

Attitudes, Beliefs, and Demographics: Teachers' Self-Efficacy in Inclusive Education at a Thai Private Bilingual School

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Abstract

This study aimed to explore the levels and influences of demographics, attitudes, and beliefs on self-efficacy in inclusive practices of teachers for students with special education needs in regular classes at a Thai private bilingual school. A survey research design was employed, using questionnaires to collect data with 100 subjects. The IOC for the validity was performed with the result of 1. The reliability gained from the pretest with 30 teachers outside the sampling using Cronbach's Alpha Coefficient with the result of 0.860. Descriptive Analysis with Mean, Standard Deviation, Frequency, and Percentage was employed, followed by Inferential Analysis of ANOVA.

The results revealed that in terms of Demographics on Teachers' Self-Efficacy, there were statistically significance of: 1) Teachers' Knowledge of the Local Laws; 2) Confidence in Inclusion; and Training in Inclusive Practices, from the most positive to the least positive, respectively. As for the Teachers' Attitudes and Beliefs, these two factors shared the same levels of influences on Teachers' Self-Efficacy in terms of: 1) Collaboration, and Instruction in Inclusive Practices, with the least significant on Teachers' Behavior for the Attitudes towards Teachers' Self-Efficacy, and with no statistical significance on Teachers' Behavior for the Beliefs. Accordingly, in order to enhance effective inclusive education at a Thai bilingual school, the results obtained from this study should be used among teachers and stakeholders to see the importance of the influences of positive attitudes and beliefs on self-efficacy in inclusive teaching and learning with the expectation that benefits will occur to all students with inclusion in the regular classrooms.

Keywords :Attitudes; Beliefs; Demographics; Teachers' Self-Efficacy; Inclusive Education

1. Introduction

As inclusion in education refers to the practice of removing barriers in education for all learners (UNESCO, 2019), inclusive education has been defined as a process of including all learners and ensuring that all individuals have an equal opportunity to make educational progress (UNESCO, 2017). Although inclusive education is a new concept, it necessarily originated under the inherent dignity that involves all learners that 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, thus, 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 et al., 2020). As such, in inclusive education, teachers turn out to be prominent in ensuring all learners' success (San Martin et al., 2021). In order to fulfill their goals, those teachers in charge with the special needs must know how to hold themselves with the right kinds of attitudes and beliefs towards their inclusive practices (UNESCO, 2020).

As the Global Education Monitoring Report has encouraged the need for teachers to prepare to effectively perform inclusive practices in regular classes, the successful implementation of inclusive education simultaneously presents challenges to multiple governments, schools, and teachers around the world (UNESCO, 2020). The move towards inclusive education began, particularly, in Thailand in 1990, with The Jomtien World Conference and The Salamanca Statement of 1994. Like many other countries that Thailand's National Education Act of 1999 announced the right for children with special educational needs that they are to be educated with their peers in mainstream schools, coupled with the right to interventions provided with adequate educational materials and facilities (OEC, 2002).

For more than two decades, with physical access to schools being provided by legislation, there has been an increase in children with special needs being integrated into classrooms with their peers (OECD, 2022). 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 et al., 2020). Those teachers in inclusive schools must be able to handle 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), as the school's entrance policy enables children with special needs to be educated alongside their peers. Obviously, to fulfill the inclusive education, teachers must possess appropriate personal, academic, and professional background, with the right kinds of attitudes and beliefs in order to enable themselves to go through the process of inclusive practice (Ainscow, 2020).

Inevitably, it has been shown that demographics, attitudes, and beliefs of teachers such as age, knowledge, qualifications, teaching experience, and training in inclusion positively affect the way in which teachers teach children with special educational needs (Rahayu & Kurniawati, 2019; Woodcock et al, 2023). It is believed that actual background, positive attitudes, and a strong determination with the right level of confidence will help raise a high level of self-efficacy in practicing inclusive learning environment and outcomes to the special needs (Wilson et al, 2016).

As Thailand has been made a commitment to successfully implement inclusive education by 2030, as part of the 2030 sustainable development goals (UNESCO, 2015). While there was very few research in inclusive practices, particularly with bilingual schools. 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).

However, not limited only to Thai schools for children with special needs to enrol 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 and care (International Schools in Bangkok, 2020).

To the best knowledge, there has been no research currently available about the inclusion of children with special educational needs in any Thai bilingual school. To fill the gap of research in this area, this study focused on the influences of teachers' demographics, attitudes, and beliefs on self-efficacy in an inclusive practice at a Thai private Bilingual school in an outskirts of Bangkok. This is important because at this school a real practice of inclusion has been performed to include the special need students with their peers in the regular classrooms. While the teachers at this school hold a background of diverse demographics with some particular training in Thailand and from other education systems from around the world, it fitted the research objectives in better understandings of the impacts of attitudes, beliefs and demographics on teachers' self-efficacy who teach children with special needs. Accordingly, finding out the levels and influences of teachers' attitudes, beliefs, and demographics on self-efficacy in inclusive practices in regular classes at a Thai bilingual school could help understand not only the real situation but also the right direction in enhancing effective inclusion education for this particular school or any other schools that share the same kinds of characteristics in inclusive teaching and learning environments.

2. Research Objectives

2.1 To explore the levels of demographics, attitudes, and beliefs on self-efficacy in inclusive practices of teachers for students with special education needs in regular classes at a Thai private bilingual school; and

2.2 To study the influences of demographics, attitudes, and beliefs of self-efficacy in inclusive practices of teachers for students with special education needs in regular classes at a Thai private bilingual school.

3. Research Questions

3.1 What are the levels of demographics, attitudes, and beliefs on self-efficacy in inclusive practices of teachers for students with special education needs in regular classes at a Thai private bilingual school? and

3.2 What are the influences of demographics, attitudes, and beliefs on self-efficacy in inclusive practices of teachers for students with special education needs in regular classes at a Thai private bilingual school?

The following is a Conceptual Framework:

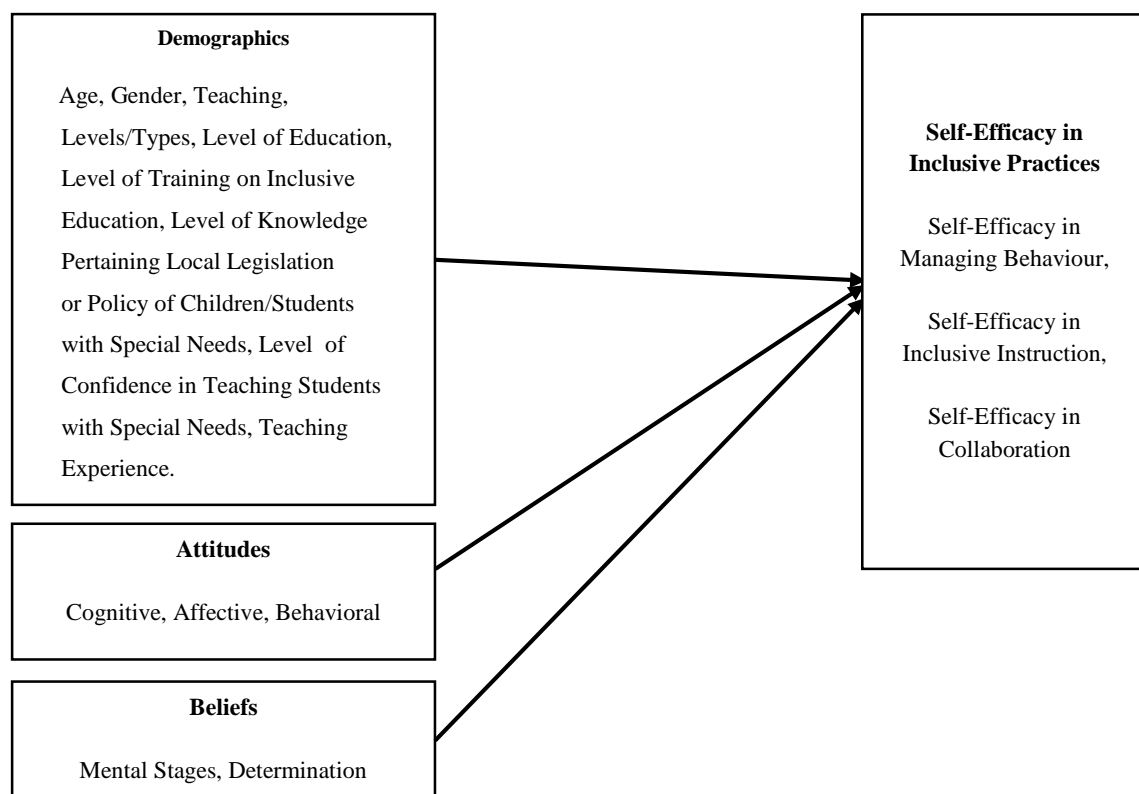


Figure 1: Conceptual Framework

4. Literature Review

4.1 Inclusive Practice

In this study, inclusion is defined as the process of including all learners and ensuring that all individuals have an equal opportunity to make educational progress (UNESCO, 2017). As inclusion in education refers to the practice of removing barriers in education for all learners (IBO, 2019), inclusive classroom requires that every student is understood and recognized for their unique strengths and needs in that in inclusive classrooms, the barriers to learning must be reduced for all (Woodcock et al., 2022).

Putting all together, it is unavoidable that in inclusive practice, teachers are primarily responsible for ensuring that all learners are able to engage in their inclusive learning environment (San Martin et al., 2021). More importantly, inclusive teachers must feel adequately trained and supported to meet the needs of all learners in inclusive practices, that, children in inclusive classrooms always in needy of additional encouragement and support, especially, from their teachers to achieve their goals (UNESCO, 2020).

Accordingly, the primary concern of this study was on the factors influencing teachers' self-efficacy or their ability to manage behavior and provide effective instruction in their inclusive classrooms. Since the successful implementation of inclusive education is not possible without well-trained teachers in the principles of inclusive education (Ainscow, 2020). 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). As it has been indicated that when teachers have the ability to recognize the diverse needs of learners and apply differentiated methods of instruction and assessment, students are apt to access the curriculum more effectively (Omorro and Possi, 2023).

4.2 Demographics on Self-Efficacy in Inclusive Education

Demographics have been proven to be an indicator of teacher self-efficacy in inclusive environments and demographic variables should be considered as having a direct impact on teachers' work (Nina et al., 2022). While demographics of teachers play important roles in the shaping teachers' self-efficacy, especially, in inclusive environments, those background characteristics involved age, gender, teaching levels or types, level of education, level of training on Inclusive Education, level of knowledge pertaining local legislation or policy of children/students with special needs, level of confidence in teaching students with special needs, teaching experience, and level of confidence in teaching students with the experience and the level of interactions that the teacher has previously had with children with special educational needs (Rahayu & Kurniawati, 2019).

While the factors such as an understanding of policy knowledge and legislation, experiences, age, and gender were among the most indicators of teachers' self-efficacy in inclusion (Wray, et al., 2022), teaching experience (Tschannen Moran et al., 2001, You et al., 2019, & San Martin et al., 2021) and training in inclusive education were also obviously highly significant (Shani & Hebel, 2016). The levels of other factors, regarding teachers' self-efficacy in inclusion were also noted in different countries with the level of education, in Turkey (Ozokcu, 2018), the level of teacher training in Korea (You et al, 2019), and the level of managing some challenges relating local laws and policies, in Chile, (San Martin et al, 2021). Nevertheless, confidence in having ability to manage challenging behavior and in being able to confidently interact with other professionals was another important factor in inclusive classrooms (Rahayu & Kurniawati, 2019).

4.3 Attitudes and Beliefs towards Self-efficacy in Inclusive Practice

While beliefs are defined as outcomes of brain functions or mental states that create meaning of the world around us in that our experiences will help us determine how to act in different situation, attitudes are individual's reaction on certain people, objects, or things (APA Dictionary of Psychology, 2023). As teachers' attitudes and beliefs are seen as indicators of their effectiveness to meet all learners' needs (Boyle et al., 2020). As it was explained that teacher's positive attitude towards their role, students, and colleagues tended to 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 (San Martin et al., 2021).

Teacher's attitudes are made of three elements: 1) Cognitive, opinions and ability of teachers to think independently; 2) Affective, emotion or reaction of teachers to a student or a group of students; and 3) Behavioral, the way in which the teachers act towards a student or group of students (Mahat, 2008). When it comes to inclusive education, it is argued that teachers generally 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 much of benefits to the negative perceptions and attitudes of teachers to its success (Chuchu & Chuchu, 2016). Entrenched views of some students as imperfect or incapable of learning, resulted in teachers not being able to view individual student's learning function as open-ended (UNESCO, 2020).

As related research indicated 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 who 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). Accordingly, the teachers' attitudes and beliefs towards their abilities in inclusive practices are closely related to teachers' self-efficacy that may be influenced by the need to manage challenging behavior and situations caused un inclusive practices (Hannaford, 2022).

4.4 Self-Efficacy in Inclusive Education

Self-efficacy, in Bandura's social cognitive theory, was defined as 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 with three dimensions in inclusive practice, namely, inclusive education strategies, managing challenging behavior, and collaborative teaching (San Martin et al., 2021). Self-efficacy is proven to be a predictive indicator of teachers' behavior in inclusive classroom settings and an indicator of a teacher' beliefs in their ability to implement successful inclusive practices (Omoró & Possi, 2023). Thus, teachers' self-efficacy in inclusive practices would increase the probability of successful education for students with special needs in inclusive classrooms (Savolainen et al., 2022).

It is reported that teachers with higher levels of self-efficacy tended to be: 1) Open-minded to new ideas; 2) Open to engaging in new teaching strategies; 3) Design and manage their classrooms better; 4) Provide more engaging learning experiences for their students (Tschannen-Moran & Woolfolk Hoy, 2001); and 5) Be efficient in using varied activities that help boost the active levels of effort involved in inclusive education (Martins & Chacon, 2021). Teachers with high levels of self-efficacy would be more enthusiastic in seeking new methods with effective teaching strategies in their attempts to engage children who show less interest in academic engagements, especially, those with special educational needs (Ozokcu, 2018; San Martin et al., 2021).

Sharma et al. (2012) developed the scale to measure Teachers' Self-Efficacy with three factors, as Self-Efficacy in Inclusive Teaching involve with teachers' confidence in their ability to teach in an inclusive classroom, Self-Efficacy in Collaboration is connected with teachers' confidence in their ability to work with parents and paraprofessionals, and Self-Efficacy in Managing Behavior refers to teachers' confidence in their ability to manage disruptive behaviors. Overall, those factors concern teachers' recognition of the needs and abilities of each learner, being able to deal with and handling different types of inclusive behaviors, understanding of how to successfully differentiate materials and instruction, creating and assigning tasks, being flexible in choosing and using approach to teach, using different pedagogical methods to meet individual needs, being able to work with others, being collaborative in inclusive practices and education.

As can be seen that teachers with high levels of self-efficacy in inclusion regarding their capacity to be more receptive in their attitudes and beliefs with effective demographic backgrounds would be able to organize and put their actions into activities that are necessary for them to exhibit a particular performance and carry them out successfully (Bandura, 1977; Rahayu & Kurniawati, 2019; Savolainen et al., 2012). On the other hand, teachers with low levels of self-efficacy reported difficulties regarding class assessment, lesson plan development, choosing or adapting teaching materials or strategies, handing with classroom management, and dealing with special needs behavioral issues (Ozokcu, 2018).

5. Methodology

5.1 Population

The total sampling population was used in this study with a whole group of 100 teachers. A total sampling population turn to be a total population sampling because of the shared- and well-defined characteristics of the members of interest (Glen, 2018). In that all of the 100 teachers, have shared their experiences in inclusive practices with some experience of working with children with special needs at a Thai private bilingual school in that they all possessed the characteristics and qualifications according to the stated inclusion policy in that all the teachers in inclusion classroom must teach all children alongside their special needs peers in the least restrictive environment.

While those teachers belong to three different sections of the school, the kindergarten, the primary, and the secondary levels, they consisted of general education teachers, subject specific teachers, special education teachers and administrators, approximately 50 percent composed of Thai who all received their education and training in Thailand, the rest were various in nationalities with diverse training and experiences from different countries – the UK, India, USA, South Africa, Nigeria, Philippines, Russia, Moldova and China. At this bilingual school, there are two different programs as the kindergarten and primary levels followed the International Baccalaureate Primary Years Program and the secondary level is taught with a Cambridge International School Program.

5.2 Sampling

As mentioned above, that the respondents of this study were the total sampling of population with a whole group of 100 teachers from Kindergarten, Primary and Secondary levels teaching the inclusive practices with some experience of working with children with special needs at a Thai private bilingual school.

5.3 Data Collection

Since there were both Thai and expat teachers at a Thai bilingual school, the questionnaire, thus, was written in Thai and English with back translation by two native experts in both languages, and distributed to all teachers by hand. Before administering the questionnaire, an IOC was carried out, for a scale validity, by the 5 experts in the field of education and inclusion, with the validity result of 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's Alpha Coefficient of 0.86. After that the questionnaires were sent off to the respondents and data was analyzed by Statistics Computer Programs.

5.4 Research Instruments

The questionnaire contained two parts: Part 1 included a cover letter for a cooperation for answering the questionnaire with demographic information of the respondents includes age, gender, religion, nationality, level of education, position, working experience, years of teaching experience and level of teaching. Part 2 included the items of the questionnaire taken and adapted from was taken and adapted from The Teacher Self-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 et al., 2011) measuring teachers attitudes towards inclusive practices, with three-dimension of self-efficacy: 1) Self-Efficacy in Managing Behaviour; 2) Self-Efficacy in Inclusive Instruction; and 3) and Self-Efficacy in Collaboration. The questionnaires were distributed to all teachers and all 100 % returned.

5.5 Data Analysis

Descriptive Statistical Analysis was used to describe mean, standard deviation, frequency, and percentage, because of the nature of the school with an inclusive practice, the large number of the subjects was not possible, thus, the inferential statistics of Analysis of the Variances (ANOVA) was chosen to be performed, accordingly.

5.5 Ethical Consideration

The study adhered to the ethical guidelines set by the RSU Ethical Review Board (ERB), and a research ethics certificate (COA. No. RSU-ERB2022/102) issued on August 4, 2022 was obtained before data collection commenced. Participants were thoroughly informed about the study and had the opportunity to provide their consent voluntarily. Due to Covid 19, the data collection was to some extent postponed and performed with the collaboration of the teachers for the pretest in the first semester of the

academic year of 2023 and the distributing of the questionnaire was in the second semester of the academic year of 2023.

6. Results

According to demographics, 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 1: The Demographic and Professional Profile (N=100)

Demographic and professional profile		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 (Primary and KG)	10	10
	Special Subject Teachers (Secondary)	7	7
Level of Education	Secondary level of equivalent	0	0
	Bachelor's degree or equivalent	54	54
	Master's degree or equivalent	40	40
	Doctoral degree	4	4
	Other (Please specify)	2	2

Demographic and professional profile		Frequency	Percentage
Level of Training	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
Level of Knowledge of Local Legislation	Very good	5	5
	Good	17	17
	Average	31	31
	Poor	32	32
	None	15	15
Teaching 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
Level of Confidence	Very high	9	9
	High	20	20
	Average	51	21
	Poor	18	18
	None	2	2

In table 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 teacher training, that 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 2: The Impacts of Demographic Indicators of Teachers' Self-Efficacy

Area		SS	df	MS	F	Sig
Level of Teacher Training	Between Groups	2.482	4	0.621	2.898	0.026*
	Within Groups	20.342	95	0.214		
	Total	22.824	99			
Knowledge of Local laws	Between Groups	5.236	4	1.309	7.081	0.000***
	Within Groups	17.588	95	0.185		
	Total	22.824	99			
Level of Confidence	Between Groups	4.064	4	1.016	5.145	0.001**
	Within Groups	18.760	95	0.197		
	Total	22.824	99			

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

In table 3, 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 3: The Impact of Attitudes on Self-Efficacy in Inclusive Practices

Variables		SS	df	MS	F	Sig
Efficacy	Between Groups	11.211	19	0.590	4.065	0.000***
	Within Groups	11.613	80	0.145		
	Total	22.158	99			
Behavior	Between Groups	9.882	19	0.520	1.878	0.028*
	Within Groups	22.158	80	0.277		
	Total	32.040	99			
Collaboration	Between Groups	13.395	19	0.705	3.607	0.000***
	Within Groups	15.638	80	0.1965		
	Total	29.032	99			
Instruction	Between Groups	19.876	19	0.736	4.093	0.000***
	Within Groups	114.378	80	0.180		
	Total	28.354	99			

*($p \leq .05$), **($p \leq .01$), ***($p \leq .001$)

In table 4, a 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: The Impact of Beliefs on Self-Efficacy in Inclusive Practices

Variables		SS	df	MS	F	Sig
Efficacy	Between Groups	8.093	19	0.469	2.693	0.001***
	Within Groups	13.920	80	0.469		
	Total	22.824	99			
Behavior	Between Groups	6.593	19	0.344	1.080	0.387
	Within Groups	25.501	80	0.319		
	Total	32.040	99			

Variables		SS	df	MS	F	Sig
Collaboration	Between Groups	12.236	19	0.644	3.067	0.000***
	Within Groups	16.769	80	0.210		
	Total	29.032	99			
Instruction	Between Groups	11.606	19	0.611	2.918	0.000***
	Within Groups	16.748	80	0.209		
	Total	28.354	99			

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

7. Discussion

The discussion below responded to the two objectives of the study: 1) To explore the levels of demographics, attitudes, and beliefs on self-efficacy in inclusive practices of teachers for students with special education needs in regular classes at a Thai private bilingual school; and 2) To study the influences of demographics, attitudes, and beliefs of self-efficacy in inclusive practices of teachers for students with special education needs in regular classes at a Thai private bilingual school.

7.1 The Levels of Demographics, Attitudes, and Beliefs on Teachers' Self-Efficacy in Inclusive Practices

In terms of demographic, there were three factors shown to be statistically significance on teachers' self-efficacy in inclusive practices. Those three factors were of the knowledge of local laws and legislation in inclusion, level of confidence, and level of training, respectively.

First, when it comes to the knowledge of local laws and legislation, it could be explained that since inclusive education is very specific in terms of teaching and learning, knowledge of local laws and legislations are not only the integral part of the school policies that teachers are required to have an understanding of but also are the internal regulations and expectations that all teachers must know of how to put into the right practice that reflected national and international standards and legislation of the inclusive environment (Ozokcu, 2018).

Second, teachers in inclusive practice must have a right level of confidence as posited by Binammar et al., (2023) that the more the teachers are confident in inclusive practice, the more effective inclusive classroom environment they can provide.

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)

Lastly, training in special educational needs appeared more receptive in the awareness of teachers since it has been confirmed that professional perspectives on the inclusive practice through training was in needed (Rahayu & Kurniawati, 2019) with more of the inclusive knowledge and skills of teachers to meet the needs, especially, of children with special needs (Nina et al, 2022).

7.2 The Influences of Attitudes and Beliefs on Self-Efficacy in Inclusive Practices

In terms of the attitudes towards self-efficacy of teachers in inclusive practices, there were statistically significance on all three factors of attitudes on self-efficacy with instruction, collaboration, and behavior, from the most to the least significant, respectively When it comes to the beliefs towards self-efficacy of teachers in inclusive practices, there were the most statistically significance on two factors of beliefs on self-efficacy with collaboration and instruction, respectively, with no statistical significance on behavior.

It should be noted here that, as Self-Efficacy in Inclusive Teaching Strategies involve with teachers' confidence in their ability to teach in an inclusive classroom, Self-Efficacy in Collaboration Teaching is connected with teachers' confidence in their ability to work with parents and paraprofessionals, and Self-Efficacy in Managing Behavior refers to teachers' confidence in their ability to manage disruptive behaviors (Sharma, 2011). In several research attitudes and beliefs are paired up to be explained together, accordingly, in this section of discussion, the attitudes and beliefs would also put together in some areas of explanations.

First, for the attitudes of instruction towards self-efficacy in inclusive practices, it was indicated that the stronger efficacy and beliefs, the more probability of success in instruction in the inclusive classrooms with the beliefs in collaboration with colleagues and specialists, in particular, would help booth more knowledge and skills for teachers to create effective classroom environment (Savolainen et al., 2022). This means that the high levels of efficacy in behavior required to have high levels of positive attitudes 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, teachers with higher levels of self-efficacy introduce varied activities and influence the active levels of effort involved in inclusive environment and practices (Martins & Chacon, 2021).

Second, it was posited that, especially in inclusion, the more positive attitudes, and beliefs towards the concept of inclusion, the more the collaboration will increase among the professionals and stakeholders, resulting in effective inclusive practices, particularly, for teachers (Woodcock & Hardy, 2023). Since attitudes could cause the potential to represent one of the biggest barriers to the success of inclusion in an inclusive classroom (Alnadi & Schwab, 2021; Binammar et al., 2023), it is necessary

for the school to encourage the positive attitudes of collaboration with higher expectations of instruction effectiveness so that all of the students' learning development and progress in all areas can be met (Ozokcu, 2018).

Finally, when it comes to managing challenges behavior, it appeared that inclusive practices should ensure the teaching and learning engagements that include a diverse range of students in mind (Ainscow, 2020). This is because disturbing behaviors are closely connected with different attitudes other than the beliefs. It is reasonable why beliefs turned out to be not significant in this area. Since it is argued that in order to deal with attitudes of different students, especially in inclusive environment and practices, teachers should develop their good knowledge of inclusion law, codes of conducts, and policies either through training or from other professionals and/or stakeholders involved so that when difficult situations arise, they can be confident in coming up with the wise choices (Woodcock et al., 2022).

8. Conclusion

It can be concluded, from the results gained in this study, that in inclusive education, the success of every educational program depends on the ability of teachers with their positive attitudes and beliefs in the ways that they could help the learners succeed in their learning. Teachers that have a positive experience working with children with special needs, demonstrate positive attitudes towards the implementation of inclusive practices. While teachers' positive attitudes and beliefs about inclusive education were associated with teachers' self-efficacy in their ability to teach effectively in inclusive environments, it is important to ensure that teachers receive adequate local laws, and training as to support high levels of confidence of self-efficacy when teaching in inclusive classrooms.

Accordingly, because of the hardship of inclusive education, it is encouraged that schools must have a strong commitment to cultivate the positive attitudes among teachers so that they can also develop strong beliefs in increasing the good level of self-efficacy in instruction, collaboration, and managing challenges behavior for their inclusive classrooms and practices. Thus, both the well-being of teachers and learners in an inclusive environment must be the priority to guarantee that the needs of all are met. Most of all, familiarization with law, school policies, professional development opportunities, and collaboration with professionals will enable teachers to succeed in providing effective instruction, collaborate with others, and to manage all kinds of challenges in inclusive practices.

9. Recommendation

9.1 For teachers and School

Accordingly, in order to enhance effective inclusion education at a Thai bilingual school, the results obtained from this study should be encouraged among teachers and stakeholders to see the importance of the influences of positive attitudes and beliefs on self-efficacy in inclusive teaching and learning with the expectation of the most benefits that will occur to all students with inclusion in the regular classrooms.

9.2 For Future Research

It is recommended that the future research can be furthered by using qualitative method in order to interview or do the focus group with the teachers and/or school administrators in order to gain perspectives and guidelines to better inclusion education at this particular Thai bilingual school. Also, inclusive practices in different kinds of aspects can be explored as to fill the gap of research in inclusion for special needs at different international schools in Thailand.

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