

## ARE FUTURE EFL TEACHERS READY FOR INCLUSION? A CONVERGENT MIXED METHOD STUDY OF SELF-EFFICACY AND ATTITUDES

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**Abstract:** Inclusive education is gaining prominence in English language teaching, especially in preparing future teachers to address diverse learner needs. Understanding self-efficacy and attitudes is essential, as both shape how teachers perceive their roles and determine their willingness to implement inclusive practices. This study examines the self-efficacy and attitudes of 68 Indonesian EFL pre-service teachers who were selected through purposive sampling from those enrolled in an Inclusive Education in ELT course. Using a convergent mixed methods design, data were collected through an adopted questionnaire and semi-structured interviews. Three participants were further selected for interviews using convenience sampling to provide deeper qualitative insights. Quantitative findings indicated that participants demonstrated a moderate level of self-efficacy and a moderately positive attitude toward inclusive teaching. A positive correlation was found between self-efficacy and attitudes, with self-efficacy in using inclusive instruction emerging as the only significant predictor of attitudes. Qualitative data supported and enriched these findings by revealing participants' reflections on both the value and concerns in implementing inclusive practices. Overall, the study underscores the importance of targeted professional development in preparing EFL pre-service teachers for inclusive classrooms.

**Keywords:** EFL pre-service teachers, inclusive education, self-efficacy, attitudes

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## INTRODUCTION

To achieve the global objective of "Education for All" by 2030, inclusive education (IE) plays a critical role. The adoption of the Incheon Declaration at the 2015 World Education Forum marked a significant step in strengthening support for this global commitment. The declaration underscored the importance of ensuring that all individuals, including those with disabilities, marginalized communities, and those

experiencing learning challenges, have equal opportunities to access education (UNESCO, 2015). One of the forum's key messages was the necessity of integrating students with special educational needs into mainstream classrooms. This integration relies not only on the implementation of universal design for learning (UDL) but also on equipping educators with the appropriate training to effectively teach in inclusive environments. This global movement has motivated numerous countries, including Indonesia, to create national policies that align with the 2030 Agenda for Sustainable Development (Rofiah & Suhendri, 2023).

In line with the Education for All goals, the Indonesian government established policies that supported the implementation of inclusive education, such as the National Education System Law (Law No. 20/2003) and the National Law on Disability (Law No. 8/2016) (Aliyah, 2024; Hafid, 2021). These laws support the development of an inclusive education system in Indonesia by protecting the rights of students with disabilities and expecting schools and teachers to apply inclusive approaches. Additionally, Indonesia has created a master plan for inclusive education covering the years 2019 to 2024 (UNESCO, n.d.). The plan emphasizes a whole-system approach, involving collaboration among teachers, school leaders, parents, education supervisors, and communities to create supportive learning environments (Rofiah & Suhendri, 2023). This means that if even one stakeholder fails to fulfil their responsibilities properly, it can make implementing inclusive education much harder to succeed.

Both the national policies and the inclusive education master plan highlight the important role of teachers in the successful implementation of inclusive education, as they have a direct impact on students' learning experiences. Teachers are responsible for adapting curricula, employing differentiated instruction, and utilizing strategies that accommodate a wide range of abilities and backgrounds (Mirasandi et al., 2019; Moscato & Pedone, 2024). This involves designing lessons that are accessible to all students and making necessary adjustments so that students with disabilities can actively engage with and comprehend the material (Utami et al., 2021). However, the implementation of inclusive education in Indonesia continues to face significant challenges, particularly concerning teachers. For example, many teachers struggle to adapt their teaching methods, assess students with special needs, and provide appropriate support for diverse learners, which hampers the effective delivery of inclusive education (Komarudin & Kaeni, 2023).

One of the key factors contributing to the challenges teachers face in implementing inclusive education is the lack of adequate preparation, particularly among subject teachers who typically do not receive training in special education (Ijazah, 2019). These teachers often complete their education with minimal to no exposure to inclusive pedagogies, yet they are expected to address the diverse learning needs of students, including those with disabilities, in regular classrooms (Hata et al., 2021). As a result, many teachers feel unprepared and lack of confidence to implement inclusive practices, which can lead to negative attitudes toward inclusion. To address this gap, it is essential to provide comprehensive training that prepares teachers for inclusive settings before they enter the profession (Ismailos et al., 2022). In response, several universities in Indonesia have begun incorporating inclusive education courses into their teacher training programs to help pre-service teachers (PSTs) develop the knowledge, skills, and mindset necessary for working in diverse classroom environments (Ediyanto et al., 2020; Putri et al., 2024).

Inclusive education training plays a vital role in shaping PSTs' self-efficacy and positive attitudes toward inclusive teaching. For example, Lancaster & Bain (2007) found that special education courses centered on inclusion significantly enhanced PSTs' confidence in teaching students with diverse learning needs. Similarly, Sharma & Nuttal (2016) reported that those who completed an introductory course on inclusive education showed increased self-efficacy and more positive attitudes toward including students with disabilities. These psychological traits matter because they often influence how teachers approach their teaching practices (Chan & Lay, 2021; Zint, 2002). Teachers who believe in their ability to handle diverse classrooms tend to try new strategies and respond more flexibly to students' needs (Hofmann & Müller, 2021; Leyser et al., 2011). Therefore, PSTs who hold inclusive attitudes are expected to create respectful and supportive learning spaces in the future (Ediyanto et al., 2021; Ediyanto & Kawai, 2023).

Research on teachers' self-efficacy and attitudes toward inclusive teaching has been conducted worldwide, including in countries such as Australia, Finland, Japan, and South Africa (Malinen et al., 2012; Savolainen et al., 2012; Sharma et al., 2012; Yada et al., 2018). However, most of these studies focus broadly on PSTs in general, with little attention given to those training to teach specific subjects, such as English. Although general studies provide valuable insights and broader implications, research tailored to specific subjects is essential for understanding the unique factors that shape PSTs' self-efficacy and attitudes.

Understanding the self-efficacy and attitudes of Indonesian EFL PSTs toward inclusive teaching is essential, as these teachers are expected to be the primary facilitators of language acquisition for students (Sistryawan et al., 2022). In classrooms with students who have special needs, even when a shadow teacher is present, the EFL teacher remains the key source of language input and guidance (Jumainah, 2023). If EFL teachers possess low self-efficacy and negative attitudes toward inclusion, they may face challenges in providing effective instruction, adapting materials, or fostering an inclusive environment that supports the language development of all learners.

A previous study by Damayanti et al. (2022) explored the self-efficacy of 99 Indonesian EFL PSTs regarding inclusive teaching. It assessed self-efficacy in three key areas: implementing inclusive instruction, collaborating with others, and managing student behavior. The results showed that the participants had moderate levels of self-efficacy in all three domains. While this research offers helpful information regarding EFL PSTs' perceived abilities, further investigation into both self-efficacy and attitudes toward inclusion is equally important (Yada et al., 2018, 2022). As Zint (2002) argues, attitudes may be even stronger predictors of behavior than self-efficacy alone. Moreover, studies have consistently shown that teachers who report higher self-efficacy tend to hold more positive attitudes toward inclusive education. This pattern suggests that teachers who feel confident in supporting diverse learners are also more committed to inclusive values and practices (Savolainen et al., 2022; Sharma et al., 2012). Gaining a deeper understanding of this relationship can support the development of more effective teacher education programs. In particular, identifying which aspects of self-efficacy, such as inclusive instruction, collaboration, or classroom management, are most closely linked to positive attitudes could offer practical guidance for improving the curriculum. To enrich survey results, qualitative methods such as interviews play an essential role.

They offer deeper insights into how PSTs engage with their training, the challenges they anticipate in inclusive settings, and the kinds of support they believe would strengthen their readiness to teach all learners.

Considering the introduction presented, this study seeks to answer the following questions:

1. What are EFL PSTs' self-efficacy levels and attitudes toward inclusive teaching?
2. Is there a correlation between EFL PSTs' self-efficacy and attitudes towards inclusive teaching?
3. Which sub-dimensions of self-efficacy have a major influence on EFL PSTs' attitudes?

## **METHODOLOGY**

### **Research Design**

This study utilized a convergent mixed methods approach to gain a comprehensive understanding of EFL PSTs' self-efficacy and attitudes toward inclusive teaching. In this approach, both quantitative and qualitative data were collected simultaneously, analyzed separately, and then integrated to provide a more complete picture of the research questions (Creswell & Creswell, 2023). The quantitative component used a non-experimental design that included descriptive, correlational, and regression approaches. Descriptive analysis summarized participants' self-efficacy and attitudes, while correlational analysis examined the relationship between the two variables. In addition, regression analysis explored which dimensions of self-efficacy best predicted attitudes. Alongside this, the qualitative component involved semi-structured interviews, allowing participants to reflect on their experiences, concerns, and insights related to inclusive teaching. These qualitative findings enriched the interpretation of the survey data by offering context for how PSTs understood and prepared for inclusive classrooms.

### **Participant**

This study involved EFL PSTs from a university in Indonesia who took part in an inclusive education in ELT course. The course aims to prepare them to teach in inclusive classrooms. It covers key topics such as the principles of inclusive education, teaching methods, relevant regulations, and classroom strategies for addressing diverse learning needs. Besides attending lectures, participants also observed inclusive classrooms firsthand. Their exposure to these topics made them suitable for examining self-efficacy and attitudes toward inclusive teaching.

A total of 68 PSTs participated in the quantitative phase, selected through purposive sampling based on their enrollment in the course and their direct relevance to the study's objectives. This group provided the data for exploring overall patterns and relationships in self-efficacy and attitudes. For the qualitative phase, three PSTs joined the interviews through convenience sampling. These participants voluntarily expressed interest in sharing their perspectives and were selected based on accessibility and their willingness to reflect on their learning experiences.

### **Instrument**

This study used a questionnaire and an interview guideline to collect the data. The questionnaire was adopted from two well-established scales: the Attitudes toward Inclusive Education Scale (AIS) and the Teacher Efficacy for Inclusive

Practices (TEIP) (Sharma et al., 2012; Sharma & Jacobs, 2016). The TEIP included eighteen items on a 6-point Likert scale and covered three dimensions: inclusive instruction (EII), classroom behavior management (EMB), and collaboration (EC). The EII dimension assessed strategies to support all learners, EMB focused on managing students' challenging behavior, and EC examined participants' confidence in working with other stakeholders, such as parents and professionals. The interview guideline, on the other hand, was specifically designed to explore participants' experiences in the course and their views on inclusive education within English language teaching (ELT).

### **Data Collection and Data Analysis**

In collecting the quantitative data, the questionnaire was administered through a Google Form link. Before data collection, the researcher obtained formal approval from both the university and the course lecturer. The researcher invited PSTs to participate in the study and explained its purpose to the class after obtaining approval. All participants also provided informed consent before joining the study. Quantitative data collection took place during weeks 14 and 15 of the course, which coincided with the period when students were conducting classroom observations. At the time of data collection, some participants had completed their observations, while others were still in the process. As a result, the questionnaire was administered in stages: those who had completed their observations filled it out first, followed by those who completed their observations in the subsequent days.

In analyzing the quantitative data, the researcher used SPSS software. The analysis began with checking assumptions of validity, reliability, linearity, and normality to meet the necessary statistical assumptions. The next step involved applying descriptive statistics to summarize participants' self-efficacy and attitudes toward inclusive teaching. A Pearson correlation test was also conducted to examine the relationship between the two variables. To conclude the analysis, a multiple linear regression identified which dimensions of self-efficacy significantly contributed to shaping positive attitudes.

After all PSTs had completed the questionnaire, semi-structured interviews were conducted with three PSTs who volunteered to participate. With participants' consent, all interviews were recorded and transcribed. The researcher then employed thematic analysis to examine the interview data. This approach involved reading the transcripts carefully, coding responses, and identifying key themes that captured the participants' views (Guest et al., 2012). Thematic analysis was chosen for its flexibility and its ability to highlight how participants made sense of inclusive teaching throughout the course.

## **FINDINGS AND DISCUSSION**

### **EFL PSTs' Self-Efficacy and Attitudes**

Table 1 displays the descriptive statistics for EFL PSTs self-efficacy and attitudes toward inclusive teaching. The findings indicated an overall mean score of 4.10 (SD = 1.06) on a 6-point likert scale for self-efficacy. This score, falling between "somewhat confident" (4) and "confident" (5), suggests that most participants have a moderate level of confidence in their ability to teach inclusively. When examining the specific dimensions of self-efficacy, the mean scores were as follows: 4.19 (SD = 1.02) for efficacy in using inclusive instruction (EII), 3.93 (SD =

1.12) for efficacy in managing behavior (EMB), and 4.18 (SD = 1.02) for efficacy in collaboration (EC). These suggest that while participants exhibited relatively higher self-efficacy in delivering inclusive instruction and engaging in collaborative practices, they perceived the management of student behavior as slightly more challenging in the context of inclusive teaching.

To provide a more nuanced understanding, the mean scores of individual self-efficacy items were further analyzed (see Appendix 1). The highest mean scores were found in item number 12, *"I can collaborate with other professionals (e.g., itinerant teachers or speech pathologists) in designing educational plans for students with disabilities"*, and item number 13, *"I am able to work jointly with other professionals and staff (e.g., aides, other teachers) to teach students with disabilities in the classroom"*. Both items had a mean score of 4.46 and fall under the efficacy in collaboration dimension. In contrast, three items on the self-efficacy scale scored below 4.00, all of which were associated with the dimension of efficacy in managing behavior. Specifically, the item *"I am confident in my ability to prevent disruptive behavior in the classroom before it occurs"* yielded a mean score of 3.84, positioning it within the moderate range. Meanwhile, two items - *"I am able to calm a student who is disruptive or noisy"* and *"I am confident when dealing with students who are physically aggressive"* - each recorded mean scores of 3.71.

Table 1. Descriptive statistics for self-efficacy dimensions and attitudes toward inclusive teaching

Variable	N	Min	Max	Mean	SD
Self-Efficacy	68	1	6	4.10	1.06
EII	68	1	6	4.19	1.02
EMB	68	1	6	3.93	1.12
EC	68	2	6	4.18	1.02
Attitude	68	1	7	5.42	1.41

Similar to Damayanti et al. (2022), which examined EFL PSTs self-efficacy, this study found that participants displayed a moderate level of confidence, indicating that there is still potential for growth in this area. Notably, the self-efficacy scores revealed that participants felt more confident in areas such as inclusive instruction and collaboration, compared to managing student behavior, especially when working with students with special needs. This difference may be attributed to the introductory nature of the course, which placed a stronger emphasis on theoretical knowledge rather than practical application.

In the interview section, participants discussed specific content areas they learned throughout the course, including the value of inclusive education, inclusive education policies in Indonesia, teaching strategies for students with special needs, and the use of appropriate instructional media. One participant also mentioned that a professional contributed to the course by delivering content on inclusive teaching strategies, such as Braille and sign language.

*"We learn that inclusion is not just about integrating students with special needs into regular classes. An inclusive classroom is a space where everyone has equal rights, despite differences in race, ethnicity, or special conditions. Everyone is equal in the eyes of inclusivity." (PST 2)*

*“This class covers how inclusive education is implemented in Indonesia, how to teach students with special needs, and the teaching media that can be used to support diverse learners.” (PST 3)*

*“There was a professional who taught us Braille and sign language.” (PST 1)*

Related to EFL PSTs' attitude towards inclusive teaching, Table 1 shows that participants have moderately positive attitudes toward inclusive teaching. The mean score for attitude was 5.42 (SD = 1.41) on a 7-point Likert scale, which falls between “slightly agree” (5) and “agree” (6). Furthermore, a breakdown of item-level means reveals nuanced attitudes (see Appendix 2). The highest-rated item was *“I believe that inclusion is beneficial to all students socially”* (M = 5.93) and the lowest-rated item was *“I believe that all students, regardless of their ability, should be taught in regular classrooms”* (M = 5.01).

Similar to the quantitative data, the interview results found that the PSTs believed that inclusive education benefits students socially. PST 3 noted that when students with special needs can learn English well, it is not only beneficial for themselves but also can inspire others by showing that language learning is possible for everyone.

*“I think..., because they will eventually enter the workforce. If they can speak English, it will help them get into universities or find jobs..., and if students with special needs can master English, it could even motivate other students, like, ‘If they can do it, why can’t I?’” (PST 3)*

Furthermore, PST 3 believed that students with special needs in inclusive classrooms can improve their vocabulary and communication skills through interaction with peers, which in turn may enhance their self-confidence and social skills. This perspective aligns with the findings of Hofmann & Müller (2021), who reported that students with intellectual disabilities who had more frequent social contact with peers at the beginning of the school year demonstrated significant improvements in both verbal and non-verbal language skills by the end of the year. These findings suggest that peer interaction plays a crucial role in supporting language development and social growth among students with special needs.

*“In my opinion, when students with special needs learn in inclusive classrooms, it will improve their communication skills and vocabulary, and this can help them build their confidence and social interaction skills.” (PST 3)*

Surprisingly, PST 3 expressed concern about the potential unavailability of shadow teachers in their future classrooms. Based on their observations, the presence of shadow teachers was inconsistent across inclusive classrooms. The EFL teachers who observed appeared to be struggling to manage students with special needs when no shadow teacher was available. This struggle was further intensified by the teachers' lack of background knowledge necessary to effectively support these learners. As a result, although the PST 3 recognized the benefits of inclusive education for special needs students, PST 3 also believed that these students might receive more adequate support and facilities in special schools compared to inclusive classrooms.

*“It would be better to separate them and place them in special schools so they can receive maximum support and facilities. If they are placed in inclusive classrooms, that’s fine too, but the teacher must be trained and there must be a shadow teacher.” (PST 3)*

These findings emphasize the value of providing adequate support for teachers in inclusive classrooms, which includes offering proper training and ensuring the availability of shadow teachers to assist with students who have special needs. Teacher training is necessary to gain a deeper understanding of inclusive practices, as it can lead to more responsive and equitable teaching strategies (Rogahang et al., 2024). Additionally, the presence of shadow teachers is vital in helping students with special needs engage with lesson content while also supporting the main teacher in addressing the diverse learning needs of their students (Aristya et al., 2024; Nisa et al., 2024). To ensure the effective implementation of these supports, both schools and the government must prioritize systematic integration and allocate adequate funding for inclusive education initiatives (Efendi, 2018; Efendi et al., 2022; Susilawati et al., 2020).

Furthermore, levels of self-efficacy and attitudes observed among PSTs indicate that their readiness to teach in inclusive settings is still developing. It indicates that many PSTs may not yet feel fully prepared to meet the complex demands of inclusive classrooms. Therefore, they still need ongoing support and targeted professional development to strengthen their practical skills, build confidence, and deepen their commitment to inclusive teaching practices.

### ***Correlation Between Self-Efficacy and Attitudes***

The correlation analysis showed a significant positive relationship between the self-efficacy of EFL PSTs and their attitudes toward inclusive teaching. According to Table 2, the overall self-efficacy score demonstrated a moderately positive correlation with attitudes ( $r = .628$ ,  $p < .01$ ). When examined by dimension, efficacy in inclusive instruction (EII) had the strongest correlation with attitudes ( $r = .662$ ,  $p < .01$ ), followed by efficacy in managing behavior (EMB) ( $r = .548$ ,  $p < .01$ ) and efficacy in collaboration (EC) ( $r = .530$ ,  $p < .01$ ). These results suggest that PSTs who perceive themselves as more capable in using inclusive instruction, managing diverse student behavior, and collaborating with others are also more likely to hold positive attitudes toward inclusive teaching.

Table 2. Correlation between self-efficacy and attitudes toward inclusive teaching

	<b>Self-Efficacy</b>	<b>EII</b>	<b>EMB</b>	<b>EC</b>
<b>Attitude</b>	.628**	.662**	.548**	.530**

Note

\*\* . Correlation is significant at the 0.01 level (2-tailed)

When the participants asked about their concerns regarding teaching in an inclusive classroom, PST 1 expressed uncertainty about their ability to create a supportive environment. Yasin et al. (2023) emphasize that teachers are responsible for addressing individual differences and preventing discrimination. PST 1, on the other hand, appeared unsure about how to fulfil this role effectively in practice.



*"If I have students with special needs in my class, I'm afraid....I'm afraid that they won't be able to blend in with their classmates. I worry about how I can make their peers aware of the situation, so that the students with special needs are not bullied and have a fair chance to make friends." (PST 1)*

PST 1 further shares the belief that special needs students may benefit more from segregated settings. This perspective contrasts with the attitudes expected of teachers in inclusive settings, which are a belief in equitable placement and a commitment to inclusive pedagogy. It also underscores the link between self-efficacy and attitudes. When teachers feel underprepared, they often avoid inclusive settings and adopt more exclusionary views, not because they reject inclusion, but because they perceive themselves as lacking the necessary competence (Arias-Pastor et al., 2023).

*"In my opinion, whether it's in English lessons or other subjects, it seems like students with special needs should be placed in special classes rather than in inclusive ones. I'm afraid they'll have a hard time keeping up with their classmates. In special schools, they get more focused attention. But in regular schools, the teachers have to learn more to handle that." (PST 1)*

In contrast, PST 2 conveyed a more confident and accepting stance regarding inclusion. Their response reflected both a sense of responsibility and a belief in the importance of applying inclusive teaching as part of their professional growth.

*"If there is a student with special needs in my class, I am willing to teach them because it is also part of putting what I've learned into practice. In the course, even though we have not yet practiced directly, we were taught how to collaborate with other professionals when we have students with special needs in our class, so we do not work alone. We are expected to support them and not treat them differently from other students. That's why I feel confident about including them in my class" (PST 2)*

These contrasting responses illustrate how different self-efficacies are associated with different attitudes toward inclusive teaching. The participant who felt more confident in their ability to implement inclusive instruction tended to express greater acceptance of inclusive classrooms. This aligns with previous literatures, which suggest that self-efficacy plays a crucial role in fostering positive perceptions of inclusion (Savolainen et al., 2022; Sharma et al., 2012; Yada et al., 2018). Therefore, it is essential to strengthen PSTs' self-efficacy by providing sufficient training, which in turn can help foster more positive attitudes toward teaching in inclusive classrooms.

### **Contribution of Self-Efficacy Sub-Dimensions to Attitudes**

A multiple regression analysis was also carried out to determine how the three self-efficacy dimensions predicted EFL PSTs' attitudes toward inclusive teaching. As shown in Table 3, the overall model was statistically significant,  $F(3, 64) = 17.15$ ,  $p < .001$ , with an  $R^2$  of .446 and an adjusted  $R^2$  of .420, meaning that approximately 42% of the variance in attitudes. This indicates that self-efficacy, as a

multidimensional construct, plays a meaningful role in shaping how PSTs view inclusive education.

Furthermore, among the predictors, only EII predicted attitudes ( $\beta = .637$ ,  $p < .001$ ), suggesting that participants with higher confidence in applying inclusive instructional strategies tended to have more positive attitudes toward inclusive teaching. In contrast, EMB ( $\beta = .141$ ,  $p = .372$ ) and EC ( $\beta = -.100$ ,  $p = .573$ ) did not significantly contribute to the model. This may suggest that while the skills for managing behavior and collaborating with others are relevant to successful inclusive teaching, they may not directly influence attitudes to the same extent as instructional self-efficacy does.

The results contrast with those of Özokcu (2018), who found a low level of significance between teachers' self-efficacy and their attitudes toward inclusive education. In Özokcu's study, all three dimensions of self-efficacy accounted for only 8% of the variance in attitudes. Among these, only efficacy in collaboration and inclusive instruction were significant predictors, while efficacy in managing behavior was not. The inconsistency between the two studies may be explained by a key difference in the participants. The present study involved PSTs, who may be more responsive to theoretical coursework and recent training, whereas Özokcu's study focused on in-service teachers, whose attitudes are likely shaped by practical experience and systemic challenges.

Table 3. Multiple regression predicting attitudes toward inclusive teaching

Variable	B	SE B	$\beta$	t	p
Constant	12.58	4.73	-	2.66	.010
Efficacy in Inclusive Instruction (EII)	1.18	0.32	.637	3.67	<.001
Efficacy in Managing Behavior (EMB)	0.26	0.29	.141	0.90	.372
Efficacy in Collaboration (EC)	-0.19	0.34	-.100	-0.57	.537

Note

$R^2 = .446$ , Adjusted  $R^2 = .420$ ,  $F(3,64) = 17.15$ ,  $p < .001$

Participants in this study have limited real-world experience in managing student behavior or collaborating with inclusive education stakeholders. This became one possible reason why EMB and EC did not significantly contribute to PSTs' attitudes. Consequently, their beliefs about inclusion may be more strongly shaped by their perceptions of what they can control, which is their knowledge of instructional strategies for teaching in inclusive classrooms. Miralles-cardona et al., (2025) highlighted that having the opportunity to teach in an inclusive classroom was a key factor affecting the three areas of self-efficacy, including EII, EMB, and EC. Their findings suggest that teacher education programs should focus not only on strengthening instructional self-efficacy but also on providing more authentic experiences and training in behavior management and interprofessional collaboration.

The participants reported that they have a chance to observe an inclusive classroom as part of the course activity. It aimed to provide them with firsthand insights into the implementation of inclusive education in real school settings.

*“The purpose of the observation was to see the real situation in an inclusive classroom, how the teacher behaves, how classmates respond to special needs students, how special needs students are treated, how the school supports them, their policies, and how those students are admitted.” (PST 1)*

Although the classroom observation provided a clearer understanding of ELT practices in inclusive environments, several participants recommended more practical components in the course. They highlighted the need for training that goes beyond observation and includes hands-on experience.

*“I want to learn how to develop instructional tools specifically for students with special needs” (PST 2)*

*“I hope future students taking this course can dedicate themselves directly to inclusive classrooms so the knowledge can be more meaningful” (PST 3).*

These findings highlight the need for more comprehensive training that includes hands-on teaching experiences to prepare future teachers better. Teaching experience can help PSTs not only apply inclusive instructional strategies but also develop skills in managing diverse learners and collaborating with educational stakeholders. Supporting this, Altarawneh et al. (2023) found that school-based practicum experiences significantly improved self-efficacy across instructional strategies, classroom management, and student engagement. However, it was also noted that the limited course time frame may pose challenges to incorporating extended practical experiences. Therefore, offering follow-up courses or optional enrichment programs beyond the core curriculum could serve as a valuable strategy to bridge this gap.

## **CONCLUSION AND SUGGESTION**

This study found that EFL PSTs participating in the Inclusive Education in ELT course generally exhibited moderate self-efficacy and moderately favorable attitudes toward inclusive teaching, suggesting room for enhancing their readiness for diverse classroom environments. Among the assessed domains of self-efficacy, the area where PSTs felt least confident was classroom behavior management, marking it as a prominent concern. Importantly, the data showed a meaningful positive association between self-efficacy and attitudes, with the ability to apply inclusive instructional techniques emerging as the most influential factor shaping their perspectives on inclusion.

Furthermore, participants acknowledged the course and observation components as instrumental in equipping them with an understanding of inclusive education value, teachers' roles, and social benefits of inclusion. However, participants also voiced concerns about their readiness to teach in inclusive settings in the future. Their concerns included a lack of support personnel like shadow teachers, difficulties in creating truly inclusive environments, and potential instances of bullying faced by students with disabilities.

A noted limitation of the research lies in its cross-sectional design, which captures perceptions at only one moment in time. The reliance on self-reported responses and the relatively small sample size further constrain the generalizability of the findings. Consequently, longitudinal studies with large samples are

recommended to investigate how self-efficacy and attitudes evolve throughout real-world teaching experiences.

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**APPENDICES****Appendix 1. Descriptive Statistics for Self-Efficacy**

<b>Dimension</b>	<b>No</b>	<b>Questionnaire Items</b>	<b>N</b>	<b>M</b>	<b>Std. Dev</b>
Efficacy in using inclusive instruction (EII)	18	I am able to provide an alternate explanation or example when students are confused	68	4.40	1.01
	5	I can accurately gauge student comprehension of what I have taught	68	4.31	0.90
	14	I am confident in my ability to get students to work together in pairs or in small groups	68	4.18	1.01
	6	I can provide appropriate challenges for very capable students	68	4.13	1.06
	15	I can use a variety of assessment strategies (e.g., portfolio assessment, modified tests, performance-based assessment, etc.)	68	4.10	1.02
	10	I am confident in designing learning tasks so that the individual needs of students with disabilities are accommodated	68	4.01	1.11
Efficacy in managing behavior (EMB)	1	I can make my expectations clear about student behaviour	68	4.25	1.11
	11	I am able to get children to follow classroom rules	68	4.07	1.01
	8	I can control disruptive behaviour in the classroom	68	4.00	1.08
	7	I am confident in my ability to prevent disruptive behaviour in the classroom before it occurs	68	3.84	1.22
	2	I am able to calm a student who is disruptive or noisy	68	3.71	1.11
	17	I am confident when dealing with students who are physically aggressive	68	3.71	1.12
Efficacy in collaboration (EC)	13	I am able to work jointly with other professionals and staff (e.g., aides, other teachers) to teach students with disabilities in the classroom	68	4.46	0.97
	12	I can collaborate with other professionals (e.g., itinerant teachers or speech pathologists) in designing educational plans for students with disabilities	68	4.41	1.00
	16	I am confident in informing others who know little about laws and	68	4.07	1.00



	policies relating to the inclusion of students with disabilities			
9	I am confident in my ability to get parents involved in school activities of their children with disabilities	68	4.06	1.01
4	I can assist families in helping their children do well in school	68	4.04	1.03
3	I can make parents feel comfortable coming to school	68	4.01	1.06

## Appendix 2. Descriptive Statistics for Attitude

No	Questionnaire Items	N	M	Std. Dev
2	I believe that inclusion is beneficial to all students socially	68	5.93	1.25
4	I believe that all student can learn in inclusive classrooms if their teachers are willing to adapt the curriculum	68	5.63	1.33
3	I believe that inclusion benefits all students academically	68	5.57	1.47
6	I am excited to teach students with a range of abilities in my class	68	5.34	1.45
8	I am happy to have students who need assistance with their daily activities included in my classrooms	68	5.32	1.29
7	I am pleased that including students with a range of abilities will make me a better teacher	68	5.32	1.45
5	I am pleased that I have the opportunity to teach students with lower academic ability alongside other students in my class	68	5.26	1.37
1	I believe that all students regardless of their ability should be taught in regular classrooms	68	5.01	1.52