



## EXPLORING THE ROLE OF EFFICACY OF INCLUSIVE INSTRUCTIONS, EFFICACY COLLABORATION, EFFICACY MANAGING BEHAVIOR ON INCLUSIVE PRACTICE AMONG TEACHERS

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## ABSTRACT

All children, including those with various impairments and learning challenges, are entitled to education in regular schools, in response to the Salamanca Statement. Chinese authorities have demonstrated their commitment to inclusion through legislation, policy, and statements. The Chinese inclusive education paradigm has grown significantly over the last few decades. Nonetheless, research on the impact of Chinese teachers' efficacy in implementing inclusive practices in primary and secondary classrooms is limited. This cross-sectional study addresses this issue by evaluating 211 teachers in Beijing, Tianjin, Chengdu, and Qingdao, China. Quantitative data were collected from each participant using multiple regression analysis to examine the causal and effect between three predictors, efficacy in using inclusive instruction (EII), efficacy in collaboration (EC), and efficacy in managing behavior (EMB), on the inclusive practices as a criterion. The research results show that when teachers' EC is bolstered, an inclusive approach increases on the other side. This means that when teachers are more confident in their collaboration in inclusive education, they are more likely to adopt inclusive practices to support a diverse range of students better. As China's education system is still transforming, this finding has vital roles and implications for developing inclusive education policy and practice in China as educators interact with a more diverse student population.

**Keywords:** *Efficacy of Instructions; Efficacy Collaboration; Efficacy Managing Behavior; Inclusive Practice; Inclusive Education*

## RESEARCH HIGHLIGHTS

1. The fact that most teachers are aware of inclusion-related policies affects their efficacy in collaboration.
2. To effectively implement inclusive practices in schools, teachers must possess a strong sense of efficacy in working collaboratively with other educators, professionals, and parents.
3. The lack of significant impact from teachers' efficacy in inclusive instruction and student behavior management on inclusive practices suggests a potential need for increased confidence and understanding in these areas.

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## Research Objectives

A comprehensive study on the adoption of inclusive practices by Chinese primary and secondary school teachers is lacking. This study evaluates select teachers in schools that promote inclusive education in China. Only a few schools in China, primarily private schools, can effectively implement inclusive practices. This implies that the scope of popularizing inclusive practices is relatively limited. Through this study, we aim to provide valuable reference experiences for other schools based on those that have successfully implemented inclusive practices. During the transition of China's educational system, it is integral to understand the intrinsic elements that influence teachers' levels of effectiveness within inclusive classrooms. The study aims to predict the overall teacher impact on inclusive practices, analyze which efficacy style has a more significant impact, and reveal their associations. Hypotheses were formulated as follows:

Hypothesis 1: Efficacy in using inclusive instruction has a positive impact on inclusive practice among teachers in primary and secondary education.

Hypothesis 2: Efficacy in collaboration has a favorable influence on inclusive practice among teachers in primary and secondary education.

Hypothesis 3: Efficacy in managing behavior has a constructive effect on inclusive practice among teachers in primary and secondary education.

## Methodology

Demographic information, including gender, age, teaching experience, training in inclusive education, and knowledge of regional policies, was collected. The teacher efficacy for inclusive practices (TEIP) scale (Sharma et al., 2012) was employed to evaluate the effectiveness of teachers in inclusive classrooms. Additionally, Sharma et al.'s Inclusive Practice Scale (IPS) (2021) allowed teachers to self-report their use or likelihood of using specific teaching practices. In this study, purposive sampling was used. A total of 211 teachers from primary and secondary schools in Beijing, Tianjin, Chengdu, and Qingdao, China, participated. The data were analyzed using SPSS Statistics 27. Cronbach's alpha was used to assess the reliability of each scale and its corresponding subscale. Descriptive statistics were used to analyze participants' demographic information. The Kolmogorov-Smirnov test was used to check for normality. Pearson correlation and multiple regression were employed to assess the relationship between efficacy in using inclusive instruction, efficacy in collaboration, efficacy in managing behavior, and inclusive practice.

## Results

There is no evidence of a distinction between the distribution of inclusive practice and a normal distribution, as indicated by the Kolmogorov–Smirnov test. The independent variables and the dependent variable exhibit moderate positive relationships, with correlation coefficients of .457, .473, and .422, respectively. Among these variables, efficacy in collaboration had the highest beta coefficient of 0.214, suggesting that after adjusting for the variance explained by other factors in the model, it contributes most significantly to understanding the dependent variable. Meanwhile, the efficacy in managing behavior beta value was marginally lower at 0.010, suggesting that it contributes less to the overall explanation. The significance level for efficacy in collaboration was less than 0.05, and the t-value exceeded 1.96. Therefore, H2 was rejected, indicating efficacy in collaboration and inclusive practice have a positive significant relationship. On the contrary, both efficacy in using inclusive instruction and efficacy in managing behavior had t-values less than 1.96 and significance levels greater than 0.05. However, H1 was retained, as no significant correlation existed between efficacy in using inclusive instruction and practice. H3 was also retained, as no significant correlation existed between efficacy in managing behavior and inclusive practice.

## Findings

The study revealed that the majority of teachers were aware of relevant policies and had undergone training in inclusive education. Efficacy in collaboration includes communicating the importance of laws and policies to others (Sharma et al., 2012). Knowledge of regulations and policies strongly predicts teacher efficacy (Chao et al., 2016). Given that most teachers are aware of inclusion-related policies, this affects teacher efficacy in collaboration. Therefore, Kuok et al. (2022), argued that school leaders must review school goals and inclusion policies to ensure effectiveness. Since most teachers are aware of inclusion-related policies, this awareness affects their efficacy in collaboration. The research also highlighted China's efforts to promote inclusive education. To effectively implement inclusive practices in schools, teachers must possess a strong sense of efficacy in working collaboratively with other educators, professionals, and parents (Malinen et al., 2012). This finding is consistent with previous research conducted in China. However, teachers' efficacy in inclusive instruction and management of student behavior did not significantly impact inclusive practices. This may indicate the need for more confidence and understanding in these areas.

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## Author's Biography



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She has over nine years of experience teaching educational leadership, management, and administration courses. She has taught students from different countries. Her educational leadership roles include being the program leader of the MSc. in Education Management & head of the Centre for Leadership & Development in Malaysia. She is experienced in quantitative research methodology and facilitating statistical software workshops, including SPSS, AMOS & SmartPLS in Malaysia, the Middle East, and China. She is also an academic member of the Academy of Management (AOM).



**Qiusu Wang** is a doctoral student and Graduate Research Assistant at Wenzhou-Kean University's LEAD Research Institute, focusing her research on inclusive education and educational leadership practices. She holds a Bachelor of Science in Economics and Statistics and a Master of Science in Applied Economics and Predictive Analysis, both from Southern Methodist University in the United States. In addition, she expanded her academic qualifications with a Master of Science in Education from Johns Hopkins University. Prior to commencing her EdD studies, Ms. Wang acquired valuable teaching experience in mathematics at a primary school in the United States.



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