidelines of how to better inclusive education at a Thai private bilingual school.

It was used to gather reliable qualitative data in order to help researchers to understand the processes behind observed results by considering the thoughts, feelings and expressions of the participants (Gundumogula, 2020), in this case inclusive practices of teachers and guidelines to better inclusive education for students with special needs at a Thai private bilingual school.

### **3.3 Data Collection**

#### **3.3.1 Pilot Study**

A pilot study was conducted at a school in the North of Thailand in the province of Chiang Mai. The school was chosen for this pilot study as it is also an inclusive school. It provides an inclusive education for children with mild to moderate ADD/ADHD, Autism Spectrum Disorders (ASD) and Learning Difficulties such as Dyslexia, Dyspraxia, Dyscalculia and Social, Emotional and Mental Health Difficulties (SEMH) study at this school. The school's entrance policy enables children with special needs to be educated alongside their peers. The school employs a team of experts in their Student Services department that provide push-in and pull out support for children with special needs. Teaching assistants are also employed to work one on one with children that require additional support. The school employs both Thai and International teachers from a wide range of countries across the world. The teachers are hired from a range of countries around the world. They have different ages and come with a range of experience and training and have different levels of understanding of local legislations and policies.

#### **3.3.2 Ethical Evaluation and Permission for Employing the Research**

Since this study dealt with Special Needs practices, it was reasonable to submit for ethical evaluation at the research ethics office at Rangsit University before collecting data. With ethical consideration of the ethics code, the study adhered to the ethical guidelines set by the RSU Ethical Review Board (ERB), and a Research Ethics Certificate (COA. No. RSUERB2022-089) was obtained. Participants were thoroughly

informed about the study and had an opportunity to provide their consent voluntarily. After passing the ethical evaluation, a permission letter for collecting data, issued by Suryadhep Teachers College was submitted to the Senior Management Team at a private bilingual school.

### **3.4 Data Analysis**

#### **3.4.1 Cronbach's Alpha Coefficient**

Cronbach's Alpha Coefficient was used to determine the reliability of the questionnaire. It measured the coefficient reliability. It was found to have a reliability of .860.

#### **3.4.2 Quantitative Data Analysis**

Originally, it was intended that descriptive analysis would be used to analyze means, standard deviations, frequencies and percentages and Multiple Regression. Multiple regression will be used to analyze the relationship between the different variables. However, Descriptive Statistical Analysis was used to summarize the data to describe the means, standard deviation, frequency and percentages. Due to a limited amount of cells, ANOVA was run to analyze the significant influences of different variables on the dependent variable of self-efficacy.

#### **3.4.3 Content Analysis**

While school administrators shared their opinions on the data gathered from teachers, it was recorded to enable the transcribing of data. Content analysis with thematic analysis were used to look for similarities or re-emerging themes from the interviews.

Bandura's Social Cognitive Theory provided a framework for the interview and questions were asked about a teacher's ability to engage students in the learning,

adapting strategies to meet the needs of learners and moving beyond educational goals. Teachers were also asked about the most important factors that guide their behavior in the classroom with the amount of time they used to get to know their students (personal) and in their ability to adapt the curriculum to meet the needs of all learners (environment). The school leaders were asked to discuss the guidelines of inclusive practices to better inclusive education at a Thai private bilingual school.

#### **3.4.4 Thematic Analysis**

After the interviews, content analysis was performed to gain in-depth respondents' thoughts, feelings and beliefs, points of views, perspectives, and experiences (DeJonckheere & Vaughn, 2019). Content analysis was used to analyze data gathered from the focus groups and the semi-structured individual interviews. In content analysis, qualitative information is quantified by systematic sorting out, comparing, and linking pieces of information as to summarize them by using either key words or key concepts ensuring by reliability and validity checking, along with the steps of selecting items base on researchable questions, creating and refining categories, ensuring an objective with accurate categorizing process, placing items in categorizing and analyzing results (United States Government Accountability Office, 2013).

In this study, thematic analysis was used to analyze the repeated data to gain themes of perspectives and opinions of the teachers and school leaders/administrators involving teachers' inclusive practices in order to develop better inclusive education at a Thai private bilingual school.

## **Chapter 4**

### **Research Results**

The aim of the study was to analyze the impact of attitudes, beliefs and demographics on self-efficacy in inclusive practices in a Thai Private Bilingual School. The objectives of the study, hence, are to explore the levels of teachers' attitudes and beliefs towards self-efficacy in inclusive practices. The research work aimed to examine the influence of teacher demographics on self-efficacy in inclusive practices. The research aimed to investigate administrators' perspectives and opinions towards inclusive practices and education at a private bilingual school. The above data gathered would provide an overall picture of current practices at a private bilingual school. The school was chosen for this study as it provides inclusive instruction for its students. It also has an SEN department that employs trained professional educators to support inclusive practices. The demographic variables predicted to affect teachers' self-efficacy in inclusive practices at a Thai Private Bilingual School were gender, age, teaching level, level of education, level of training, knowledge of the local legislation, teaching experience and confidence when teaching students with special needs.

A total population sampling was used in this study to obtain data from 119 teachers from Kindergarten, Primary and Secondary levels, teaching inclusive practices with some experience of working with children with special needs at a private bilingual school. The validity of the questionnaire was tested. Quantitative data was gathered in the form of questionnaires. 100 questionnaires were distributed, and 100 responses were returned. The data consisted of information regarding the demographics, attitudes, and beliefs towards self-efficacy in inclusive practices.

The questionnaire was designed in two parts. Part 1 of the questionnaire included eight questions used to gather the respondents' demographic information in age, gender, level of training, level of education, position, working experience, job duration, level of teaching, and confidence in inclusive environments. Teaching Part 2

of the questionnaire consisted of 30 questions designed to measure teachers' self-efficacy. Teachers' self-efficacy in teaching in an inclusive program was measured in three key areas, which were efficacy in instruction, efficacy in managing behavior and efficacy in collaboration. The study analyzed the responses of 100 teachers of inclusive classes in a Thai Bilingual School. The responses were gathered from teachers from the Kindergarten, Primary, Secondary and SEN departments. The data was analyzed for the impact of the independent variables of attitudes, beliefs and demographics on teachers' self-efficacy in inclusive practices. Descriptive Statistic analysis was used to describe means, standard deviation, frequency, and percentages. ANOVA was performed to analyze the significant influence of different variables on the dependent variable of self-efficacy. The data was analyzed for areas which showed significant differences. The results indicated that gender did not play a significant role in teachers' self-efficacy in inclusive environments.

#### **4.1 The Analysis of General Information: Demographic of Respondents**

According to table 4.1, this study included 100 currently employed teachers at a Thai Private Thai Bilingual school. Of the respondents, the majority of participants were male (57%) and the rest were females (43%). The participants included teachers aged under 25 (5%), teachers between the ages of 26 and 35 (37%), teachers ages 36 – 45 (33%) and teachers aged 46 and above (25%). Participants included Kindergarten teachers (22%), Primary teachers (37%), Secondary teachers (22%), SEN teachers (2%), Kindergarten and Primary special subject teachers (10%) and Secondary special subject teachers (7%). The level of education of each participant was analysed and participants had Bachelor's degrees (54%), Master's degrees (40%), Doctorate degrees (4%) and other educational qualifications (2%). The participants in this study indicated that they had received a varied level of training in the areas of special needs ranging between very high (4%), high (7%), average (36%), some (24%) to none (29%). The participants in the study indicated that the smallest percentage indicated that their knowledge of local legislation was very good (5%),

good (17%), average (31%), poor (32%) and none (15%). The teachers that took part in this study had between 1-3 years and 12 years of experience. It consisted of teachers with 1 – 3 years of experience (16%), 4 – 6 years (21%), 7 – 9 years (16%) and 10 – 12 years (9%) and the majority had over 12 years of experience (38%). The teachers in the study stated their level of confidence as very high (9%), high (20%), average (51%), poor (18%) and none (2%).

Table 4.1 The Demographics and Professional Profile of the Study Participants

(N =100)

| Demographic and Professional Profile of Participants |                                              | Frequency | Percentage |
|------------------------------------------------------|----------------------------------------------|-----------|------------|
| Gender                                               | Male                                         | 43        | 43         |
|                                                      | Female                                       | 57        | 57         |
| Age                                                  | 25 years or younger                          | 5         | 5          |
|                                                      | 26 - 35 years' old                           | 37        | 37         |
|                                                      | 36 – 45 years' old                           | 33        | 33         |
|                                                      | 46 or above                                  | 25        | 25         |
| Teaching Level                                       | Kindergarten                                 | 22        | 22         |
|                                                      | Primary                                      | 37        | 37         |
|                                                      | Secondary                                    | 22        | 22         |
|                                                      | SEN Department                               | 2         | 2          |
|                                                      | Special Subject Teachers<br>(Primary and KG) | 10        | 10         |
|                                                      | Special Subject Teachers<br>(Secondary)      | 7         | 7          |
| Training Level                                       | Very high (31-40 hour)                       | 4         | 4          |
|                                                      | High (At least 21-30 hours)                  | 7         | 7          |
|                                                      | Average (At least 10-20 hours)               | 36        | 36         |
|                                                      | Some (At least 3-9 hours)                    | 24        | 24         |
|                                                      | None                                         | 29        | 29         |

Table 4.1 The Demographics and Professional Profile of the Study Participants  
(continued)

(N =100)

| Demographic and Professional Profile of Participants |               | Frequency | Percentage |
|------------------------------------------------------|---------------|-----------|------------|
| Knowledge of<br>Local Legislation<br>Level           | Very good     | 5         | 5          |
|                                                      | Good          | 17        | 17         |
|                                                      | Average       | 31        | 31         |
|                                                      | Poor          | 32        | 32         |
|                                                      | None          | 15        | 15         |
| Teaching<br>Experience                               | 1-3 years     | 16        | 16         |
|                                                      | 4-6 years     | 21        | 21         |
|                                                      | 7-9 years     | 16        | 16         |
|                                                      | 10-12 years   | 9         | 9          |
|                                                      | 12 years over | 38        | 38         |
| Confidence Level                                     | Very high     | 9         | 9          |
|                                                      | High          | 20        | 20         |
|                                                      | Average       | 51        | 51         |
|                                                      | Poor          | 18        | 18         |
|                                                      | None          | 2         | 2          |

\*( $p < .05$ ), \*\* ( $p < .01$ ), \*\*\*( $p < .000$ )

Table 4.2 A one-way ANOVA was performed to compare the impact of demographics on teachers' self-efficacy in all areas. It revealed that there was a statistically significant difference between teachers' self-efficacy and three key areas. The level of teachers' training that the teachers had received had a statistically significant impact on self-efficacy ( $F=2.898$ ,  $p=0.26$ ). Also, teachers' knowledge of local laws and legislation had a statistically significant impact on teachers' self-efficacy ( $F=7.081$ ,  $p=0.000$ ). Moreover, levels of confidence had a statistically significant impact on teachers' self-efficacy ( $F=5.145$ ,  $p=0.01$ ). The data revealed that demographics have a significant impact on teachers' self-efficacy in inclusive instruction.

Table 4.2 Demographic Indicators of Teachers' Self-Efficacy

| Area                      |                | SS     | df | MS    | F     | Sig     |
|---------------------------|----------------|--------|----|-------|-------|---------|
| Level of Teacher Training | Between Groups | 2.482  | 4  | .621  | 2.898 | .026*   |
|                           | Within Groups  | 20.342 | 95 | .214  |       |         |
|                           | Total          | 22.824 | 99 |       |       |         |
| Knowledge of Local Laws   | Between Groups | 5.236  | 4  | .621  |       | .001*** |
|                           | Within Groups  | 17.588 | 95 | .214  |       |         |
|                           | Total          | 22.824 | 99 |       |       |         |
| Level of Confidence       | Between Groups | 4.064  | 4  | 1.016 | 5.145 | .001**  |
|                           | Within Groups  | 18.760 | 95 | .197  |       |         |
|                           | Total          | 22.824 | 99 |       |       |         |

\*(p<.05), \*\* (p<.01), \*\*\* (p<.000)

Table 4.3 The overall mean score was ( $\mu = 3.58$ ,  $SD = .511$ ). The results indicated that teachers have a positive overall attitude to the concept of inclusion. The highest mean score indicated that teachers welcome the idea of having children with special needs in regular classes ( $\mu = 3.75$ ,  $SD.845$ ). The second highest mean score indicated that teachers are willing to have children with special needs into regular classes ( $\mu = 3.69$ ,  $SD.662$ ). The third highest means score indicated that teachers are confident that children will be accepted into the regular classes ( $\mu = 3.69$ ,  $SD.832$ ). The lowest means score was given for teachers indicating that they think they have enough knowledge and skills to teach students with special educational needs in their classes ( $\mu = 2.98$ ,  $.829$ ). The second lowest means score was given to the statement regarding teachers' attitudes that children that have individualized academic programs should be integrated into regular classes ( $\mu = 3.45$ ,  $SD.914$ ). The third lowest means score was given to the statement regarding teachers' attitudes and that they think that children that regularly fail assessments or examinations should be integrated into regular classes ( $\mu = 3.49$ ,  $SD 9.27$ ).

Table 4.3 Teachers Attitudes towards Inclusive Practices

| Question                                                                                                                                   | N   | $\mu$ | Std. Deviation | Levels of Attitudes & Beliefs |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----|-------|----------------|-------------------------------|
| You are confident that students with special educational needs will be accepted in the regular classroom.                                  | 100 | 3.69  | .662           | PA                            |
| You welcome the idea of including students with special educational needs in your regular classroom.                                       | 100 | 3.93  | .832           | PA                            |
| You think that children with special needs should be integrated in the regular class.                                                      | 100 | 3.69  | .825           | PA                            |
| You think that inattentive students should have the chance to be put in regular classes.                                                   | 100 | 3.66  | .844           | PA                            |
| You think that you have enough knowledge and skills required to teach students with special needs.                                         | 100 | 2.98  | .829           | MPA                           |
| You are willing to have children with special needs in your class.                                                                         | 100 | 3.75  | .845           | PA                            |
| You think that children that frequently fail assessments or examinations should also be integrated into regular classes.                   | 100 | 3.49  | .927           | MPA                           |
| You think that students who need an individualized academic program should be integrated into regular classes.                             | 100 | 3.45  | .914           | MPA                           |
| You think that students with difficulty expressing their thoughts and feelings verbally should be integrated into the inclusive classroom. | 100 | 3.58  | .808           | PA                            |
| Total                                                                                                                                      | 100 | 3.58  | .511           | PA                            |

Table 4.4 The overall mean score of teachers' self-efficacy in inclusive practices was ( $\mu = 3.61$ ,  $SD = .481$ ). The overall mean score of including students with special needs in regular classrooms suggests that teachers have positive views to the concept of inclusion ( $\mu = 3.93$ ,  $SD .832$ ). Another high mean score indicated that teachers are confident in their ability on how to interact with children with special needs ( $\mu = 3.92$ ,  $SD .861$ ). The scores also indicated that teachers have a positive attitude to inclusion and are willing to have children with special needs in their class ( $\mu = 3.75$ ,  $SD .845$ ). However, the lowest mean score indicated that teachers think that they spend less time with children if they had an assistant ( $\mu = 3.15$ ,  $SD 1.009$ ). A low mean score was given for the statement that you think it is not difficult to give appropriate attention to all students in inclusive environments ( $\mu = 3.26$ ,  $SD = 1.001$ ). Another low mean score indicated that children that fail assessments, should be integrated into classes ( $\mu = 3.49$ ,  $SD .927$ ).

Table 4.4 Teachers Beliefs in Self-Efficacy in Inclusive Practices

| Question                                                                                                    | N   | $\mu$ | Std. Deviation | Levels of Attitudes & Beliefs |
|-------------------------------------------------------------------------------------------------------------|-----|-------|----------------|-------------------------------|
| You welcome the idea of including students with special educational needs in your regular classroom.        | 100 | 3.93  | .832           | PA                            |
| You think that children with special needs should be integrated in the regular class.                       | 100 | 3.69  | .825           | PA                            |
| You think that it is not difficult to give appropriate attention to all students in an inclusive classroom. | 100 | 3.26  | 1.001          | MPA                           |
| You spend less time with students with special needs, particularly if they have a teaching assistant.       | 100 | 3.15  | 1.009          | MPA                           |

Table 4.4 Teachers Beliefs in Self-Efficacy in Inclusive Practices (continued)

| Question                                                                                                                 | N   | $\mu$ | Std. Deviation | Levels of Attitudes & Beliefs |
|--------------------------------------------------------------------------------------------------------------------------|-----|-------|----------------|-------------------------------|
| You think that inattentive students should have the chance to be put in regular classes.                                 | 100 | 3.66  | .844           | PA                            |
| You are willing to have children with special needs in your class.                                                       | 100 | 3.78  | .845           | pa                            |
| You think that you are confident of how to interact with students with special needs.                                    | 100 | 3.64  | .785           | PA                            |
| You think that you must work harder if you have children with special needs in your class.                               | 100 | 3.92  | .861           | PA                            |
| You think that children that frequently fail assessments or examinations should also be integrated into regular classes. | 100 | 3.49  | .927           | MPA                           |
| Total                                                                                                                    | 100 | 3.61  | .481           | PA                            |

Table 4.5 The overall total mean score was ( $\mu=3.81$ ,  $SD=.480$ ). The data indicated the highest mean score for the statement that teachers can work jointly with other professionals, aides and other teachers to teach students with special needs in inclusive classrooms ( $\mu=4.34$ ,  $SD=.699$ ). The data also indicated that teachers are willing to collaborate with other professionals for better inclusive practices ( $\mu=4.29$ ,  $SD=.671$ ). The mean score also indicated that teachers are confident to get all students to work together in pairs or in small groups in your inclusive classroom ( $\mu=3.94$ ,  $SD=.736$ ). The lowest mean score was given for the statement indicating you think that you have enough knowledge and skills required to teach students with special needs ( $\mu=2.98$ ,  $SD=.82$ ). The second lowest score was given for the statement that you can precisely assess students with special needs learning outcomes ( $\mu=3.25$ ,  $SD=.845$ ).

Another low mean score was given for the statement that you think that it is not difficult to give appropriate attention to all students in an inclusive classroom ( $\mu$ 3.26, SD 1.001).

Table 4.5 Teachers Self-Efficacy in Inclusive Practices

| Question                                                                                                                                   | N   | $\mu$ | Std. Deviation | Levels of Attitudes & Beliefs |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----|-------|----------------|-------------------------------|
| You are confident that students with special educational needs will be accepted in the regular classroom.                                  | 100 | 3.69  | .662           | PA                            |
| You think that it is not difficult to give appropriate attention to all students in an inclusive classroom.                                | 100 | 3.26  | 1.001          | MPA                           |
| You think that you have enough knowledge and skills required to teach students with special needs.                                         | 100 | 2.98  | .829           | MPA                           |
| You think that you must work harder if you have children with special needs in your class.                                                 | 100 | 3.92  | .861           | PA                            |
| You think that students with difficulty expressing their thoughts and feelings verbally should be integrated into the inclusive classroom. | 100 | 3.58  | .806           | PA                            |
| You have clear expectations of students with special needs behaviors in the classroom.                                                     | 100 | 3.52  | .835           | PA                            |
| You can handle students with disruptive behaviors in your classroom.                                                                       | 100 | 3.58  | .843           | PA                            |

Table 4.5 Teachers Self-Efficacy in Inclusive Practices (continued)

| Question                                                                                                                              | N   | $\mu$ | Std.<br>Deviation | Levels of<br>Attitudes &<br>Beliefs |
|---------------------------------------------------------------------------------------------------------------------------------------|-----|-------|-------------------|-------------------------------------|
| You can make parents feel comfortable about your teaching in inclusive classrooms.                                                    | 100 | 3.80  | .739              | PA                                  |
| You can assist parents in helping children with special needs do well in school.                                                      | 100 | 3.73  | .777              | PA                                  |
| You can precisely assess students with special needs learning outcomes.                                                               | 100 | 3.25  | .845              | MPA                                 |
| You can provide appropriate challenges for every student in your inclusive classroom.                                                 | 100 | 3.69  | .787              | PA                                  |
| You are confident in designing inclusive teaching and learning so that all students are accommodated.                                 | 100 | 3.61  | .751              | PA                                  |
| You can get all students to follow inclusive classroom rules.                                                                         | 100 | 3.61  | .723              | PA                                  |
| You are willing to collaborate with other professionals for better inclusive practices.                                               | 100 | 4.29  | .167              | PA                                  |
| You can work jointly with other professionals, aides and other teachers to teach students with special needs in inclusive classrooms. | 100 | 4.34  | .699              | PA                                  |
| You are confident to get all students to work together in pairs or in small groups in your inclusive classroom.                       | 100 | 3.94  | .736              | PA                                  |
| You can use a variety of assessment strategies to measure all students in inclusive classrooms.                                       | 100 | 3.88  | .729              | PA                                  |

Table 4.5 Teachers Self-Efficacy in Inclusive Practices (continued)

| Question                                                                                                                    | N   | $\mu$ | Std. Deviation | Levels of Attitudes & Beliefs |
|-----------------------------------------------------------------------------------------------------------------------------|-----|-------|----------------|-------------------------------|
| You are confident in informing others about inclusion laws and policies related to children with special educational needs. | 100 | 3.47  | .926           | MPA                           |
| Overall, you can handle inclusive classrooms.                                                                               | 100 | 3.88  | .715           | PA                            |
| Total                                                                                                                       | 100 | 3.71  | .480           | PA                            |

## 4.2 The Influences of Factors of Attitudes and Beliefs on Teachers' Self-Efficacy

Table 4.6 A one-way ANOVA was performed to compare the impact of attitudes on teachers' self-efficacy in four different areas. It revealed that there was a statistically significant difference in inclusive practices in every area. Attitudes had a statistically significant impact on self-efficacy ( $F=4.065$ ,  $p=0.00$ ). Also, attitudes had a statistically significant impact on teachers' self-efficacy in managing challenging behavior ( $F=1.878$ ,  $p=0.28$ ). Moreover, attitudes had a statistically significant impact on teachers' self-efficacy in the area of collaboration ( $F=3.607$ ,  $p=0.00$ ). Finally, the data revealed that attitudes had a statistically significant impact on teachers' self-efficacy in instruction ( $F=4.093$ ,  $p=0.00$ ).

Table 4.6 The Influences of Attitudes on Self-Efficacy in Inclusive Practices

| Area          |                | SS      | df | MS    | F     | Sig     |
|---------------|----------------|---------|----|-------|-------|---------|
| Efficacy      | Between Groups | 11.211  | 19 | .590  | 4.065 | .001*** |
|               | Within Groups  | 11.613  | 80 | .145  |       |         |
|               | Total          | 22.158  | 99 | .99   |       |         |
| Behavior      | Between Groups | 9.882   | 19 | .520  | 1.878 | .028*   |
|               | Within Groups  | 22.158  | 80 | .277  |       |         |
|               | Total          | 32.040  | 99 |       |       |         |
| Collaboration | Between Groups | 13.395  | 19 | .705  | 3.607 | .001*** |
|               | Within Groups  | 15.638  | 80 | .1965 |       |         |
|               | Total          | 29.032  | 99 |       |       |         |
| Instruction   | Between Groups | 19.876  | 19 | .736  | 4.093 | .001*** |
|               | Within Groups  | 114.378 | 80 | .180  |       |         |
|               | Total          | 28.354  | 99 |       |       |         |

\*( $p < .05$ ), \*\*( $p < .01$ ), \*\*\*( $p < .000$ )

Table 4.7 One-way ANOVA was performed to compare the impact of beliefs on teachers' self-efficacy in four different areas. It revealed that there was a statistically significant difference in inclusive practices in the areas of self-efficacy overall, self-efficacy in collaboration with others and in instruction. Beliefs had a statistically significant impact on self-efficacy ( $F=2.693$ ,  $p=0.001$ ). Also, beliefs had a statistically significant impact on teachers' self-efficacy in the area of collaboration correlation ( $F=3.067$ ,  $p=0.000$ ). Moreover, the data revealed that attitudes had a statistically significant impact on teachers' self-efficacy in instruction ( $F=2.918$ ,  $p=0.000$ ). However, beliefs had no statistically significant impact on teachers' self-efficacy in managing challenging behavior ( $F=1.0808$ ,  $p=0.387$ ).

Table 4.7 The Influences of Beliefs on Self-Efficacy in Inclusive practices

| Area          |                | SS     | df | MS   | F     | Sig     |
|---------------|----------------|--------|----|------|-------|---------|
| Efficacy      | Between Groups | 8.093  | 19 | .469 | 2.693 | .001*** |
|               | Within Groups  | 13.920 | 80 | .469 |       |         |
|               | Total          | 22.824 | 99 |      |       |         |
| Behavior      | Between Groups | 6.593  | 19 | .344 | 1.080 | .387*   |
|               | Within Groups  | 25.501 | 80 | .319 |       |         |
|               | Total          | 32.040 | 99 |      |       |         |
| Collaboration | Between Groups | 12.236 | 19 | .644 | 3.067 | .001*** |
|               | Within Groups  | 16.769 | 80 | .210 |       |         |
|               | Total          | 29.032 | 99 |      |       |         |
| Instruction   | Between Groups | 11.606 | 19 | .611 | 2.918 | .001*** |
|               | Within Groups  | 16.748 | 80 | .209 |       |         |
|               | Total          | 28.354 | 99 |      |       |         |

\*( $p < .05$ ), \*\*( $p < .01$ ), \*\*\*( $p < .000$ )

### 4.3 The perspectives of the School Leaders on the Influences of Factors of Attitudes and Beliefs on Teachers' Self-Efficacy

The results of this study were gathered through a mixed method approach. The results of the quantitative data showed that teachers with lower levels of confidence have a lower level of self-efficacy when teaching children with special needs.

Tabel 4.8 Q1 What can be done to build teachers' confidence when teaching children with special needs in inclusive environments?

| High                                                                                 | Average                                                                                         | Low                                                                                                                      |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| - Role of professional development in building teachers' confidence                  | - Increased opportunities to collaborate with trained professionals                             | - Increased opportunities for classroom visits                                                                           |
| - Professional development in the area of specific needs and providing modifications | - Opportunities for subject specialists to collaborate with experts on meeting individual needs | - Exposure to diversity and use of strategies to meet the needs of learners                                              |
| - Professional development in the area of classroom management                       | -                                                                                               | - Information on the roles and responsibilities of support staff                                                         |
| - In class coaching sessions                                                         |                                                                                                 | - Small group sessions to share best practices                                                                           |
|                                                                                      |                                                                                                 | - Opportunities to develop empathy and meaningful relationships with students through participation in shared activities |
|                                                                                      |                                                                                                 | - Introduction of inclusion workshops for students to learn about individual differences and learning styles             |

The data provided in the table indicates that most of the school leaders believe that teachers would have improved confidence if provided with increased opportunities for specific professional development in the area of special educational needs. They shared that professional development should be provided in identifying children's needs, implementing differentiated instruction and managing challenging behavior. The analysis of the data gathered from the interviews suggested that although homeroom teachers are supported, special subject teachers would also benefit from increased opportunities for collaboration with professionals. It was agreed by the school leaders that the suggestions shared by others combined with professional development and increased opportunities for collaboration would provide teachers with the confidence to have self-efficacy in inclusive classrooms.

The qualitative data gathered for this study indicated that teachers that have less knowledge of local laws and legislation felt less self-efficacy towards teaching children with special needs in inclusive classrooms.

Table 4.9 Q2 How do we ensure that teachers have a good knowledge of local laws and legislation with regards to teaching children with SEN?

| High                                                                                                                                                                                                                                                                                                     | Average                                                                                                                                                                                               | Low                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Schools policies are indicative of local laws and legislation. Teachers are well informed of local legislation through school policies</li> <li>- The school policies are created internally and shared with the Ministry of Education for approval.</li> </ul> | <ul style="list-style-type: none"> <li>- Creating an inclusive culture reflective of local laws and policies</li> <li>- Recruitment and employment of teachers with an inclusive mind-set.</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers are required to go beyond local laws and legislation by looking at each child as an individual.</li> <li>- Children have a broad range of needs and it is the responsibility of each teacher to ensure that the social, emotional, and physical needs of all are met.</li> </ul> |

Table 4.9 Q2 How do we ensure that teachers have a good knowledge of local laws and legislation with regards to teaching children with SEN? (continued)

| High                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Average | Low |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----|
| <ul style="list-style-type: none"> <li>- Each year the school reports to the local education authority on their current practices</li> <li>- Teachers are required to have an understanding of inclusive education</li> <li>- Teachers currently follow school policies and have an understanding of local laws and legislation.</li> <li>- Expectations exceed local legislation and meets international standards</li> <li>- All teachers should have an understanding of the roles and responsibilities of all support staff</li> <li>- Clear expectations for educating all learners.</li> <li>- Teachers should be open to active collaboration with specialists and support staff</li> </ul> |         |     |

The results of the analysis of the qualitative data indicated that if teachers develop an understanding of a school's policies then they also have a good understanding of local laws and legislation. Teachers should be aware that school policies are reflective of local laws and legislation. The school leaders are confident that as a school their requirements go beyond local standards and are currently achieving international standards. The school leaders indicated a need for teachers to have positive attitudes and beliefs towards the concept of inclusion and that each teacher has an understanding of their roles and responsibilities. Teachers are made aware of the concept of inclusion through an induction programme. Professional development opportunities would increase an understanding of expectations. And through teacher participation in policy review, they develop an understanding of local laws and legislation.

Table 4.10 Q3 What are the levels of understanding of local laws and legislation should teachers have?

| High                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Average                                                                                                                                                                                                                                                                                                                       | Low                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Teachers are not required to have an understanding of local laws and legislation as reflected in policies</li> <li>- Teachers are required to familiarize themselves with policies as reflected by law</li> <li>- School policies are reflective of international standards and requirements</li> <li>- Professional development to understand the expectations individuals</li> <li>- Children are fully supported</li> </ul> | <ul style="list-style-type: none"> <li>- The school policies required teachers to go beyond the expectations of local legislation</li> <li>- Teachers have an understanding of local laws and legislation through policies</li> <li>- Teachers informed that policies are reflective of local law and legislation.</li> </ul> | <ul style="list-style-type: none"> <li>- All teachers have children with special educational needs in their class so should therefore share the legal requirements regarding the needs of the individual</li> <li>- Teachers should be aware of the school's expectations for each child</li> <li>- Teachers benefit from PD on a differentiated approach to learning so that each child is challenged to meet goals</li> </ul> |

The analysis of the data indicated a need for professional development in the area of the school's expectations for each teacher. The school's policies clearly indicate expectations beyond local expectations. However, they felt that teachers would benefit from professional development in the area of differentiated instruction and personalized goal setting. The quantitative data suggested that in order for teachers to have self-efficacy in inclusive practices, they needed to have positive attitudes towards inclusion.

Table 4.11 Q4 How do we ensure that teachers have positive attitudes towards including children with special needs in the classroom?

| High                                                                                                                                                                                                                                                                                                             | Average                                                                                                                                            | Low                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- It was agreed that teachers should have empathy towards all learners in their class</li> <li>- Develop an inclusive school- wide culture</li> <li>- Recruitment process should focus also on hiring teachers with soft skills such as empathy and compassion</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers have the responsibility to support all learners and require positive attitudes to all</li> </ul> | <ul style="list-style-type: none"> <li>- Improved collaboration between teachers, professionals and support staff</li> <li>- Shadow teachers pose a barrier to inclusion</li> <li>- Children may question the need for individual support resulting in shadow teachers serving as a barrier to inclusion</li> <li>- Student Support Services department are able to provide expertise on behavioral issues</li> <li>- Student Support Services department assistance to monitor reaching milestones and meeting of needs</li> </ul> |

In conclusion, in order for teachers to have positive attitudes it is important that teachers have empathy and compassion for the needs of the children. This cannot be developed through professional development alone. During the hiring process, teachers should be questioned on their understanding of educating children with a wide range of different needs. Positive attitudes can only be achieved if the school has an inclusive culture of which everyone is supportive. Teachers are encouraged to be aware that all children are different and to be looking for ways in which they can support them. The school leaders discussed the value and roles of shadow teachers. Whilst some felt that shadow teachers in the early years contributed to teachers having a positive attitude to the inclusion of children with special educational needs, others saw them as a physical barrier to inclusion. Effective collaboration with professionals was also seen as having a positive impact on developing positive attitudes towards the inclusion of children with special educational needs by one school leader.

Table 4.12 Q5 How do we ensure that teachers develop positive attitudes towards including children with SEN in inclusive classrooms?

| High                                                                                                                                                                                                                                                                                                                       | Average                                                                                                                                                                                                                                                                                                                            | Low                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Teachers should be given opportunities to share their success stories with others.</li> <li>- Teachers develop empathy and positive attitudes through hands-on experience and exposure</li> <li>- Collaboration and professional dialogue used to share best practices</li> </ul> | <ul style="list-style-type: none"> <li>- The role of professional development in equipping teachers with the tools that they need to be successful is valued</li> <li>- Professional development to focus on theory and practice</li> <li>- Increasing the role of families by learning more about interactions at home</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers' develop negative attitudes when faced with behavioral issues</li> <li>- Increased opportunities to celebrate individual achievements and successes</li> </ul> |

Table 4.12 Q5 How do we ensure that teachers develop positive attitudes towards including children with SEN in inclusive classrooms? (continued)

| High                                                                                                              | Average                                               | Low                                                                                    |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------|
| - Sharing of information to understand students' needs and further develop positive attitudes towards individuals | - Parents invited to lead workshops community members | - Encourage teachers to have positive attitudes and to value engagements with students |

In conclusion, the school leaders felt that providing opportunities for collaboration with others and increased opportunities for professional dialogues would result in teachers having more positive attitudes towards inclusion. They acknowledged that collaboration with families would positively impact teachers' attitudes. They also shared that professional development which focuses on providing practical advice for teachers rather than theories would be beneficial to teachers. Through communication and approaching situations with a positive attitude, teachers can provide the best education for children with special educational needs.

Table 4.13 Q6 How do we improve teachers' self-efficacy and beliefs towards teaching in inclusive environments?

| High                                                                                                                                                                      | Average                                                                                                                                                                                                    | Low                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| - Teachers improve their self-efficacy and beliefs through sharing ideas, experiences and sharing best practices. Thus leading to increased confidence and self-efficacy. | - Differences in the school programmes lead to teachers having different beliefs<br>- Inclusion as a requirement of a programme allows teachers to teach and assess according to preferred learning styles | - Ensure that all teachers take responsibility for all learners in their care<br>- Due to the presence of additional support staff some teachers may believe that it is not their responsibility to teach all students |

Table 4.13 Q6 How do we improve teachers' self-efficacy and beliefs towards teaching in inclusive environments? (continued)

| High                                                                                                                                                                                                                                                                                                                                   | Average                                                                                                                                                                                                                                                                                                                                  | Low                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Through collaboration, teachers believe that together they can make a difference</li> <li>- Build an inclusive community with shared ethos and values and embedded culture</li> <li>- Inclusion should be embedded in the daily school culture and valued by all community members</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers should be reminded of the expectation to provide holistic growth</li> <li>- Move away from the traditional approach where children measured by the same standards</li> <li>- Additional training may be beneficial to some but others have sufficient training in inclusion</li> </ul> | <ul style="list-style-type: none"> <li>- Children learn with support staff, resulting in teachers no longer feeling responsible for their needs</li> <li>- Managing challenging behavior adds stress and may impact beliefs and self-efficacy</li> <li>- Teachers need to be empathetic to the needs of students and the causes of problem behaviors</li> </ul> |

The results acquired through the quantitative data implied that teachers with less training showed less self-efficacy. The data gathered in this interview suggested that teachers would benefit from increased opportunities for collaboration when discussing the individual needs of learners. The data suggested that teachers have different views of inclusion and the school is in need of developing a school wide culture. The school support programmes available to children with special needs provide learning, social and emotional support. However, the data gathered in this interview suggests that teachers do not see it as their role to educate all learners if they are receiving additional support.

Table 4.14 Q7 How do we ensure that all teachers have adequate teacher training?

| High                                                                                                                                                               | Average                                                                                                                              | Low                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Invite experts and guest speakers to the school</li> <li>- Experts to share best practices and latest research</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers encouraged to enroll in workshops and professional learning communities</li> </ul> | <ul style="list-style-type: none"> <li>- Training is provided every year by the local education authority and the Thai government.</li> <li>- Guest speakers should be local and international experts to provide opportunities to learn about best practices</li> <li>- Classroom coaching required to support training</li> </ul> |

In conclusion, the leadership team suggested increasing opportunities for collaboration and in developing a true inclusive culture. Teachers should be reminded of their responsibility to teach all students regardless of the fact that they may have enrolled in an additional support program. It was agreed that professional development opportunities would provide support but would be more beneficial if coupled with in class coaching.

Table 4.15 Q8 In summary, how do we ensure that teachers have positive beliefs?

| High                                                                                                                                                                                                    | Medium                                                                                                                                                                                               | Low                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Create a school culture where every learner is valued and challenged</li> <li>- Teachers feel valued and supported to share when in need of support</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers made to value that everyone has a right to learn</li> <li>- Teachers' positive beliefs come from within and lead to motivation to teach</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers have an understanding of responsibility for the social and emotional learning of each child</li> <li>- Teachers have self-efficacy in their ability to make everyone learn</li> </ul> |

Table 4.15 Q8 In summary, how do we ensure that teachers have positive beliefs?  
(continued)

| High                                                                                                                                                                                                                                                                                                            | Medium                                                                                                                                                  | Low                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- The importance of inclusion increased to ensure positive beliefs</li> <li>- In order for teachers to have positive beliefs they must have an understanding of the needs of all students</li> <li>- Teachers encouraged to set professional development goal</li> </ul> | <ul style="list-style-type: none"> <li>- Opportunities for teachers to attend professional development and professional learning communities</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers encouraged to enhance their knowledge through professional development</li> <li>- Teachers have the knowledge and skills</li> <li>- Teachers understand school policies</li> <li>- Teachers are hired with positive beliefs</li> </ul> |

In conclusion, the school would benefit from building on its already inclusive culture to go further. Teachers are encouraged to share their opinions and to reach out for help whenever required. Teachers must be motivated to be change makers. Teachers are encouraged to take part in professional development opportunities and to set professional goals and to build their self-efficacy through supported experiences in inclusive practices so that inclusive education will be developed at this particular school.

To conclude, the research indicated that teachers' attitudes, beliefs and demographics are significant indicators of teachers' self-efficacy levels to teach in inclusive classrooms. Empathetic teachers with positive attitudes and beliefs for individual learners' needs build a positive and inclusive culture. The success of inclusion depends on self-motivated teachers that have positive attitudes and beliefs to the concept of inclusion and self-efficacy in their inclusive practices and all barriers to inclusion should be removed. Schools must have a strong commitment to the well-being of teachers and learners in an inclusive environment to ensure that the

needs of all are met. Familiarization with school policies, professional development opportunities and collaboration with professionals will enable teachers to succeed. It is believed that the success of every educational program depends on teachers having positive attitudes and beliefs about their ability to provide effective instruction, collaborate with others and to manage challenging behavior.



## **Chapter 5**

### **Conclusion and Recommendations**

#### **5.1 Conclusion**

##### **5.1.1 Quantitative Data on Demographics**

The quantitative data gathered for this study suggests that gender did not play a significant role in teachers' self-efficacy when teaching in inclusive environments. The study indicated that age did not play a significant role in impacting teachers' self-efficacy to teach in inclusive classrooms. The level that the teachers were teaching did not have a significant impact on teachers' self-efficacy in inclusive environments. The teachers' level of education did not impact teachers' self-efficacy in inclusive classrooms. The number of years of teaching experience also played no significant role in teachers' self-efficacy to teach children with special needs in inclusive classrooms. The quantitative data gathered for this study when analyzing the influence of teachers' demographics on their self-efficacy in inclusive environments proved to be indicative in three areas. These areas were the areas of teacher training, knowledge of local laws and legislation and also confidence. Teachers indicated that an increased amount of teacher training led to teachers feeling more self-efficacious when teaching in inclusive environments. It indicated that teachers would be able to demonstrate higher levels of self-efficacy if they had a knowledge and understanding of local laws and legislation. The teachers indicated that by having an increased level of confidence, it would develop their self-efficacy. The results are indicative that the level of teacher training, knowledge of local laws and confidence are indicators of teachers' self-efficacy to teach in inclusive classrooms.

### 5.1.2 Quantitative Data on Attitudes

The quantitative data indicated that overall teachers had a positive attitude towards the concept of inclusion. When analyzing teachers' attitudes, it became apparent that they are confident of the way in which they are able to positively interact with children with Special Needs and they have positive attitudes to the concept of inclusion. The data indicated that the teachers welcome and are open to the idea of having children with special needs in their classes. The data indicated that they are confident that children with special needs will be welcomed and accepted by their peers. When analyzing the lowest mean scores it became apparent that many of the teachers do not feel that they have adequate knowledge or skills to teach children with special needs, thus indicating a need for further professional development in this area. The data indicated a lower mean score when discussing if children with individualized academic programs should be included in regular classes.

This is indicative that further professional development is required in the area of developing personalized goals and differentiating materials to meet the needs of the students. The data indicated that teachers had less positive attitudes to including children with special needs in their classes if they regularly fail assessments or examinations. Therefore, the teachers are indicating a need for more understanding of using adaptations and modifications during assessments and examinations. The data gathered in this study also confirmed that attitudes are indicative of teachers' self-efficacy in inclusive environments. The results of the study revealed a relationship between teachers' attitudes and their self-efficacy in providing suitable instruction for learners with special educational needs. It provided evidence that teachers' attitudes are connected to their self-efficacy in collaborating with others. Teachers would like to be able to collaborate effectively with others to meet the needs of the learners. The results of this study indicated no significant connection between teachers' attitudes and their self-efficacy in managing challenging behavior. Thus, suggesting that the teachers had self-efficacy in their ability to manage challenging behavior when it arises.

### 5.1.3 Quantitative Data on Beliefs

The study also analyzed the influences of teachers' beliefs about teaching children with special educational needs and their self-efficacy in providing adequate instruction and support for learners with special educational needs. The data indicates that teachers have positive beliefs about the concept of inclusion. Teachers have positive beliefs about their ability to be able to effectively interact with children with special needs. Teachers had positive beliefs towards including children with special needs in their classes, and were willing to include them in all aspects of learning. The data indicated that teachers spent less time with children with special needs if they had a teaching assistant. This indicated that teachers felt less responsible for educating children with special needs if they had a full time teaching assistant. This is indicative of the fact that teaching assistants could potentially provide a barrier to learning if not trained effectively. The data indicated that teachers were not self-efficacious in their belief that they were able to provide the required assistance and support to all of the children in this environment. The data also indicated less positive beliefs to the concept of integrating children who consistently fail assessments into classes. This is indicative that teachers require additional professional development on providing targeted assessments and making accommodations where required. It also confirmed the connection between teachers' beliefs and their ability to collaborate with other professionals. However, the results of the study indicated no influence of teachers' beliefs and their self-efficacy in being able to manage challenging behavior. The research indicated that teachers' attitudes, beliefs and demographics are significant indicators of teachers' self-efficacy levels to teach in inclusive classrooms.

The research indicated a further need to ensure that through classroom coaching and professional development opportunities, teachers are able to provide challenging material for all of the children in their care. In inclusive education, it is believed that the success of every educational program depends on the quality of teachers and their attitudes and beliefs in the ways that they can help the learners succeed in their learning. Therefore, it is important to ensure that teachers receive adequate training and support to demonstrate high levels of self-efficacy when

teaching in inclusive classrooms. Teachers' self-efficacy has an impact on teachers' ability to manage challenging behavior, provide effective instruction and to communicate with specialists.

#### **5.1.4 Quantitative Data on Teacher Self-Efficacy in Inclusive Practices**

The quantitative data indicated that teachers are confident in their ability to work with other professionals, teachers and teaching aides to ensure that the needs of all children are met. The data was indicative that teachers welcomed opportunities for collaboration with other professionals. Teachers were confident in their ability to use a variety of teaching strategies to meet the needs of all learners. However, the quantitative data indicated that teachers do not have self-efficacy in their knowledge and skills to teach children with special needs. The quantitative data indicated that teachers are not self-efficacious in their ability to effectively assess children with special needs. The data clearly indicated that teachers have difficulties in effectively managing their time and in providing the appropriate attention to all learners to enable them to succeed. Therefore, it is indicative that further professional development is required in the areas of providing teachers with the knowledge and skills to successfully differentiate materials and to provide adaptations and modifications. They require additional support in developing effective assessment tools and strategies. They would also benefit from learning ways to meet the needs of all learners in inclusive environments.

#### **5.1.5 Qualitative Data on Teacher Self-Efficacy in Inclusive Practices**

The qualitative data suggests that teachers would benefit from additional professional development in identifying individual needs, providing differentiated instruction and in assessment. Increased opportunities for collaboration with professionals would increase teachers' confidence and self-efficacy to meet the needs of all learners when teaching in inclusive classrooms. Although the teachers indicated that they had a lack of knowledge of local laws, the school management team clarified that school policies are reflective of local and international legislation. Teachers take

part in regular policy reviews, although increased opportunities for professional development in this area would ensure that teachers are self-efficacious in their knowledge and understanding. Teachers are required to have positive attitudes and beliefs to the concept of inclusion in order to succeed in this environment. It is inevitable that teachers must demonstrate empathy and compassion for the needs of each child. This is a skill which is innate and should be taken into consideration when hiring teachers. The school currently uses shadow teachers to aid students in a one by one setting. However, the qualitative data clearly demonstrated that in order for this to be successful, clear guidelines should be given on the role of the shadow teachers. The school is fortunate to have a team of professionals dedicated to working with children with special needs. Increased opportunities for collaboration between teachers and special needs experts would improve teachers' self-efficacy in inclusive environments. Inevitably, teachers must have positive attitudes and beliefs to the concept of inclusion, in order for it to be successful. All teachers must be clear on the expectation that they are responsible for the learning and teaching of all students. Teachers require a dedication to making a difference and in finding ways to meet the needs of all learners. In order for inclusion to succeed, all community members are required to have positive attitudes and beliefs to the concept of inclusion. It is required that the school creates an inclusive culture, where all stakeholders have shared attitudes and beliefs. This requires that the students, teachers, administrators and parents have shared attitudes and beliefs to the concept of inclusion.

Inclusive education requires that schools are capable of meeting the needs of all students including those with SEN and supporting their learning through class activities. It is essential that teachers demonstrate a commitment to inclusive practices by identifying needs, creating a culture of belonging and ensuring that all learners are motivated. Teachers need to be confident in their ability and demonstrate robust self-efficacy in the context of the inclusive classroom (Nina et al., 2022). A misunderstanding of inclusion can occur when people believe that students need only to be physically present (Woodcock et al., 2022). The purpose of this study was to find out if demographics, attitudes and beliefs have an impact on teachers' self-efficacy in inclusive classrooms.

The data gathered for this study indicated that demographics have an impact in the area of understanding local legislation, teacher training and confidence. The data gathered in this study also confirmed that attitudes and beliefs do impact teachers' self-efficacy in inclusive environments. The findings of this study indicate a need to ensure that teachers have positive attitudes and beliefs to the concept of inclusion with the agency fostered in these learning environments where the contributions of individuals are valued (Woodcock et al., 2022).

## 5.2 Discussion

The results of this study concluded that in terms of demographics, there was statistically significance of teachers' knowledge of local laws, confidence, and training in inclusion on self-efficacy in inclusive practices from the most positive to the least positive, respectively. This finding appeared to be in accordance with several research findings that these three factors positively influenced teachers' self-efficacy in inclusive classrooms (Passamisi et al., 2022; Savolainen et al., 2012; Sharma et al., 2012; Swanson & Witte, 2020).

While there were the most positive statistically significance of the attitudes on teachers' efficacy, collaboration, and instruction and the least on teachers' behavior in inclusive practices, respectively, there were the most statistically significant of the beliefs on teachers' efficacy, collaboration, and instruction respectively, with none of on teachers' behavior.

First, self-efficacy in the classroom (Savolainen et al., 2022) also based on knowledge of local laws are required to develop positive attitudes to inclusion to ensure that learning engagements are designed with learners' strengths and needs in mind (Ainscow, 2020). While creating an inclusive culture requires the embracing of diversity where all members are treated with equity and respect (Woodcock et al., 2022), it requires all community members to have an open-minded approach to the inclusion of children with special educational needs. As Misera et al. (2019) argued that lower anxiety led to better attitudes, more self-efficacy, and a higher intention to

teach inclusively when connected with being informed of local laws so that the teachers know of how to think and behave in their inclusive classroom practices and environment.

Second, in terms of teachers' confidence, the higher levels of teachers' confidence in inclusion, the more they can implement inclusive education in practice, (Savolainen et al., 2022). The confident teachers would create an inclusive environment that encouraged students to showcase what learners could do rather than focussing on things that they are unable to do (Woodcock et al., 20220). Teachers who have confidence in inclusive settings would do well in inclusive classrooms (Omoró & Possi., 2023). The more the teachers valued inclusion, the more they could make the differences for their special needs students (Woodcock et al., 2022). High level of self-efficacy is often associated with effective teaching strategies (Buzzai et al., 2022)

Third, teachers' training in inclusion has proved to be significantly positive among teachers who received the training since it helped them to become more positive in terms of facing the challenges that arise in the inclusive environments (Nina et al., 2022). These findings are in line with the results of this study in that teachers' confidence in training provided the best practices in inclusive classrooms which depends on the quality of teachers with their attitudes and beliefs in the ways that they enable the learners to succeed in learning (Boyle et al., 2020).

Fourth, High self-efficacy turned out to be fundamental elements of inclusive teaching as the teachers are more likely to succeed if they have highly positive attitudes and beliefs on their ability to meet the needs of all students (Woodcock et al., 2022). The findings of this study suggested that the ability of teachers in inclusive practices (Nina et al., 2022) would increase the opportunities for professional development and success as indicated in the guidelines by the leadership team that any teacher with high collaboration in inclusion would be more successful in not only in their positive inclusive environmental practices but also in their career improvements. Putting together all the findings, it is concluded that both the school and teachers share their responsibilities in better inclusive education. For the school that must ensure all

kinds of supports, especially, in clear knowledge of local laws and legislation by familiarizing all teachers with school policies upon arrival with appropriate inclusive policies, resources, and trainings to ensure teachers are able to develop professionally and become proficient practitioners (Woodcock et al., 2022). Since professional development in turn would impact teachers' formal knowledge and may indirectly address beliefs (Swanson & Witte, 2020).

Thus, improving inclusive classroom practices is a requirement in the area of efficacy, collaboration, and instructions to improve effective classroom strategies that help accommodate all learners (Omoro & Possi, 2023) with a wide range of abilities (Nina et al., 2022). The results of this study could be put into practices by designing inclusive educational programmes to impact teacher attitudes (Savolainen et al., 2020), beliefs and practices (Swanson & Witte, 2020). Along with the guidelines gained by the administrators, the teachers would be provided opportunities to join PLCs based on goals set by the teachers which require more emphasis on classroom coaching and feedback on observed teaching strategies. However, teachers must also be open to using new strategies to enhance understanding for all learners. In order for meaningful change to occur, an interaction of critical reflection on past experiences is required in the area of challenging experiences and developing the learning environment (Swanson & Witte, 2020).

In order for the school to ensure that all teachers have positive attitudes to the concept of inclusion, it is important that inclusion is an integral part of school culture which was indicated by the school administrators during the interviews that it should be reinforced at regular intervals so that all teachers' have positive attitudes and beliefs to the concept of inclusion. Inclusive practices ensure that teaching and learning engagements are created with a diverse range of students in mind (Ainscow, 2020). Finally, it can be concluded that teachers with high levels of efficacy, collaboration, and instruction are required to have high levels of positive attitudes and beliefs as well as the ability to recognize the diversity of the learners by using differentiated instruction and assessment that students are able to effectively learn (Omoro & Possi, 2023). Moreover, they must develop good knowledge in inclusion

laws, be confident, and collaborate well with policies and training so that they could effectively apply their abilities of teachers in better inclusive education for their special needs learners and school (Woodcock et al., 2022)

### **5.3 Recommendations**

The data gathered from this study indicate that demographics, attitudes and beliefs are indicators of successful inclusive practices. It is recommended that the school looks at ways in which it can build the confidence of teachers so that they feel prepared to meet the challenges in inclusive environments. The results of this study will be used to create a professional development plan for the teachers at the Thai private bilingual school. This will focus on building confidence in communicating with professionals, developing instructional strategies and providing more information on local laws through policies. This study provided a better understanding of the teachers' demographics, attitudes and beliefs and their impact on self-efficacy to teach in inclusive classrooms. This provided information on teachers' perceptions of their self-efficacy to provide effective instruction. It delivered information on areas in need of development to grow teacher self-efficacy and to improve teachers' well-being.

The findings of the study are indicative of potential future research on teachers' attitudes and how this is related to the implementation of inclusive education in the classrooms.

The study did not analyze the ways in which self-efficacy impacts teachers' behavior in the classroom and was based purely on the teachers' self-perceptions. Research could be conducted by combining information from the questionnaires and classroom observations.

Further research could be conducted on analyzing the relationship between teachers' perceptions and the reality of the situation.

This study could be conducted at other Thai schools to determine if there are similar patterns that impact teachers' self-efficacy in inclusive backgrounds.

Future research may also be conducted on the perspectives of the students and how they view inclusion at a Private Thai Bilingual School. It is important to observe if teachers' responses about their abilities are reflected in their teaching practices.

### **5.3.1 Recommendations to Improve Inclusive Practices Include:**

5.3.1.1 Inclusive Education Practices' should be included into teacher training programs;

5.3.1.2 Teachers attitudes and beliefs towards inclusive practices should be measured before teachers are hired; and

5.3.1.3 Professional development is required to enable teachers to meet the needs of all learners

Thus, it is of importance to recognize the need for future studies to verify the connection between the variables analyzed in this study, in other school contexts in Thailand. It would be interesting to analyze teachers' perceived self-efficacy in accordance with observed classroom practices.



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## Appendices



The image features a large, faint watermark of the Rangsit University logo in the background. The logo is circular, with a stylized flame or sunburst design at the top. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

**Appendix A**

**IOC Form**

## **An IOC for A Survey Research**

**Topic: “The Impact of Attitudes, Beliefs, and Demographics on Self-Efficacy: Inclusive Education at a Thai Private Bilingual School”**

Dear Expert:

This research is to fulfill the dissertation for the Doctor of Education Program in Educational Studies, Suryadhep Teachers College, Rangsit University. Its topic is “The Impact of Attitudes, Beliefs, and Demographics on Self-Efficacy: Inclusive Education at a Thai Private Bilingual School”.

The objectives of this research are:

1) to explore the influences of attitudes, beliefs and demographics on teachers’ self-efficacy in inclusive practices; and

2) to investigate the school administrators’ perspectives on inclusive practices in order to obtain guidelines for better inclusive education at a private bilingual school.

The following questionnaire is a part of a quantitative method to gain the information of teachers about inclusive education at a Thai private bilingual school and later will be used to write up questions for a qualitative part of investigating the school administrators’ perspectives. Your answers will be valuable in terms of validating all the items in this questionnaire which will be beneficial for understanding the overall picture and situations pertaining to this topic.

Accordingly, the researcher would like to show great appreciation and gratitude for your valuable time and comments for the validity of this research instrument.

Rhiannon Morgan

## ITEM-OBJECTIVE CONGRUENCE (IOC) FORM FOR THE EXPERT

### Instructions:

Please rate each statement by ticking ✓ the most relevant scale from +1 to -1

Congruent = + 1

Questionable = 0

Incongruent = - 1

This questionnaire contains 2 parts:

Part 1: Respondent's demographic information

Part 2: 30 items of attitudes and beliefs towards teacher's self-efficacy in inclusive practices.

### Part 1: Demographic Information

| Items                                                                                                                                                                                                                                                                                                                                 | Expert's review |   |    |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---|----|------------|
|                                                                                                                                                                                                                                                                                                                                       | +1              | 0 | -1 | Suggestion |
| 1. Gender:<br><input type="checkbox"/> Male <input type="checkbox"/> Female                                                                                                                                                                                                                                                           |                 |   |    |            |
| 2. Age:<br><input type="checkbox"/> 25 years old or younger<br><input type="checkbox"/> 26 - 35 years old<br><input type="checkbox"/> 36 - 45 years old<br><input type="checkbox"/> 46 or above                                                                                                                                       |                 |   |    |            |
| 3. Teaching Level/Teaching Type<br><input type="checkbox"/> Kindergarten<br><input type="checkbox"/> Primary<br><input type="checkbox"/> Secondary<br><input type="checkbox"/> Special Education<br><input type="checkbox"/> Special Subject Teacher (Primary and KG)<br><input type="checkbox"/> Special Subject Teacher (Secondary) |                 |   |    |            |

|                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <p>4. Highest level of education:</p> <p><input type="checkbox"/> Secondary School or equivalent</p> <p><input type="checkbox"/> Bachelor's degree or equivalent</p> <p><input type="checkbox"/> Master's degree or equivalent</p> <p><input type="checkbox"/> Doctoral degree</p> <p><input type="checkbox"/> Other (Please specify)</p>                                    |  |  |  |  |
| <p>5. Level of training on inclusive education for children with special needs</p> <p><input type="checkbox"/> Very High (31 - 40 hours)</p> <p><input type="checkbox"/> High (At least 21 – 30 hours)</p> <p><input type="checkbox"/> Average (At least 10 - 20 hours)</p> <p><input type="checkbox"/> Some (At least 3 – 9 hours)</p> <p><input type="checkbox"/> None</p> |  |  |  |  |
| <p>6. Level of knowledge pertaining local legislation or policy of children/students with special needs:</p> <p><input type="checkbox"/> Very Good</p> <p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Poor</p> <p><input type="checkbox"/> None</p>                                                                |  |  |  |  |
| <p>7. Teaching experience:</p> <p><input type="checkbox"/> 1 - 3 years</p> <p><input type="checkbox"/> 4 - 6 years</p> <p><input type="checkbox"/> 7 – 9 years</p> <p><input type="checkbox"/> 10 – 12 years</p> <p><input type="checkbox"/> 12 years over</p>                                                                                                               |  |  |  |  |
| <p>8. Level of confidence in teaching students with special needs:</p> <p><input type="checkbox"/> Very high</p> <p><input type="checkbox"/> High</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Poor</p> <p><input type="checkbox"/> None</p>                                                                                                      |  |  |  |  |

**Part 2: 30 items of attitudes and beliefs towards teacher's self-efficacy in inclusive practices.**

| Statement                                                                                                           | Expert's review |   |    |            |
|---------------------------------------------------------------------------------------------------------------------|-----------------|---|----|------------|
|                                                                                                                     | +1              | 0 | -1 | Suggestion |
| 1. You are confident that students with special needs will be accepted by the rest in the regular class.            |                 |   |    |            |
| 2. You welcome the idea of including students with special needs in your regular class.                             |                 |   |    |            |
| 3. You think that students with special needs should be integrated in the regular class.                            |                 |   |    |            |
| 4. You think that it is not that difficult to give appropriate attention to all students in an inclusive classroom. |                 |   |    |            |
| 5. You spend less time with students with special needs, particularly, if they have a teaching assistant.           |                 |   |    |            |
| 6. You think that inattentive students should have the chance to be put in regular classes.                         |                 |   |    |            |
| 7. You think that you have enough knowledge and skills required to teach students with special needs.               |                 |   |    |            |
| 8. You are willing to have students with special needs in your class.                                               |                 |   |    |            |
| 9. You think that you are confident of how to interact with a student with special needs.                           |                 |   |    |            |
| 10. You think that you must work harder if you have students with special needs in your class.                      |                 |   |    |            |

|                                                                                                                                                |  |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 11. You think that the students who frequently fail assessments or examinations should also be integrated into regular classes.                |  |  |  |  |
| 12. You think that students who need an individualized academic program should be integrated into regular classes.                             |  |  |  |  |
| 13. You think that students with difficulty expressing their thoughts and feelings verbally should be integrated into the inclusive classroom. |  |  |  |  |
| 14. You have clear expectations of students with special needs' behaviors in your inclusive classroom.                                         |  |  |  |  |
| 15. You can handle students with disruptive behaviors in your inclusive classroom.                                                             |  |  |  |  |
| 16. You can make parents feel comfortable about your teaching in your inclusive classroom.                                                     |  |  |  |  |
| 17. You can assist parents in helping children with special needs do well in school.                                                           |  |  |  |  |
| 18. You can precisely assess students with special needs learning outcomes.                                                                    |  |  |  |  |
| 19. You can provide appropriate challenges for every student in your inclusive classroom.                                                      |  |  |  |  |
| 20. You believe that you can prevent disruptive behaviors in your inclusive classroom.                                                         |  |  |  |  |
| 21. You believe you can control disruptive behavior in your inclusive classroom.                                                               |  |  |  |  |
| 22. You are confident to get parents involved with school activities of students with special needs.                                           |  |  |  |  |

|                                                                                                                                            |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 23. You are confident in designing inclusive teaching and learning so that all are accommodated.                                           |  |  |  |  |
| 24. You can get all students to follow inclusive classroom rules.                                                                          |  |  |  |  |
| 25. You are willing to collaborate with other professionals for better inclusive practices.                                                |  |  |  |  |
| 26. You can work jointly with other professionals, aides, and other teachers to teach students with special needs in inclusive classrooms. |  |  |  |  |
| 27. You are confident to get all students to work together in pairs or in small groups in your inclusive classroom.                        |  |  |  |  |
| 28. You can use a variety of assessment strategies to measure all students in inclusive classrooms.                                        |  |  |  |  |
| 29. You are confident in informing others about inclusion laws and policies related to children with special needs.                        |  |  |  |  |
| 30. Overall, you can handle inclusive classrooms.                                                                                          |  |  |  |  |

Content Validity was conducted by 3 experts. The result shows that the content validities for all the two sections were 1 and 1 (Respondent's demographic information and items of the levels and influences of attitudes, beliefs and demographics on teachers' self-efficacy in inclusive practices at a Thai private bilingual school, respectively). The overall test item-objective congruence (IOC) was 1 which means they were acceptably congruent with the objective of the study as shown below:

Content Validity by 5 experts Item – Objective congruence (IOC)

Demographic Information = 1

Items of attitudes, beliefs and demographics on teachers' self-efficacy in inclusive practices at a Thai private bilingual school

Attitudes = 1

Beliefs = 1

Self-efficacy = 1



The image features a large, faint watermark of the Rangsit University logo in the background. The logo is circular, with a stylized flame or sunburst design at the top. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

## **Appendix B**

## **Questionnaire**

## **A Survey Research**

**Topic: The impact of Attitudes, Beliefs and Demographics on teachers' Self-Efficacy: Inclusion at a Private Thai School.**

This questionnaire is a part of research to fulfill the dissertation for the Doctor of Education program in Educational Studies, Suryadhep Teachers College, Rangsit University.

Regarding the objectives of the research involving the attitudes, beliefs, and demographics on teacher's self-efficacy in inclusive practices at a bilingual school. Your answers will be kept confidential and will be used as the data only for the benefits of research in understanding the overall picture and situations of inclusive practices for special needs education.

Accordingly, the researcher would like to show great appreciation for your valuable time in giving useful information for better practices in inclusive education in the environment of a bilingual school in Thailand.

### **Instructions:**

This questionnaire contains 2 parts:

Part 1: Respondent's demographic information

Part 2: 30 items of attitudes and beliefs towards teacher's self-efficacy in inclusive practices.

## Part 1: Demographic Information

Please give an answer to each question for the most relevant information of yours by ticking P in the box provided.

1. Gender:

☐ Male

☐ Female

2. Age:

☐ 25 years old or younger

☐ 26 - 35 years old

☐ 36 - 45 years old

☐ 46 or above

3. Teaching Level:

☐ Kindergarten

☐ Primary

☐ Secondary

☐ Special Education

☐ Special Subject Teacher (Primary and KG)

☐ Special Subject Teacher (Secondary)

4. Highest level of education:

☐ Secondary School or equivalent

☐ Bachelor's degree or equivalent

☐ Master's degree or equivalent

☐ Doctoral degree

☐ Other (Please specify)

5. Level of training on inclusive education for children with special needs

☐ Very High (31 - 40 hours)

☐ High (At least 21 – 30 hours)

☐ Average (At least 10 - 20 hours)

☐ Some (At least 3 – 9 hours)

☐ None

6. Level of knowledge pertaining local legislation or policy of children/students with special needs:

☐ Very Good

☐ Good

☐ Average

☐ Poor

☐ None

7. Teaching experience:

☐ 1 - 3 years

☐ 4 - 6 years

☐ 7 – 9 years

☐ 10 – 12 years

☐ 12 years over

8. Level of confidence in teaching students with special needs:

☐ Very high

☐ High

☐ Average

☐ Poor

☐ None

## Part 2: Attitudes and Beliefs towards Teacher's Self-Efficacy in inclusive practices.

Please rate each statement by ticking P the most relevant scale from Strongly Agree (5) to Strongly Disagree

**5 = Strongly Agree**

**4 = Agree**

**3 = Neutral**

**2 = Disagree**

**1 = Strongly Disagree**

| Statement                                                                                                           | Strongly Agree<br>(5) | Agree<br>(4) | Neutral<br>(3) | Disagree<br>(2) | Strongly Disagree<br>(1) |
|---------------------------------------------------------------------------------------------------------------------|-----------------------|--------------|----------------|-----------------|--------------------------|
| 1. You are confident that students with special needs will be accepted by the rest in the regular class.            |                       |              |                |                 |                          |
| 2. You welcome the idea of including students with special needs in your regular class.                             |                       |              |                |                 |                          |
| 3. You think that students with special needs should be integrated in the regular class.                            |                       |              |                |                 |                          |
| 4. You think that it is not that difficult to give appropriate attention to all students in an inclusive classroom. |                       |              |                |                 |                          |
| 5. You spend less time with students with special needs, particularly, if they have a teaching assistant.           |                       |              |                |                 |                          |

|                                                                                                                                                |  |  |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 6. You think that inattentive students should have the chance to be put in regular classes.                                                    |  |  |  |  |  |
| 7. You think that you have enough knowledge and skills required to teach students with special needs.                                          |  |  |  |  |  |
| 8. You are willing to have students with special needs in your class.                                                                          |  |  |  |  |  |
| 9. You think that you are confident of how to interact with a student with special needs.                                                      |  |  |  |  |  |
| 10. You think that you must work harder if you have students with special needs in your class                                                  |  |  |  |  |  |
| 11. You think that the students who frequently fail assessments or examinations should also be integrated into regular classes.                |  |  |  |  |  |
| 12. You think that students who need an individualized academic program should be integrated into regular classes.                             |  |  |  |  |  |
| 13. You think that students with difficulty expressing their thoughts and feelings verbally should be integrated into the inclusive classroom. |  |  |  |  |  |

|                                                                                                        |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 14. You have clear expectations of students with special needs' behaviors in your inclusive classroom. |  |  |  |  |  |
| 15. You can handle students with disruptive behaviors in your inclusive classroom.                     |  |  |  |  |  |
| 16. You can make parents feel comfortable about your teaching in your inclusive classroom.             |  |  |  |  |  |
| 17. You can assist parents in helping children with special needs do well in school.                   |  |  |  |  |  |
| 18. You can precisely assess students with special needs learning outcomes.                            |  |  |  |  |  |
| 19. You can provide appropriate challenges for every student in your inclusive classroom.              |  |  |  |  |  |
| 20. You believe that you can prevent disruptive behaviors in your inclusive classroom.                 |  |  |  |  |  |
| 21. You believe you can control disruptive behavior in your inclusive classroom.                       |  |  |  |  |  |
| 22. You are confident to get parents involved with school activities of students with special needs.   |  |  |  |  |  |

|                                                                                                                                            |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 23. You are confident in designing inclusive teaching and learning so that all are accommodated.                                           |  |  |  |  |  |
| 24. You can get all students to follow inclusive classroom rules.                                                                          |  |  |  |  |  |
| 25. You are willing to collaborate with other professionals for better inclusive practices.                                                |  |  |  |  |  |
| 26. You can work jointly with other professionals, aides, and other teachers to teach students with special needs in inclusive classrooms. |  |  |  |  |  |
| 27. You are confident to get all students to work together in pairs or in small groups in your inclusive classroom.                        |  |  |  |  |  |
| 28. You can use a variety of assessment strategies to measure all students in inclusive classrooms.                                        |  |  |  |  |  |
| 29. You are confident in informing others about inclusion laws and policies related to children with special needs.                        |  |  |  |  |  |
| 30. Overall, you can handle inclusive classrooms.                                                                                          |  |  |  |  |  |

## แบบสอบถามการวิจัย

### **ชื่อเรื่อง ทักษะคิด ความเชื่อ และลักษณะทางประชากรของการรับรู้ความสามารถของตนเองของครู ในการจัดการศึกษาแบบเรียนรวมสำหรับการศึกษาพิเศษในโรงเรียนสองภาษาเอกชนไทยแห่งหนึ่ง**

แบบสอบถามนี้เป็นส่วนหนึ่งของงานวิจัยในระดับคุณวุฒิปริญญาตรี สาขาการศึกษา วิทยาลัยครู  
สุริยเทพ มหาวิทยาลัยรังสิต นี้มีวัตถุประสงค์เพื่อศึกษาเกี่ยวกับทักษะคิด ความเชื่อ และลักษณะทาง  
ประชากรของการรับรู้ความสามารถของตนเองของครูในการจัดการศึกษาแบบเรียนรวมในโรงเรียน  
สองภาษาเอกชนไทยแห่งหนึ่ง คำตอบของท่านจะถูกเก็บเป็นความลับ ข้อมูลที่ได้จะนำไปใช้เพื่อ  
ประโยชน์ของการวิจัยเท่านั้น เพื่อทำความเข้าใจภาพรวมและสถานการณ์ของแนวทางปฏิบัติการ  
เรียนรวมสำหรับการจัดการศึกษาพิเศษ

ผู้วิจัยขอขอบคุณเป็นอย่างสูงสำหรับการสละเวลาอันมีค่าของท่านในการให้ข้อมูลที่เป็น  
ประโยชน์สำหรับแนวทางปฏิบัติที่ดีขึ้นสำหรับการจัดการศึกษาแบบเรียนรวมในสภาพแวดล้อม  
ของโรงเรียนสองภาษาเอกชนในประเทศไทย

**คำชี้แจง** แบบสอบถามมี 2 ตอน ประกอบด้วย

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2 แบบสอบถามเกี่ยวกับทักษะคิดและความเชื่อที่มีต่อการรับรู้ความสามารถของตน  
เองของครูในการจัดการศึกษาแบบเรียนรวม จำนวน 30 ข้อ

## ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

### โปรดขีดเครื่องหมาย P ลงในช่องคำตอบที่ตรงกับสภาพความเป็นจริงของท่าน

#### 1. เพศ

☐ ชาย

☐ หญิง

#### 2. อายุ

☐ 25 ปี หรือน้อยกว่า

☐ 26 - 35 ปี

☐ 36 - 45 ปี

☐ 46 ปีขึ้นไป

#### 3. ระดับที่สอน/แบบของการสอน

☐ อนุบาล

☐ ประถมศึกษา

☐ มัธยมศึกษา

☐ การศึกษาพิเศษ

☐ ครูผู้สอนประจำวิชาพิเศษ (ระดับอนุบาลและประถมศึกษา)

☐ ครูผู้สอนประจำวิชาพิเศษ (ระดับมัธยมศึกษา)

#### 4. ระดับการศึกษาสูงสุด

☐ มัธยมศึกษา หรือเทียบเท่า

☐ ปริญญาตรี หรือเทียบเท่า

☐ ปริญญาโท หรือเทียบเท่า

☐ ปริญญาเอก

☐ อื่นๆ (โปรดระบุ)

#### 5. ระดับการอบรมด้านการศึกษาแบบเรียนรวมสำหรับเด็กที่มีความต้องการพิเศษ

☐ สูงมาก (31 - 40 ชั่วโมง)

☐ สูง (อย่างน้อย 21 – 30 ชั่วโมง)

☐ ปานกลาง (อย่างน้อย 10 - 20 ชั่วโมง)

☐ น้อย (อย่างน้อย 3 – 9 ชั่วโมง)

☐ ไม่เคย

6. ระดับความรู้เกี่ยวกับกฎหมายและข้อบัญญัติส่วนท้องถิ่นหรือนโยบายของเด็กที่มีความต้องการพิเศษ

☐ ดีมาก

☐ ดี

☐ ปานกลาง

☐ น้อย

☐ ไม่มี

7. ประสบการณ์ในการสอน

☐ 1 – 3 ปี

☐ 4 - 6 ปี

☐ 7 – 9 ปี

☐ 10 – 12 ปี

☐ มากกว่า 12 ปี

8. ระดับความมั่นใจในการสอนเด็กที่มีความต้องการพิเศษ

☐ สูงมาก

☐ สูง

☐ ปานกลาง

☐ น้อย

☐ ไม่มี



**ตอนที่ 2: ทักษะคิดและความเชื่อที่มีต่อการรับรู้ความสามารถของตนเองของครูในการจัดการศึกษาแบบเรียนรวม**

**โปรดขีดเครื่องหมาย P ลงในช่องระดับความคิดเห็นซึ่งตรงกับความคิดเห็นของท่านมากที่สุด จากข้อความในแต่ละข้อ โดยมีระดับคะแนนดังนี้**

**5 = เห็นด้วยอย่างยิ่ง**

**4 = เห็นด้วย**

**3 = ปานกลาง**

**2 = ไม่เห็นด้วย**

**1 = ไม่เห็นด้วยอย่างยิ่ง**

| ข้อความ                                                                           | เห็นด้วย<br>อย่างยิ่ง<br>(5) | เห็นด้วย<br>(4) | ปานกลาง<br>ง<br>(3) | ไม่เห็น<br>ด้วย<br>(2) | ไม่เห็นด้วย<br>อย่างยิ่ง<br>(1) |
|-----------------------------------------------------------------------------------|------------------------------|-----------------|---------------------|------------------------|---------------------------------|
| 1. ท่านมั่นใจว่านักเรียนที่มีความต้องการพิเศษจะเป็นที่ยอมรับในห้องเรียนรวมของท่าน |                              |                 |                     |                        |                                 |
| 2. ท่านยินดีต้อนรับนักเรียนที่มีความต้องการพิเศษในห้องเรียนรวมของท่าน             |                              |                 |                     |                        |                                 |
| 3. ท่านคิดว่านักเรียนที่มีความต้องการพิเศษควรได้เรียนรวมกับเพื่อนๆในห้องเรียนปกติ |                              |                 |                     |                        |                                 |

|                                                                                                     |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 4. ท่านคิดว่าไม่ใช่เรื่องยากที่จะ<br>ใส่ใจนักเรียนทุกคนในห้องเรียน<br>รวม                           |  |  |  |  |  |
| 5. ท่านใช้เวลาอย่างน้อยลงกับนักเรียน<br>ที่มีความต้องการพิเศษน้อยลงเมื่อ<br>มีผู้ช่วยสอน            |  |  |  |  |  |
| 6. ท่านคิดว่านักเรียนที่ขาดความ<br>ใส่ใจการเรียนควรมีโอกาสได้<br>เรียนรวมในห้องเรียนปกติ            |  |  |  |  |  |
| 7. ท่านคิดว่าท่านมีความรู้และ<br>ทักษะเพียงพอในการสอน<br>นักเรียนที่มีความต้องการพิเศษ              |  |  |  |  |  |
| 8. ท่านยินดีสอนนักเรียนที่มีความ<br>ต้องการพิเศษร่วมกับเพื่อนๆ ใน<br>ห้องเรียนรวมของท่าน            |  |  |  |  |  |
| 9. ท่านคิดว่าท่านสามารถสร้าง<br>ปฏิสัมพันธ์ที่เหมาะสมกับ<br>นักเรียนที่มีความต้องการพิเศษ           |  |  |  |  |  |
| 10. ท่านคิดว่าท่านต้องทำงาน<br>หนักขึ้นถ้ามีนักเรียนที่มีความ<br>ต้องการพิเศษในห้องเรียนของ<br>ท่าน |  |  |  |  |  |

|                                                                                                                     |  |  |  |  |  |
|---------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 11. ท่านคิดว่านักเรียนที่ไม่ผ่าน<br>การประเมินหรือสอบไม่ผ่าน<br>บ่อยๆยังควรได้เรียนแบบเรียน<br>รวม                  |  |  |  |  |  |
| 12. ท่านคิดว่านักเรียนที่ต้องได้รับ<br>การดูแลเป็นพิเศษแบบรายบุคคล<br>ควรเรียนรวมกับนักเรียนปกติ                    |  |  |  |  |  |
| 13. ท่านคิดว่านักเรียนที่มีปัญหา<br>ในการแสดงความคิดและความ<br>รู้สึกผ่านการพูดควรได้เรียนใน<br>ห้องเรียนรวมของท่าน |  |  |  |  |  |
| 14. ท่านชัดเจนกับความคาดหวัง<br>ของท่านต่อพฤติกรรมของ<br>นักเรียนพิเศษในห้องเรียนรวม<br>ของท่าน                     |  |  |  |  |  |
| 15. ท่านสามารถจัดการกับ<br>พฤติกรรมก่อนในห้องเรียน<br>รวมของท่านได้                                                 |  |  |  |  |  |
| 16. ท่านสามารถทำให้ผู้ปกครอง<br>เข้าใจในการสอนของท่านใน<br>แบบห้องเรียนรวม                                          |  |  |  |  |  |

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| 17. ท่านสามารถทำให้ผู้ปกครอง<br>วางใจในเรื่องของการส่งบุตร<br>หลานที่เป็นเด็กพิเศษมาเรียนกับ<br>ท่าน     |  |  |  |  |  |
| 18. ท่านสามารถประเมินผลการ<br>เรียนรู้ของนักเรียนที่มีความ<br>ต้องการพิเศษได้อย่างชัดเจน                 |  |  |  |  |  |
| 19. ท่านสามารถสร้างความ<br>ทำทาสที่เหมาะสมสำหรับ<br>นักเรียนทุกคนในห้องเรียนรวม<br>ของท่าน               |  |  |  |  |  |
| 20. ท่านเชื่อมั่นว่าท่านสามารถ<br>ป้องกันพฤติกรรมก่อกวนในห้อง<br>เรียนเรียนรวมของท่านได้                 |  |  |  |  |  |
| 21. ท่านเชื่อว่าท่านสามารถ<br>ควบคุมพฤติกรรมก่อกวนในห้อง<br>เรียนรวมของท่านได้                           |  |  |  |  |  |
| 22. ท่านมั่นใจว่าจะทำให้ผู้<br>ปกครองมีส่วนร่วมในกิจกรรม<br>โรงเรียนของนักเรียนที่มีความ<br>ต้องการพิเศษ |  |  |  |  |  |

|                                                                                                                         |  |  |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 23. ท่านมั่นใจในการออกแบบ<br>การเรียนการสอนแบบเรียนรวมที่<br>เอื้อประโยชน์ให้กับนักเรียนทุก<br>คน                       |  |  |  |  |  |
| 24. ท่านสามารถทำให้นักเรียนทุก<br>คนปฏิบัติตามกฎของห้องเรียน<br>รวมได้                                                  |  |  |  |  |  |
| 25. ท่านยินดีให้ความร่วมมือกับผู้<br>ร่วมงาน เพื่อสร้างแนวทาง<br>ปฏิบัติการเรียนรวมที่ดีขึ้น                            |  |  |  |  |  |
| 26. ท่านยินดีร่วมงานกับผู้ร่วม<br>งาน ผู้ช่วย และครูคนอื่นๆ เพื่อ<br>สอนนักเรียนที่มีความต้องการ<br>พิเศษในห้องเรียนรวม |  |  |  |  |  |
| 27. ท่านมั่นใจในการให้นักเรียน<br>จับคู่กันทำงานหรือทำงานในกลุ่ม<br>เล็กๆด้วยกันในห้องเรียนรวมของ<br>ท่าน               |  |  |  |  |  |
| 28. ท่านสามารถใช้กลวิธีการ<br>ประเมินผลที่หลากหลายเพื่อ<br>ประเมินนักเรียนของท่านในห้อง<br>เรียนรวม                     |  |  |  |  |  |

|                                                                                                                                 |  |  |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 29. ท่านมั่นใจในการชี้แจงให้ผู้อื่น<br>ทราบเกี่ยวกับกฎหมายและ<br>นโยบายการเรียนรวมที่เกี่ยวข้อง<br>กับเด็กที่มีความต้องการพิเศษ |  |  |  |  |  |
| 30. โดยรวมท่านไม่มีปัญหากับ<br>การจัดการเรียนการสอนในแบบ<br>เรียนรวม                                                            |  |  |  |  |  |

31. ข้อเสนอแนะอื่นๆ

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The background of the page features a large, faint watermark of the Rangsit University logo. The logo is circular, with a stylized flame or sunburst design at the top. Below the design, the text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script, and "Rangsit University" is written in English, both in a light pink color.

## **Appendix C**

### **Interview Questions**

## Interview Questions

1. What can be done to build teachers' confidence when teaching children with special needs in inclusive environments?
2. How do we ensure that teachers have a good knowledge of local laws and legislation with regards to teaching children with SEN?
3. What are the levels of understanding of local laws and legislation should teachers have?
4. How do we ensure that teachers have positive attitudes towards including children with special needs in the classroom?
5. How do we ensure that teachers develop positive attitudes towards including children with SEN in inclusive classrooms?
6. How do we improve teachers' self-efficacy and beliefs towards teaching in inclusive environments?
7. How do we ensure that all teachers have adequate teacher training?
8. In summary, how do we ensure that teachers have positive beliefs?



The background of the page features a large, faint watermark of the Rangsit University logo. The logo is circular, composed of many thin, radiating lines that form a sunburst or flower-like pattern. At the top of the circle is a stylized flame or torch. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom left arc, and "Rangsit University" is written in English along the bottom right arc.

**Appendix D**

**Research Ethics Certificate**

|                                                                                                                                                                                                                                                                         |                                                                                                                             |                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------|
|                                                                                                                                                                                        |                                                                                                                             | COA. No. RSUERB2022-089 |
| <b>Certificate of Approval</b><br><b>By</b><br><b>Ethics Review Board of Rangsit University</b>                                                                                                                                                                         |                                                                                                                             |                         |
| COA. No.                                                                                                                                                                                                                                                                | COA. No. RSUERB2022-089                                                                                                     |                         |
| Protocol Title                                                                                                                                                                                                                                                          | The Impact of Attitudes, Beliefs and Demographics on Self-Efficacy: Inclusive Education at a Thai Private Bilingual School  |                         |
| Principle Investigator                                                                                                                                                                                                                                                  | Rhiannon Morgan                                                                                                             |                         |
| Affiliation                                                                                                                                                                                                                                                             | Suryadhep Teachers College, Rangsit University                                                                              |                         |
| How to review                                                                                                                                                                                                                                                           | Expedited Review                                                                                                            |                         |
| Approval includes                                                                                                                                                                                                                                                       | 1. Project proposal<br>2. Information sheet<br>3. Informed consent form<br>4. Data collection form/Program or Activity plan |                         |
| Date of Approval:                                                                                                                                                                                                                                                       | 29 August 2022                                                                                                              |                         |
| Date of Expiration:                                                                                                                                                                                                                                                     | 29 August 2024                                                                                                              |                         |
| <p>The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP</p> |                                                                                                                             |                         |
| <br>Signature.....<br>(Associate Professor Dr. Panan Kanchanaphum)<br>Chairman, Ethics Review Board for Human Research                                                              |                                                                                                                             |                         |
| Ethics Review Board of Rangsit University, 5th floor, Arthit Ourairat Building (Bldg.1) Rangsit University<br>Tel. 0-2791-5728 Email: rsuethics@rsu.ac.th                                                                                                               |                                                                                                                             |                         |

## Biography

|                      |                                                                                                                                                                                                                     |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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