

Research Paper

Determinants of Teachers' Self-Efficacy in Inclusive Classroom

Anirudha Jena^{1*}, Prof. Sarat Kumar Rout²

ABSTRACT

The present study investigates the self-efficacy of elementary teachers in some blocks of Khordha district, Odisha. Teachers' self-efficacy in inclusive classrooms is crucial reported by literature. Based on this, the present study examined teachers' self-efficacy in inclusive classrooms. The present study examined differences in teachers' self-efficacy in relation to their gender, teaching experience, and educational qualifications, and also studied the interaction effect of these demographic variables on teachers' self-efficacy in an inclusive classroom. A causal-comparative design was used, and data were collected from a representative sample of elementary school teachers using a standardized self-efficacy scale. The statistical analysis included t-tests and one-way ANOVA to test group differences, along with factorial ANOVA for interaction effects. The results of the present study did not find adequate statistical evidence to support the existence of differences in teachers' self-efficacy in relation to their demographic variables. Furthermore, the interaction effects among these variables were also found to be statistically insignificant. These results suggest that demographic factors do not significantly influence teachers' self-efficacy in managing inclusive classrooms. The implications call for policy and professional development efforts focused on inclusive education training and supportive school environments rather than demographic characteristics.

Keywords: *Inclusive Education, Teachers' Self-efficacy, Inclusive Classroom, Determinants*

Inclusive education is a typically discussed and relevant topic in the present scenario at the global level. Inclusive education gained attention at the national and international levels to ensure equal access to quality education for every learner under a single roof in a regular classroom. Inclusive education is essential for the rights of all children to education to be met, and teachers are key players in inclusive education (Sinnema et al., 2025). Teachers are at the center of implementing and creating an equitable learning environment for achieving inclusive education goals (Forlin et al., 2010). For implementing the core philosophy of inclusive education, a teacher must be equipped with a sense of self-efficacy. Teachers' self-efficacy is a key determinant of teachers' behaviour in inclusive classrooms (Jordan, 2018). Teachers' sense of self-efficacy is the essential factor for teachers' effectiveness in inclusive classrooms (Metsala & Harkins, 2019; Jordan, Glenn, & McGhie-Richmond, 2010). Successful inclusive education models depend on how far teachers are embracing student diversity and offering a surfeit of opportunities to achieve success in the

¹Ph.D. Scholar, Department of Education, University of Delhi, Delhi, India.

²Professor, Department of Education, Ravenshaw University, Cuttack, India.

*Corresponding Author

Received: December 15, 2025; Revision Received: February 14, 2026; Accepted: February 17, 2026

Determinants of Teachers' Self-Efficacy in Inclusive Classroom

regular classroom (Herzig Johnson, 2023). It is an elementary level where students with diverse learners are formally accommodated with the structure of formal education, and this level is also the first level where students will make the transition to the secondary level. For this level, a teacher's self-efficacy is more essential.

A Theoretical Framework of Teachers' Self-Efficacy for Inclusive Classroom

According to Albert Bandura (1986), a person's own beliefs affect their thinking and behaviour, as well as the decisions they make, the objectives they pursue, and the actions they perform. Kazanopoulos et al. (2022) reported that Self-efficacy refers to an individual's perception of his or her power to bring about the desired outcomes and circumstances in life. These two statements ensure that self-efficacy is essential for building our strong thinking power and behaviour, which ultimately will help us to achieve desired outcomes. The teaching learning process also started with some stipulated learning objectives. Which needs to be achieved at the end of a particular class or session. For achieving the stipulated learning outcomes, teachers need to carry out the entire teaching and learning process efficiently. A teacher himself or herself must feel efficient, particularly in a diverse learning setting. Hence, Teachers' self-efficacy for diverse learning settings is essential & prerequisite.

Teachers' sense of self-efficacy is a construct that can significantly influence teachers' readiness to work in a challenging environment, and as such must be included in considering the implementation of inclusive education (Ilić-Stošović, Nikolić, & Popadić, 2015). For effective inclusive practices, institutional changes are not sufficient; besides these changes, there is a great need for a high sense of teacher self-efficacy at the individual along whole teaching staff level (Urton et al., 2014). Teachers should feel competent, skill-oriented to cater to the diverse needs in inclusive classroom. For developing Inclusive practices, teachers must be aware of their or own self-efficacy for inclusive practices. Sharma et al. (2012) in their study identified that teachers who have poor self-efficacy are constrained in their capacity to implement inclusive teaching practices effectively.

It is critical for effective teaching for all teachers. Teachers' self-efficacy is a personal belief of teachers by themselves towards executing teaching learning activities in an effective way. Teachers' self-efficacy is a contextual subpart of general self-efficacy. It plays a crucial role in achieving pre-defined Teaching-learning objectives. According to Tschannen-Moran & Woolfolk Hoy (2001), "Teachers' self-efficacy is defined as a judgment of one's own abilities to bring about desired outcomes of student engagement and learning, even when students are difficult or unmotivated". Several studies regarding teachers' self-efficacy reported that a higher level of teachers' self-efficacy contributes a significant role in explaining the use of inclusive instruction. It is defined as a teacher's set of beliefs regarding his or her ability and capacity to educate and influence students' conduct and goals, regardless of external influences or impediments (Tschannen-Moran and Woolfolk, 2001). Teachers with high self-efficacy are more open to new ideas and new teaching methods; they exhibit a greater level of planning and organization, are more constructive in dealing with mistakes of their students, and are more persistent in the face of difficulty (Tschannen-Moran, Hoy, & Hoy, 1998). Consequently, teacher self-efficacy is a theoretical construct that is very relevant in the teaching context, which is, in turn, shaped by teachers' personal characteristics (e.g., gender, teaching experience) but also by classroom characteristics (e.g., performance level) and school and principal characteristics (e.g., work experience of the principal) are highly relevant for teachers' self-efficacy (Fackler & Malmberg, 2016). The teacher's role in an inclusive classroom is very crucial. It is a teacher who engages the

Determinants of Teachers' Self-Efficacy in Inclusive Classroom

students in different learning activities and helps to create an inclusive classroom. To carry out Learning engagement practices, Teachers' Self-efficacy is needed. In an inclusive classroom environment, teachers' sense of self-efficacy is very important in influencing student engagement. Teachers with a higher degree of teacher self-efficacy may also be more able to adjust teaching strategies to cater to students' particular needs (Tschannen-Moran and McMaster, 2009). Teachers with a high sense of self-efficacy more consistently reflect and alter their teaching strategies to accommodate low-achieving students by affording them opportunities to learn more effectively (Woodcock & Jones, 2020). At the same time, teachers provide various supports by constantly reinforcing correct behaviors to monitor students' behaviors. Overall, teachers with a high level of self-efficacy tend to use high-quality teaching practices, as they are focused on student outcomes and aim to ensure that all students can reach their full learning potential (Woodcock et al., 2023). This adaptability not only tailors teaching methods but also creates a sense of belonging for students with varying abilities.

REVIEW OF LITERATURE

There are several studies conducted on teachers' self-efficacy in inclusive educational settings. Teachers with high self-efficacy are more capable of creating a more inclusive environment, as reported by multiple studies. Teachers' Self-Efficacy is a construct that is mostly influenced by various factors. Factors such as training, age, gender, educational background, Perception of inclusive education, teaching experiences with CWSN, and so on. Among all factors, gender, teaching experience, and educational qualification play a crucial role in shaping self-efficacy. Some studies reported that gender has a positive impact on the formation of self-efficacy (Forlin et al., 2010, and Chao et al., 2017). Contrary to these results, many studies found gender has no significant impact on Teachers' self-efficacy for inclusive classroom practices (Tschannen-Moran and Hoy, 2001; Wilson et al., 2004; Kazanopoulos et al., 2022; Tschannen-Moran & Woolfolk-Hoy, 2007; Antoniou et al., 2017; Fackler & Malmberg, 2016; Klassen & Chiu, 2010; Antoniou et al., 2017; Kuyini et al., 2018; Pas et al., 2012). Meanwhile, Shaukat and Iqbal (2012) reported that gender has no effect on self-efficacy, but male teachers can manage the classroom in a better way. Besides gender, some studies reported that teaching experiences of a teacher play an effective role on Self-efficacy (Woodcock et al. 2023; Fackler et al., 2021; Sharma et al., 2014). Contrary to these, few studies also reported that teaching experiences have no impact on teachers' self-efficacy in inclusive settings (Gkolia et al., 2016; Cruz et al., 2023; Emam & Mohamed, 2011; Bukvić, 2014). Teachers' educational background is also a factor for the enhancement of self-efficacy in inclusive setting (You et al., 2019; Hong et al., 2009). The above studies were conducted mostly abroad and yielded inconsistent findings in the effect of gender & teaching experiences on teachers' self-efficacy in inclusive setting. Hence, it is essential to examine how these factors influence teachers' self-efficacy in inclusive classroom. However, there is a lack of research studies conducted in the context of Odisha, particularly at the elementary level. Teachers' Self-efficacy is an essential component for effective inclusive practices and inclusion diversity in the classroom, as reported by many studies. Findings of this study will be helpful for policymakers in designing professional development programs for teachers in inclusive education that help to enhance teachers' self-efficacy. The findings are also helpful for teacher educators, enhancing teacher training programs, and also trying to bridge the inconsistent findings of previous studies.

Rationale of the Study

There are several studies conducted on teachers' self-efficacy in inclusive educational settings. Teachers with high self-efficacy are more capable of creating a more inclusive

Determinants of Teachers' Self-Efficacy in Inclusive Classroom

environment, as reported by multiple studies. Teachers' Self-Efficacy is a construct that is mostly influenced by various factors. Factors such as training, age, gender, educational background, Perception of inclusive education, teaching experiences with CWSN, and so on. Among all factors, gender, teaching experience, and educational qualification play a crucial role in shaping self-efficacy. Some studies reported that gender has a positive impact on the formation of self-efficacy (Forlin et al., 2010, and Chao et al., 2017). Contrary to these results, many studies found gender has no significant impact on Teachers' self-efficacy for inclusive classroom practices (Tschannen–Moran and Hoy, 2001; Wilson et al., 2004; Kazanopoulos et al., 2022; Tschannen-Moran & Woolfolk-Hoy, 2007; Antoniou et al., 2017; Fackler & Malmberg, 2016; Klassen & Chiu, 2010; Antoniou et al., 2017; Kuyini et al., 2018; Pas et al., 2012). Meanwhile, Shaukat and Iqbal (2012) reported that gender has no effect on self-efficacy, but male teachers can manage the classroom in a better way. Besides gender, some studies reported that teaching experiences of a teacher play an effective role on Self-efficacy (Woodcock et al. 2023; Fackler et al., 2021; Sharma et al., 2014). Contrary to these, few studies also reported that teaching experiences have no impact on teachers' self-efficacy in inclusive settings (Gkolia et al., 2016; Cruz et al., 2023; Emam & Mohamed, 2011; Bukvić, 2014). Teachers' educational background is also a factor for the enhancement of self-efficacy in inclusive setting (You et al., 2019; Hong et al., 2009). The above studies were conducted mostly abroad and yielded inconsistent findings in the effect of gender & teaching experiences on teachers' self-efficacy in inclusive setting. Hence, it is essential to examine how these factors influence teachers' self-efficacy in inclusive classroom. However, there is a lack of research studies conducted in the context of Odisha, particularly at the elementary level. Teachers' Self-efficacy is an essential component for effective inclusive practices and inclusion diversity in the classroom, as reported by many studies. Findings of this study will be helpful for policymakers in designing professional development programs for teachers in inclusive education that help to enhance teachers' self-efficacy. The findings are also helpful for teacher educators, enhancing teacher training programs, and also trying to bridge the inconsistent findings of previous studies.

Objectives of the Study

1. To study the teachers' self-efficacy in inclusive classroom at the elementary level of Khordha district.
2. To compare teachers' self-efficacy in inclusive classrooms at the elementary level in relation to their gender, teaching experience, and educational qualification.
3. To study the interaction effect of gender, teaching experience, and educational qualification on teachers' self-efficacy in inclusive classroom at the elementary level.

Hypotheses of the Study

1. There is no significant difference in the mean self-efficacy scores of male and female teachers in inclusive classroom at the elementary level.
2. There is no significant difference in the mean self-efficacy scores of teachers in inclusive classroom based on their teaching experience at the elementary level.
3. There is no significant difference in the mean self-efficacy scores of teachers in inclusive classroom based on their educational qualification at the elementary level.
4. There exists no significant interaction effect of gender, teaching experience, and educational qualification on teachers' self-efficacy in Inclusive classroom at elementary level.

METHODOLOGY

Design:

The present study is based on a pure quantitative research approach. Keeping in view the objectives, the causal-comparative design was taken. The major objective of this study is to investigate the joint effect of independent variables such as gender, teaching experience, and educational qualification on teachers' self-efficacy in inclusive classroom.

Population & Sample:

In the present study, all elementary teachers from Baliana, Balipatna, Khordha, Bhubaneswar, and Jatni blocks of Khordha District are included and specified as the target population. 140 elementary teachers were selected from these blocks using a disproportionate stratified random sampling technique. Among 140 elementary teachers, 55 were male & 85 were female.

Table 1. Demographic Distributions of the sample

Variables	N	%
<i>Gender</i>		
Male	55	39.3%
Female	85	60.7%
Total	140	100%
<i>Teaching Experience</i>		
Under 10 years	28	20.0%
11 to 20 Years	81	57.9%
More than 20 Years	31	22.1%
Total	140	100%
<i>Educational Qualification</i>		
10 +2	43	30.7%
Undergraduate	76	54.3%
Postgraduate	21	15.0%
Total	140	100%

Data Collection tool:

For the collection of data, the investigator adopted the "In-Service Teachers' Teaching-Efficacy towards Inclusive Education Scale," which was developed by Devi and Kaur (2019). This standardized tool has two major dimensions, i.e., general teaching efficacy and self-efficacy. Also, this tool has 37 items with Cronbach's alpha reliability. The calculated Cronbach's alpha reliability of Internal consistency was found to be 0.883 (n=100, p<.01).

Data Analysis techniques:

For the analysis of collected data investigator used both Descriptive and Inferential statistics. By using descriptive statistics investigator estimated the mean, S.D., etc. The Investigator also used t-test, ANOVA as a part of inferential statistics, and all the estimation processes were carried out through SPSS.

RESULTS

Gender Based Comparison of Teachers' Self-Efficacy In Inclusive Classrooms:

Objective: To compare teachers' self-efficacy in inclusive classrooms at the elementary level in relation to their gender.

Determinants of Teachers' Self-Efficacy in Inclusive Classroom

Hypothesis (H_01): There is no significant difference in the mean self-efficacy scores of male and female teachers in inclusive classroom at the elementary level.

Table 2. t-value for teachers' self-efficacy in inclusive classroom based on Gender

Sl. no	Gender	N	Mean	SD	t	p-value	df	Remark
1	Male	55	79.0364	8.20109	-.896	.372	138	Not Significant
2	Female	85	80.2941	8.05609				

Interpretation:

From Table 2, it is observed that the t-value with df (138) = -.896, p-value = .372 ($P > .05$) which is not significant at 0.05 level. It indicates that there is no significant difference between mean scores of Teachers' self-efficacy in Inclusive Classrooms in relation to their Gender at the Elementary level. Thus, the hypothesis "*There is no significant difference in the mean self-efficacy scores of male and female teachers in inclusive classroom at the elementary level*" is retained. In another way, it may be said that there is no real differences in level of self-efficacy between Male and Female teachers for inclusive classrooms at elementary level.

Teaching Experience-Based Comparison of Teachers' Self-Efficacy in Inclusive Classrooms:

Objective: To compare teachers' self-efficacy in inclusive classrooms at elementary level in relation to their teaching experience.

Hypothesis (H_02): There is no significant difference in the mean self-efficacy scores of teachers in inclusive classroom based on their teaching experience at the elementary level.

Table 3. Summary of One-way ANOVA showing teachers' self-efficacy Inclusive classroom in relation to their teaching experience.

Summary of ANOVA						
	Sum of Squares	Df	Mean Square	F	p-value	Remark
Between Groups	119.368	2	59.684	.907	.406	Not-Significant
Within Groups	9017.032	137	65.818			
Total	9136.400	139				

Interpretation:

The result of one-way ANOVA has shown in table 3. It revealed that the calculated value of $F(2, 137) = .907$, p-value = .406 ($p > .05$) which was not significant at .05 level. Thus, the hypothesis stated earlier that is, "*There is no significant difference in the mean self-efficacy scores of teachers in inclusive classroom based on their teaching experience at the elementary level.*" is retained. This indicates that irrespective of the number of years of teaching experience, elementary teachers demonstrate similar levels of self-efficacy in managing inclusive classrooms. In practical terms, this implies that the effectiveness and confidence of teachers in inclusive classroom settings do not significantly vary with their tenure in teaching.

Educational Qualification based Comparison of teachers' self-efficacy in inclusive classrooms

Objective: To compare Teachers' self-efficacy in inclusive classrooms at elementary level in relation to their educational qualifications.

Determinants of Teachers' Self-Efficacy in Inclusive Classroom

Hypothesis (H₀₃): There is no significant difference in the mean self-efficacy scores of teachers in inclusive classroom based on their educational qualification at the elementary level.

Table 4. Summary of One-way ANOVA showing Teachers' self-efficacy in Inclusive Classroom in relation to their Educational Qualification.

Summary of ANOVA						
	Sum of Squares	Df	Mean Square	F	p-value	Remark
Between Groups	280.966	2	140.483	2.173	.118	Not-significant
Within Groups	8855.434	137	64.638			
Total	9136.400	139				

Interpretation:

The result of one-way ANOVA is shown in Table 4. It revealed that the calculated value of $F(2, 137) = 2.173$, $p\text{-value} = .118$ ($p > .05$), which was not significant at .05 level. Thus, the hypothesis we have set earlier, that is, "There is no significant difference in the mean self-efficacy scores of teachers in inclusive classroom based on their educational qualification at the elementary level" is retained. In practical terms, this suggests that elementary teachers, regardless of their educational background, exhibit similar levels of self-efficacy when it comes to managing inclusive classrooms. Hence, educational qualification does not appear to be a determining factor in the level of self-efficacy demonstrated by teachers in inclusive education contexts at the elementary level.

Interaction effect of gender, teaching experience, and educational qualification on teachers' self-efficacy in inclusive classrooms at elementary level.

Objective: To study the interaction among gender, Teaching experience, and educational qualification with respect to Teachers' self-efficacy in Inclusive classroom at the elementary level.

Hypothesis (H₀₄): There exists no significant interaction effect of gender, teaching experience, and educational qualification on teachers' self-efficacy in inclusive classroom at elementary level.

Table 5. 2 *3*3 ANOVA Summary showing the interaction effect of gender, teaching experience and educational qualification on Teachers' self-efficacy in Inclusive classroom at the elementary level

Source of Variance	Sum of Squares	Df	Mean Square	F	p-value	Remarks
Gender Educational Qualification Teaching Experience (ABC)	292.344	3	97.448	1.507	.216	Not Significant
Error	7953.590	123	64.663			
Total	900662.000	140				

Interpretation:

The F value for the interaction effect of gender, educational qualification, and teaching experience on teachers' self-efficacy is 1.507 with $p\text{ value} = .216$ ($p > .05$), which is not significant at the 0.05 level of significance (Table 5). It indicates that the mean scores of Teachers' self-efficacy of males and females having different levels of teaching experience

Determinants of Teachers' Self-Efficacy in Inclusive Classroom

with educational qualifications do not differ significantly. Thus, the hypothesis that was formulated, "There exists no significant interaction effect of gender, teaching experience, and educational qualification on teachers' self-efficacy in inclusive classrooms at the elementary level," is retained. Therefore, no evidence was found that the relationship among these variables is dependent on each other in explaining the variation in the dependent variable that is i.e., teachers' self-efficacy.

DISCUSSION

Based on the findings of the present study, it was observed that gender, teaching experience, and educational qualifications have no significant interaction on teachers' self-efficacy in inclusive classrooms at the elementary level. There is found no statistically significant difference was found in the self-efficacy of teachers for inclusive classroom practices based on their gender. Hence, male and female teachers possess the same level of self-efficacy for inclusive practices. We have also discussed earlier that gender is not playing a major factor in determining the self-efficacy of teachers in inclusive classrooms as reported by some studies (Tschannen–Moran and Hoy, 2001; Kazanopoulos et al., 2022; Tschannen-Moran & Woolfolk-Hoy, 2007; Antoniou et al., 2017; Fackler & Malmberg, 2016; Klassen & Chiu, 2010; Antoniou et al., 2017; Kuyini et al., 2018; Pas et al., 2012; Shaukat and Siddiquah, 2014; Devi and Kaur, 2019). Shaukat and Iqbal (2012) reported that gender has no effect on self-efficacy, but male teachers can manage the classroom in a better way. In contradiction to the findings of the present study, some studies reported that gender has a positive impact on the formation of self-efficacy (Forlin et al., 2010, and Chao et al., 2017).

In relation to teaching experience, the present study found no significant difference. It assumes that teachers with different years of teaching experience do not differ in their self-efficacy for inclusive classroom. the present study is consistent with the findings of some studies that found that teaching experiences have no impact on building teachers' self-efficacy in inclusive settings. (Cruz et al., 2023; Devi and Kaur, 2019; Gkolia et al., 2016; Emam & Mohamed, 2011; Bukvić, 2014; Shaukat and Siddiquah, 2014). Contrary to the findings of the present study, some studies found that the teaching experiences of a teacher play an effective role in developing Self-efficacy (Woodcock et al., 2023; Fackler et al., 2021; Sharma et al., 2014).

Besides gender and teaching experiences of a teacher, the present study did not find any significant influence of educational qualifications. You et al. (2019) and Hong et al. (2009) identified that a higher educational background may shape teachers' self-efficacy indirectly through enhanced perception and understanding of inclusive education. The lack of a significant interaction effect between gender and qualification found in this study further reinforces findings by Kazanopoulos et al. (2022), who also reported no combined effect of demographic variables on teachers' self-efficacy. Devi & Kaur (2019) also found no significant interaction of gender and educational qualification on teaching efficacy.

To end, this study did not find any sound statistical evidence on which to ground our rejection of null hypotheses. We assume that teachers' self-efficacy for inclusive classroom practices does not significantly differ in relation to their gender, experience, and qualification. Further, this study did not find significant results in the interaction effect of gender, experience, and qualification on teachers' self-efficacy in inclusive classroom.

CONCLUSION & IMPLICATIONS

From the above findings of this study, we assume that gender, teaching experience, and educational qualification do not have a significant impact on teachers' self-efficacy in managing inclusive classrooms at the elementary level. Furthermore, no significant interaction effects were found among these variables, indicating that the combined influence of gender, qualification, and experience does not significantly shape teachers' confidence in implementing inclusive practices. The implications of these results are noteworthy for educational practice and policy. First, since self-efficacy is not significantly determined by demographic characteristics, efforts to improve inclusive education should instead focus on enhancing teacher preparation and ongoing professional development. Training programs that provide practical skills, exposure to inclusive settings, and reflective opportunities can significantly increase teachers' competencies in an inclusive classroom. Second, school leaders and policymakers should ensure that all teachers, regardless of their background, are provided with equitable access to resources, mentorship, and collaborative environments that support inclusive teaching. Lastly, building a positive school environment that values inclusion and welcomes diversity can further strengthen teachers' belief in their ability to support all learners suitably. Overall, this study supports the idea that investing in teacher training, experience with diverse learners, and inclusive school environments will yield greater returns in fostering effective inclusive education than focusing on demographic factors alone.

REFERENCES

- Antoniou, A., Geralexis, I., & Charitaki, G. (2017). Special Educators' Teaching Self-Efficacy Determination: A Quantitative Approach. *Psychology*, 08(11), 1642–1656. <https://doi.org/10.4236/psych.2017.811108>
- Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of Social and Clinical Psychology*, 4(3), 359–373. <https://doi.org/10.1521/jscp.1986.4.3.359>
- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York, NY: Freeman.
- Bukvić, Z. (2014). Teachers' competency for inclusive education. *European Journal of Social & Behavioural Sciences*, 11(4), 407–412. <https://doi.org/10.15405/ejsbs.141>
- Çakar, İ. (2024). *Exploring the Self-Efficacy and Attitudes Towards Inclusive Education Among Foreign Language Teachers: A Cross-National Analysis* (Order No. 31655957). Available from ProQuest Dissertations & Theses Global. (3122677413). <https://www.proquest.com/dissertations-theses/exploring-self-efficacy-attitudes-towards/docview/3122677413/se-2>
- Chao, C.N., Sze, E.C., Forlin, C., & Ho, F.C. (2017). Improving teachers' self-efficacy in applying teaching and learning strategies and classroom management to students with special education needs in Hong Kong. *Teaching and Teacher Education*, 66, 360-369.
- Choi, S. M. (2014). *A Study on Daycare Teachers' Perception of the Effects of Inclusive Education* (Doctoral dissertation, The Graduate School of Education, Hankuk University of Foreign Studies).
- Cruz, J., Azevedo, H., Carvalho, M., & Fonseca, H. (2023). From policies to practices: Factors related to the use of inclusive practices in Portugal. *European Journal of Investigation in Health, Psychology and Education*, 13(10), 2238. doi: <https://doi.org/10.3390/ejihpe13100158>
- Devi, P., & Kaur, B. (2019). *Teaching efficacy, knowledge, and attitude of pre-service and in-service teachers towards inclusive education* (PhD dissertation). Department of Education, Punjab University.

Determinants of Teachers' Self-Efficacy in Inclusive Classroom

- Emam, M. M., & Mohamed, A. H. H. (2011). Preschool and primary school teachers' attitudes towards inclusive education in Egypt: The role of experience and self-efficacy. *Procedia - Social and Behavioral sciences*, 29, 976-985. <https://doi.org/10.1016/j.sbspro.2011.11.331>
- Fackler, S., & Malmberg, L.-E. (2016). Teachers' self-efficacy in 14 OECD countries: Teacher, student group, school and leadership effects. *Teaching and Teacher Education*, 56, 185-195
- Fackler, S., Malmberg, L. E., & Sammons, P. (2021). An international perspective on teacher self-efficacy: personal, structural and environmental factors. *Teaching and Teacher Education*, 99, 103255.
- Forlin, C. (2010). Reforming teacher education for inclusion. In C. Forlin (Eds.), *Teacher education for inclusion: Changing paradigms and innovative approaches*. Oxon: Routledge Taylor and Francis.
- Forlin, C., Cedillo, I. G., Romero-Contreras, S., Fletcher, T., & Hernández, H. J. R. (2010). Inclusion in Mexico: ensuring supportive attitudes by newly graduated teachers. *International Journal of Inclusive Education*, 14(7), 723-739. <https://doi.org/10.1080/13603111003778569>
- Forlin, C., U. Sharma, and T. Loreman. (2013). "Predictors of Improved Teaching Efficacy Following Basic Training for Inclusion in Hong Kong." *International Journal of Inclusive Education*. doi:10.1080/13603116.2013.819941.
- Gkolia, A., Dimitrios, B. A., & Koustelios, A. (2016). Background characteristics as predictors of Greek teachers' self-efficacy. *International Journal of Educational Management*, 30(3), 460-472. <https://doi.org/10.1108/ijem-03-2014-0040>
- Herzig Johnson, S. (2023). The Role of Teacher Self-Efficacy in the Implementation of Inclusive Practices. *Journal of School Leadership*, 33(5), 516-534. <https://doi.org/10.1177/10526846231174147>
- Hong, A.E.; Hur, Y.S.; Lee, H.S. A study of kindergarten teachers' belief and efficacy toward inclusive education of young children with developmental delay. *J. Spec. Educ. Rehabi. Sci.* 2009, 48, 183-209.
- Ilić-Stošović, D., Nikolić, S., & Popadić, M. (2015). Teachers' sense of efficacy and implications for implementation of inclusive education1. *Specijalna Edukacija I Rehabilitacija*, 14(3), 345-365. <https://doi.org/10.5937/specedreh14-9565>
- Jordan, A. (2018). The Supporting Effective Teaching Project: 1. Factors influencing Student success in inclusive Elementary Classrooms. *Exceptionality Education International*, 28(3). <https://doi.org/10.5206/eei.v28i3.7769>
- Jordan, A., Glenn, C., & McGhie-Richmond, D. (2009). The Supporting Effective Teaching (SET) project: The relationship of inclusive teaching practices to teachers' beliefs about disability and ability, and about their roles as teachers. *Teaching and Teacher Education*, 26(2), 259-266. <https://doi.org/10.1016/j.tate.2009.03.005>
- Kazanopoulos, S., Tejada, E., & Basogain, X. (2022). The self-efficacy of special and general education teachers in implementing inclusive education in greek secondary education. *Education Sciences*, 12(6), <https://doi.org/10.3390/educsci12060383>
- Kazanopoulos, S., Tejada, E., & Basogain, X. (2022). The self-efficacy of special and general education teachers in implementing inclusive education in greek secondary education. *Education Sciences*, 12(6), 383. doi: <https://doi.org/10.3390/educsci12060383>
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741-756. <https://doi.org/10.1037/a0019237>

Determinants of Teachers' Self-Efficacy in Inclusive Classroom

- Kuyini, A. B., Desai, I. (Ishwar), & Sharma, U. (2018). Teachers' self-efficacy beliefs, attitudes and concerns about implementing inclusive education in Ghana. *International Journal of Inclusive Education*, 24(14), 1509–1526. <https://doi.org/10.1080/13603116.2018.1544298>
- Lin, Y. (2024). *Chinese Early Childhood Education Teachers' Self-Efficacy for Inclusive Education* (Order No. 31330715). Available from ProQuest Dissertations & Theses Global. (3099366218). <https://www.proquest.com/dissertations-theses/chinese-early-childhood-education-teachers-self/docview/3099366218/se-2>
- Lohrmann, S., & Bambara, L. M. (2006). Elementary Education Teachers' Beliefs about Essential Supports Needed to Successfully Include Students with Developmental Disabilities Who Engage in Challenging Behaviors. *Research and Practice for Persons with Severe Disabilities*, 31(2), 157-173. <https://doi.org/10.1177/154079690603100208>
- Martin, C. S., Ramirez, C., Calvo, R., Muñoz-Martínez, Y., & Sharma, U. (2021). Chilean Teachers' Attitudes towards Inclusive Education, Intention, and Self-Efficacy to Implement Inclusive Practices. *Sustainability*, 13(4), 2300. <https://doi.org/10.3390/su13042300>
- Metsala, J. L., & Harkins, M. J. (2019). An Examination of Preservice Teachers' Self-Efficacy and Beliefs About Inclusive Education. *Teacher Education and Special Education*, 43(2), 178-192. <https://doi.org/10.1177/0888406419873060>
- Metsala, J. L., & Harkins, M. J. (2019). An Examination of Preservice Teachers' Self-Efficacy and Beliefs About Inclusive Education. *Teacher Education and Special Education*, 43(2), 178-192. <https://doi.org/10.1177/0888406419873060>
- Mohanty, S. P., & Nanda, N. (2017). Inclusive Practices in Elementary Education: What Do the Heads of Schools Perceive? *Journal on School Educational Technology*, 12(4).
- Oliver, B. (2024). *The Relationship Between Teacher Preparation and the Self-Efficacy of Novice Elementary General Education Teachers in Inclusive Education* (Order No. 31234832). Available from ProQuest Dissertations & Theses Global. (3039645707). <https://www.proquest.com/dissertations-theses/relationship-between-teacher-preparation-self/docview/3039645707/se-2>
- Pas, E. T., Bradshaw, C. P., & Hershfeldt, P. A. (2011). Teacher- and school-level predictors of teacher efficacy and burnout: Identifying potential areas for support. *Journal of School Psychology*, 50(1), 129–145. <https://doi.org/10.1016/j.jsp.2011.07.003>
- Savolainen, H., Engelbrecht, P., Nel, M., & Malinen, O. P. (2011). Understanding teachers' attitudes and self-efficacy in inclusive education: implications for pre-service and in-service teacher education. *European Journal of Special Needs Education*, 27(1), 51–68. <https://doi.org/10.1080/08856257.2011.613603>
- Sharma, U., & Sokal, L. (2013). The impact of a teacher education course on pre-service teachers' beliefs about inclusion: an international comparison. *Journal of Research in Special Educational Needs*, 15(4), 276–284. <https://doi.org/10.1111/1471-3802.12043>
- Sharma, U., Loreman, T., & Forlin, C. (2012). Measuring teacher efficacy to implement inclusive practices. *Journal of Research in Special Educational Needs*, 12(1), 12-21. doi:10.1111/j.1471-3802.2011.01200.x.
- Sharma, U., Loreman, T., & Forlin, C. (2011). Measuring teacher efficacy to implement inclusive practices. *Journal of Research in Special Educational Needs*, 12(1), 12–21. <https://doi.org/10.1111/j.1471-3802.2011.01200.x>
- Shaukat, S., & Siddiquah, A. (2014). Pre-Service Teachers' Personal and General Teaching Efficacy Beliefs: A Pre-Test and Post-Test Design. *Bahria Journal of Professional*

Determinants of Teachers' Self-Efficacy in Inclusive Classroom

- Psychology, 13(1). Retrived on 07-03-2018 from <http://ipp.bahria.edu.pk/journal.a.spx>.
- Shaukat, S., Iqbal, H. M., University of Education, Lahore, & University of the Punjab, Lahore. (2012). Teacher Self-Efficacy as a function of student engagement, instructional strategies and classroom management. In *Pakistan Journal of Social and Clinical Psychology* (Vols. 10–2, pp. 82–85). <https://gcu.edu.pk/pages/gcupress/pjscp/volumes/pjscp2012july-13.pdf>
- Sinnema, C., Rodway, J., MacArthur, J., & Cann, R. (2025). The Relational Space of Teacher Aides and Teachers: The 'Ins' and 'Outs' of Inclusive Education. *Educational Administration Quarterly*, 61(2), 282-322. <https://doi.org/10.1177/0013161X241313125> (Original work published 2025)
- Specht, J. A., & Metsala, J. L. (2018). Predictors of Teacher Efficacy for Inclusive practice in pre-service teachers. *Exceptionality Education International*, 28(3). <https://doi.org/10.5206/eei.v28i3.7772>
- Specht, J., Miesera, S., Metsala, J., & McGhie-Richmond, D. (2024). Predictors of Self-Efficacy for Inclusive Education: A Comparison of Canada and Germany. *Exceptionality Education International*, 34(1).
- Tschannen-Moran, M., & Hoy, A. W. (2006). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(6), 944–956. <https://doi.org/10.1016/j.tate.2006.05.003>
- Tschannen-Moran, M., & McMaster, P. (2009). Sources of Self-Efficacy: four professional development formats and their relationship to Self-Efficacy and implementation of a new teaching strategy. *The Elementary School Journal*, 110(2), 228–245. <https://doi.org/10.1086/605771>
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of self efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(6), 944–956.
- Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68(2), 202–248.
- Urton, K., Wilbert, J., Hennemann, T., & LDW. (2014). Attitudes towards inclusion and Self-Efficacy of principals and teachers. In *Learning Disabilities: A Contemporary Journal* (Vol. 12, Issue 2, pp. 151–168). LDW. <https://files.eric.ed.gov/fulltext/EJ1047459.pdf>
- Woodcock, S., & Jones, G. (2020). Examining the interrelationship between teachers' self-efficacy and their beliefs towards inclusive education for all. *Teacher Development*, 24(4), 583-602.
- Woodcock, S., Gibbs, K., Hitches, E., & Regan, C. (2023). Investigating teachers' beliefs in inclusive education and their levels of teacher self-efficacy: Are teachers constrained 86 in their capacity to implement inclusive teaching practices? *Education Sciences*, 13(3), 280. doi: <https://doi.org/10.3390/educsci13030280>
- Wray, E., Sharma, U., & Subban, P. (2022). Factors influencing teacher self-efficacy for inclusive education: A systematic literature review. *Teaching and Teacher Education*, 117, 103800. <https://doi.org/10.1016/j.tate.2022.103800>
- Xue, R., Chai, H., Zhu, D., Yao, L., Yan, W., & Fu, W. (2023). Analysis of the factors influencing inclusive education competency of primary and secondary physical education teachers in <https://doi.org/10.3390/su15010308>
- You, S., Kim, E. K., & Shin, K. (2019). Teachers' Belief and Efficacy Toward Inclusive Education in Early Childhood Settings in Korea. *Sustainability*, 11(5), 1489. <https://doi.org/10.3390/su11051489>

Determinants of Teachers' Self-Efficacy in Inclusive Classroom

Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational research*, 86(4), 981-1015.

Zee, M.; Koomen, H.Y. Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Rev. Educ. Res.* 2016, 86, 981–1015.

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Jena, A. & Rout, S.K. (2026). Determinants of Teachers' Self-Efficacy in Inclusive Classroom. *International Journal of Indian Psychology*, 14(1), 505-517. DIP:18.01.047.20261401, DOI:10.25215/1401.047