

**An Experimental Study to Examine the Teacher's Self-
efficacy in Implementing Inclusive Practice when Teaching
Learners with Send in International Private Primary School
in Dubai**

دراسة تجريبية لدراسة كفاءة المعلم الذاتية في تنفيذ الممارسة الشاملة عند تدريس الطلاب
من ذوي الاحتياجات الخاصة في المدرسة الابتدائية الدولية الخاصة ,دبي

by

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of the requirements for the degree of
MASTER OF EDUCATION**

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ABSTRACT (ENGLISH)

The current research study is on examining teacher's self-efficacy in implementing inclusive practice. The aim of this study is to determine the impacts of incorporating observation program of inclusion lesson upon self-efficacy of teachers in teaching learning processes of SEND learners in international private primary school. This chapter of this research study provides a brief introduction of the entire topic. It is considered as an important part of this research study because it provides the research question, hypothesis, aim and objectives based upon which the whole research will be formulated.

The researcher has developed the research framework to execute the research investigation after thorough consideration of discussed theories and conceptual models. Analyzing the research onion of Saunders, the researcher has selected interpretive paradigm and undertook a mixed research method to conduct the research.

Analysing the results, the researchers inferred that self-efficacy in inclusive practices is improved with teaching experience, education, and training level. Additionally, the research study successfully achieved the objectives, highlighting that self-efficacy is dependent upon the skills of learning assessment, progress measurement and delivery of provisions. Recommendations are also provided to improve self-efficacy among teachers to facilitate teaching-learning process of SEND students.

ABSTRACT (ARABIC)

تهدف الدراسة البحثية الحالية إلى فحص الكفاءة الذاتية للمعلم في تطبيق نظام الدمج الشامل في المدارس. الهدف من هذه الدراسة هو تحديد الآثار المترتبة على برنامج مراقبة دمج الدرس على الكفاءة الذاتية للمعلمين في تدريس عمليات التعلم لطلاب ذوي الاحتياجات الخاصة في المدارس الابتدائية الدولية الخاصة. يقدم هذا الفصل من هذه الدراسة البحثية مقدمة موجزة للموضوع بأكمله. تعتبر جزءًا مهمًا من هذه الدراسة البحثية لأنها توفر السؤال البحثي والفرضية والهدف والأهداف التي سيتم على أساسها صياغة البحث بأكمله.

قام الباحث بتطوير إطار البحث لتنفيذ دراسة البحث بعد دراسة دقيقة للنظريات والنماذج المفاهيمية التي تمت مناقشتها. عند تحليل البصل البحثي لسوندرز ، اختار الباحث نموذجًا تفسيريًا وأجرى طريقة بحثية مختلطة لإجراء البحث.

عند تحليل النتائج ، استنتج الباحثون أن الكفاءة الذاتية في الممارسات الشاملة قد تحسنت من خلال الخبرة التعليمية والتعليمية ومستوى التدريب. بالإضافة إلى ذلك ، نجحت الدراسة البحثية في تحقيق الأهداف ، مع التركيز على أن الكفاءة الذاتية تعتمد على مهارات تقييم التعلم وقياس التقدم وتقديم الأحكام. كما يتم تقديم توصيات لتحسين الكفاءة الذاتية بين المعلمين لتسهيل عملية التعليم والتعلم لطلاب ذوي الاحتياجات الخاصة.

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List of Abbreviations

ADHD: *Attention Deficit Hyperactivity Disorder*

AED: *Automated External Defibrillator*

ASD: *Autism Spectrum Disorder*

CWSN: *Children with Special Needs*

EFL: *English as a foreign language*

KHDA: *Knowledge and Human Development Authority*

SEN: *Special Education Needs*

SEND: *Special education needs and disabilities*

UNCRPD: *United Nations Convention on the Rights of Persons with Disabilities.*

UNESCO: *The United Nations Educational, Scientific and Cultural Organization*

ZPD: *Zone of proximal development*

Chapter 1: Introduction

1.0 Introduction

Teaching and learning have revolved around different themes over the past years. Currently, the education system is focusing on equity-based education system that can support Universal Design of Education. Special Education Needs and Disability (SEND) students can be encouraged with the educational support for mainstreaming by overcoming the barriers effectively. Moreover, learning environment is converted to a supportive environment for achieving the required skills with the encouragement from effective learning processes. Teaching efficacy and the ability to judge the ability of students can help in increasing the potential of teaching-learning facilities. Efficacy beliefs create judgement and direct the ability to address the diverse needs of students and improve learning outcomes. Thus, this study suggests conducting the research to address the teacher's efficacy to support SEND students and facilitate inclusive education.

The engagement of teachers and interlinking self-efficacy brings out the ability of students to explore the full potential. As stated by Maddux (2016), self-efficacy among teachers helps in determining a strategy that can facilitate the engagement of students within the teaching learning process. Similarly, efficient teachers deliver education by using cooperative strategies with students that struggle with their concentration. Moreover, this can help in maintaining the inclusive environment during teaching learning processes. Therefore, self-efficacy for teachers can be defined as a tool that directs the teaching learning processes to obtain full potential with the inclusion of all students irrespective of their differences. According to Yoda & Savolainen (2017), strong sense of self-efficacy provides opportunity for better planning, resilience and supportive

teaching-learning outcomes. Nonetheless, collective efficacy can inspire and support growth for SEND students along with other students.

The beliefs on self-efficacy are dependent on individual perception including the changes in feelings, thought processes, emotions, efforts and determination. As per Bandura's explanations, the beliefs of self-efficacy are easier to develop during the preparation process that provides confidence to perform as per requirement in the classroom. Teachers with high self-efficacy help in maintaining retention strategies and persist throughout the fulfilment of differential needs of students (Chao et al. 2017). Professional development combined with school visions can approve opportunity for inclusive practices and mainstream SEND students. Moreover, the inclusive practices are required for the teacher to indulge in the maintenance of teaching-learning environment to extend the efficacy of the program.

Inclusive teaching and learning practices involve management of environment and engagement of students through high teacher's efficacy that can lead to the inclusion of all students in the teaching-learning process. Individual consultation and strategic decision-making for resource management and preparation for teaching can increase the potential and efficacy of teachers to conduct an inclusive lesson. As stated by Katz (2015), Universal Design of Learning is needed to be facilitated with teacher's efficacy to resolve the barriers for SEND students. The equity-based education system causes reduction in the gap in learning opportunities for SEND students and offer inclusive settings. The judgement of teachers and their beliefs help in maintaining the inclusive education that has become one of the primary educational trends in Dubai, UAE.

In the current research study, the researcher has shown the relationship between self-efficacy of teachers and the implementation of inclusive practices for SEND students. The research has been

carried out to examine the extent of influence of teachers' efficacy in maintaining the inclusive practice in the teaching-learning process for SEND students. In this context, the educational environment, trends and facilities of Dubai, UAE are discussed to evaluate the educational conditions for inclusion of students in international private primary school. Nonetheless, the learning impact of teachers' efficacy is distinguished for making the teaching-learning process more effective and barrier-free.

1.1 Background

Special Educational Needs and Disability

Special educational needs refer to educational support to children with learning difficulties and/or disabilities. The presence of disabilities or learning difficulties combined with disabilities rendered children to resort to educational and health support. According to Alkhateeb et al. (2016), the inclusion of children with developmental disabilities in the education system needs to be supported with responsible teachers and guidance from educational authorities of the country. Moreover, health and social care along with educational services are planned specifically for children with special needs or disabilities with the vision of inclusion and independence. Thus, SEND children are required to be bloated for identifying their requirements and making services personalized for improvement in life and social welfare. This feature of education is facilitated with Special Educational Needs Coordinator, Learning Support Teachers and Assistants to promote the special education and ensure inclusion and development (Gulfnews.com, 2019).

Inclusive education

Inclusion is the state or action that helps in including individuals to specific group or structure. Children with special needs and with disabilities are socially discriminated for their differences and special requirements of support to fulfil daily necessities. After integration, the term inclusion comes into effect that facilitates the society to include children with disabilities in different aspects within the society. As stated by Saqr & Tennant (2016), teachers are required to adapt to the needs of students with special needs to include them effectively. Inclusive education involves specific designs and structure within the classroom, school and teaching-learning process that support the inclusion of SEND students and facilitate participation with others. Learning environment and educational settings are specialised with the aid of teachers. Teaching efficacy helps in improving inclusion of SEND students within school education system. The inclusive education policy framework of Dubai has facilitated early intervention, participation and equity and inclusive education, which further signifies Dubai Law no 2 (Khda.gov.ae, 2017).

Self-efficacy

Self-efficacy is the belief of an individual about personal capacity to execute specific behaviour and perform accordingly. Confidence is reflected by self-efficacy, whereas, motivation and cognitive self-evaluation help in increasing it by hypothesising circumstances (Park et al. 2016). Self-efficacy theory and social cognitive theory helps in understanding the construct of personal thoughts to maintain personal motivation, behaviour and affect the situations. Certain course of action is determined with personalised beliefs and capabilities that become the predictor of self-efficacy. Moreover, self-efficacy of teachers is effective in facilitating the inclusion of SEND in primary education. Lancaster & Bain (2019) mentioned that evidence-based practice is effectively

delivered with high self-efficacy and the capability to design personalised education programs. Therefore, SEND students to obtain benefits from self-sufficient teachers as they promote student inclusion in primary education system. EFL reflective curriculum has been implemented by the Ministry of Education, Dubai to improve self-efficacy among teachers to facilitate inclusive education.

Educational trends in Dubai, UAE

The current trend in special education and inclusion has affected the education system of Dubai and it aims to achieve fully inclusive education system by 2020. Dubai Inclusive Education Policy Framework has linked Dubai Disabilities Strategy to provide equal access to educational and social opportunities for SEND students (Gulfnews.com, 2019). Knowledge and Human Development Authority (KHDA) has facilitated education after the collaboration with World Bank. This collaboration has increased enrolment in schools from 30% to 50% in Dubai, as it promoted the development of learning communities, collaboration between schools and maintenance of education (Worldbank.org, 2019). Moreover, KHDA has promoted policies to facilitate the evolution in education system in Dubai.



Figure 1.1: Growth in education in UAE

(Source: Monitor.icef.com, 2017)

Inclusion of children with intellectual disabilities and other developmental disabilities are facilitated with the aid of special education and supporting accommodation. As mentioned by Alobeidli (2017), education for children with intellectual disabilities is catered by the education system after identifying specific needs and potential to continue in the main education system. The application of education policies by KHDA has facilitated the enhancement in education capacity and enrolment across UAE. The enrolment in K-12 private schools has increased by 90% with total spending of 6.8 billion AED as school tuition fees (Monitor.icef.com, 2017). Moreover, the resources are specifically distinguished for special education needs and SEND students. Learning support team and assistants have facilitated the progress of the SEND protocol. However, self-efficacy of teachers has become one of the determining factors that help in utilising the available resources and to support the development of positive social relationships.

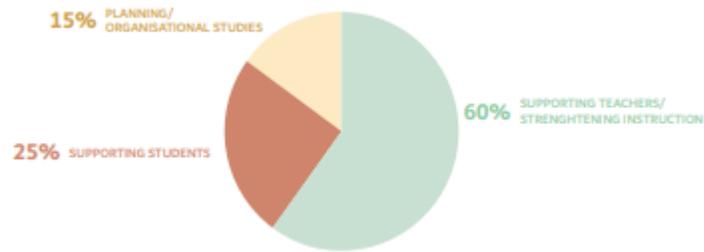


Figure 1.2: Allocation of resource and time as per teachers' self-efficacy

(Source: Khda.gov.ae, 2017)

The improved education system has promoted the development of comfortable and harmless education system to maintain education system effective for SEND students. Moreover, this feature in UAE education has promoted education through ecological means. Teacher's belief in efficacy has promoted the harmonious inclusion of SEN students in general classroom situation by providing potential support for individual support. Aligning the education system with Art 24 of UNCRPD, Dubai education ministry has facilitated the equity and inclusion in all schools in primary education system (Khda.gov.ae, 2017). The efficacy has been increased with the application of potential training programs for teachers to boost confidence against handling inclusive situation and needs. As per KHDA, the identification of Special Education Need (SEN) has become a part of inclusive education and SEND students are needed to clarify their needs to obtain special education facilities as per UNESCO definition of special needs (Khda.gov.ae, 2017).

Teachers are needed to have access to appropriate educational support. The initial, on-going and in-service training services can help in maintaining the inclusive condition and promote education for SEND. Additionally, the Inclusion Support Team can help in maintaining the efficacy of teachers to promote inclusion for SEND students. As stated by Hosford & O'Sullivan (2016), well-

trained teachers are required for providing teaching to SEND students in addition to facilitation of inclusive education system. Provision of appropriate guidance to SEND students is enriched with specialised professional understanding and teaching methods as per student needs (Shah et al. 2016). Thus, it is important that the school authority ensures that the teachers remain motivated to provide professional teaching for improving the learning of SEND students. Nonetheless, excellent practices for teachers can be improved with the application of experience-based tagging methods to promote growth for children with special needs.

For investigating the importance of self-efficacy of teachers in promoting education for SEND students, the researcher has worked in identifying the underlying educational policies and resources. In this research study, the researcher has focused on the following three areas

- Specific provisions for students with SEND (the level of differentiations are discussed reflecting on the support provided to SEND learners and effective deployment of support staff in the classroom)
- Learning-related assessments (assessment of knowledge is discussed with the view of individual strengths and weaknesses for learners)
- Learner's overall progress (progress level of learners are assessed by using informal pre and post-lesson assessment that is related to the achievement of objectives)

1.2 Significance of the study

The current research study is significant as it is supportive in evaluating the current educational trends and potential to undertake the concept of learning-equity and inclusion. The current educational trend is focused on Universal Design of Learning and inclusion of students irrespective of their differences. Moreover, the inclusion of children with special needs into the education

system has required teachers to increase their self-efficacy (Hosford & O'Sullivan, 2016). Therefore, it is essential to deal with the changing needs in the education system. This study has subjected research regarding the present concern of education that is the inclusion of SEND students with the aid of teaching efficacy. Moreover, there is less work executed in this research subject and one can address the issue to look for possible solutions.

The observations and findings obtained from this research can effectively identify the role and influence of teachers' efficiency and beliefs on efficacy to facilitate inclusion of students. Moreover, the clear insight into current educational trends in Dubai along with teachers' responsibilities can aid the comprehension of achievements for maintaining inclusion in the education system. Moreover, understanding the needs of SEND students and modifying teaching-learning process accordingly can help in supporting the inclusion. This can be achieved efficiently with the help of quasi-experimental research design. Finally, this research can increase the potential for future research to particularly understand the role of teachers in inclusive education in other countries. Hence, this research study is significant and feasible in nature.

1.3 Rationale of the study

The issue of this research study principle centred on self-efficacy of teachers providing teaching at inclusive classroom including both SEND learners and children without any disabilities. Self-efficacy can be defined as a way of evaluation of one's personal ability in order to fulfil respective teaching tasks (Shah et al.2016). The term self-efficacy implies to teachers in the sense that how their convention can influence students learning. Teachers are responsible for providing lesson and motivated in learning to the most unmotivated or difficult to read students. Apparently, it looks like there is a very little scope of development while implementing inclusive educational setting

in a classroom (Lai & Hwang 2016). There are an ample amount of evidence that proves the positive side of inclusive educational program on growth and development of learners. In reference to the opinion of Gonzalez et al. (2017), not only learners but also self-efficiency and teaching ability of respective teachers associated with inclusive learning programmes get influenced.

This is considered as a burning issue because depending upon self-efficacy and responsibilities of teachers in an inclusive classroom learning progress of students occur. In Dubai, the number of inclusive classrooms and teaching programs are increasing day by day. As per the comments by McDavid et al. (2018), students become motivated and acquire educational progress via the positive influence of teachers' self-efficacy. Teachers are responsible to keep patience and show flexibility in their opinion while providing valuable teaching to an inclusive learning setting. It has appeared as a major issue because the evidence showed that in several inclusive classrooms, teachers discriminate among disabled and able learners. Studies by Bürgener & Barth (2018) showed that about 45% of the teachers made abusive comments or refused to help additionally to SEND learners. In an inclusive classroom, teachers often care about able children and abuse disabled and ignores them.

Yuen et al. (2018) state the early childhood period cannot offer sufficient time that can develop stereotypes in context to disabled or SEND learners. Therefore, this early stage is considered as the perfect time to acquire positive belief and proper understanding towards disable children. Inclusion learning setting allows all learners to respect and accept each other's diversity and also to learn from them. In recent days, the number of inclusive learning organisations is increasing day by day. It has been observed that students at their early ages are more susceptible to learn things better. Students tend to learn and imitate things from elders when they are at a younger age. In spite of stereotypic society and its influences, children could learn to respect diversity in

attitudes and mental or physical capability of students with the assistance of a good teacher. In such a stage, teachers 'self-efficacy and potentiality can infuse positive motive towards the disable children or SEND learners.

As per the comments by Boujut et al. (2017), in an inclusive learning design, able children have been shown to interact with disable children more efficiently and they often learn how to take responsibility for others (Xu & Brown 2016). Teachers play a crucial role in such an inclusive classroom. In this globalised era, the globe is moving towards accepting every flaws and disabilities of the individual. Hence, it is utmost important for teachers to instil positive thoughts regarding disabled among able children (Boujut et al. 2017). On the other hand, teachers should make SEND learners realise that they are not left behind healthy learners and they also possess equal opportunity like them.

The research has shed light on the importance of self-efficacy of teachers after implementation of inclusive learning practices including able and SEND learners. This research wishes to determine the influence of teachers' self-efficacy on educational achievement, progress and writing provision of SEND learners. This study emphasizes on the percentages of students that get influenced by self-efficacy and teaching capabilities of teachers. The tentative weakness and strength of the SEND learners also need to be specified in this case. In addition to that, this study will recommend some suggestions regarding how teachers can motivate and influence so that each and every student of an inclusive classroom setting can be benefitted from this. The study will find to assess the self-efficacy of teachers in terms of progress, educational attainment, writing provision to SEND learners and other qualities.

It is important to identify the level of differences that persists in SEND learners and how teachers are assisting them so that they can get maximum support. Recruitment of teachers should be also done on the basis of their perception towards inclusive learning programmes. Recruitment authority should also check about their ability to handle strength, weakness and differentiation among students in the classroom. Efficiency of a teacher can be evaluated by the cumulative progress level of all the students. It will not only include progress of the able learners but also comparative advancement of SEND learners. Another effective way of evaluating beneficial of inclusive classroom is to make informal and formal assessment both post and prior to the lesson. In this way, it can be determined how effective the study was and how effective was the teacher. This study will also provide some suitable recommendations regarding ways to improve the current teaching practices. Improvement in the teaching practices can help students with disability to get better assistance and support in learning.

1.4 Research aim

The principle aim of this study is to determine the impacts of incorporating observation program of inclusion lesson upon self-efficacy of teachers relevant to the following learning and teaching focus area.

- a. Provision of writing for learners developed SEND (intensity of differences among SEND learners so that they can get requisite assistance and support and delegation of support staff become effectively in the classroom).
- b. Advancement of all the learners (Advancement level of learners related to meeting congruent learning goals via informal assessment prior and after the lesson).
- c. Evaluation of learning (understanding the weakness and strength of individual learners)

The study also aims at finding the suitable recommendations that can improve recent practices.

1.5 Research objectives

The principal objective of this study is mentioned as follows.

- To understand the effects of implying observation program of inclusion lesson on teachers' self-efficiency related to the learning and teaching focus area:
 - Learning assessment (understanding the weakness and strength of respective learners)
 - Advancement of all the learners (assessment of progress level of learners relevant to meeting congruent learning goals via application of informal assessment post and prior to the lesson)
 - Writing allocation of SEND learners (identifying the intensity of differences in order to aid SEND learners in classroom and deploy support staff in the classroom)
- To provide suitable recommendations so that current teaching practices of teachers can be improved

1.6 Research questions

The principal purpose of this study is to determine the impact of observation program including inclusion program upon the self-efficiency of respective teachers. It will be evaluated in terms of working efficiency and teaching ability with students with SEND. The entire study will be mediated in inclusive classroom settings.

This study has raised the following research questions that need to be answered.

1. What are the effects of implementing inclusion lesson observation programme on teacher's self-efficacy in relation to three teaching and learning focus area:

- Writing Provision for learners with SEND
- Assessment for learning
- Progress of all learners

2. What could be recommended to improve the current practices?

1.7 Research hypotheses

H0: This research entails that implementation of inclusion lesson observation programme impacts positively upon self-efficacy and capability of teachers in relation to writing provision, progress and assessment of SEND learners.

H1: This research entails that implementation of inclusion lesson observation programme impacts negatively upon self-efficacy and capability of teachers in relation to writing provision, progress and assessment of SEND learners.

1.8 Summary

This chapter demonstrates the current issues confronted by the SEND learners in their writing and learning procedures when implementing inclusive educational program. Inclusive classroom allows both disable and physically or mentally viable learners to sit and learn together. This section of the chapter can be considered as most significant because it allows formulating the research questions, objectives, hypothesis and aims that are the backbone of a research study. The entire research study will try to answer the respective research questions modulated in this chapter. The

weakness and strength of the disabled learners and the inclusive learning design also need to be discussed in this research study. This study will emphasis on finding the influence of implementing inclusive learning programmes on capability of teachers. It will be also determined the attitudes of teachers towards the differences of SEND learners and physical or mentally viable learners. This chapter is important in this research study because it formulates the significance, context and scope of this study. This chapter also summarised the background information and current understanding regarding this topic.

Chapter 2: Literature review

2.0 Introduction

Attitudes and quality of teaching is the prime factor upon which success of such inclusive educational program relies on. Principal desire behind this concept of inclusion program is to keep non-disabled students with disabled students. The concept of special needs education have been nullified because it has been observed that, SEND learners often do not get to experience the typical forms of schooling that able learners' experiences. This chapter provides a brief overview of the entire study that need to be discussed here. All the section described in this chapter helps in understanding the topic from depth.

2.1 Conceptual framework

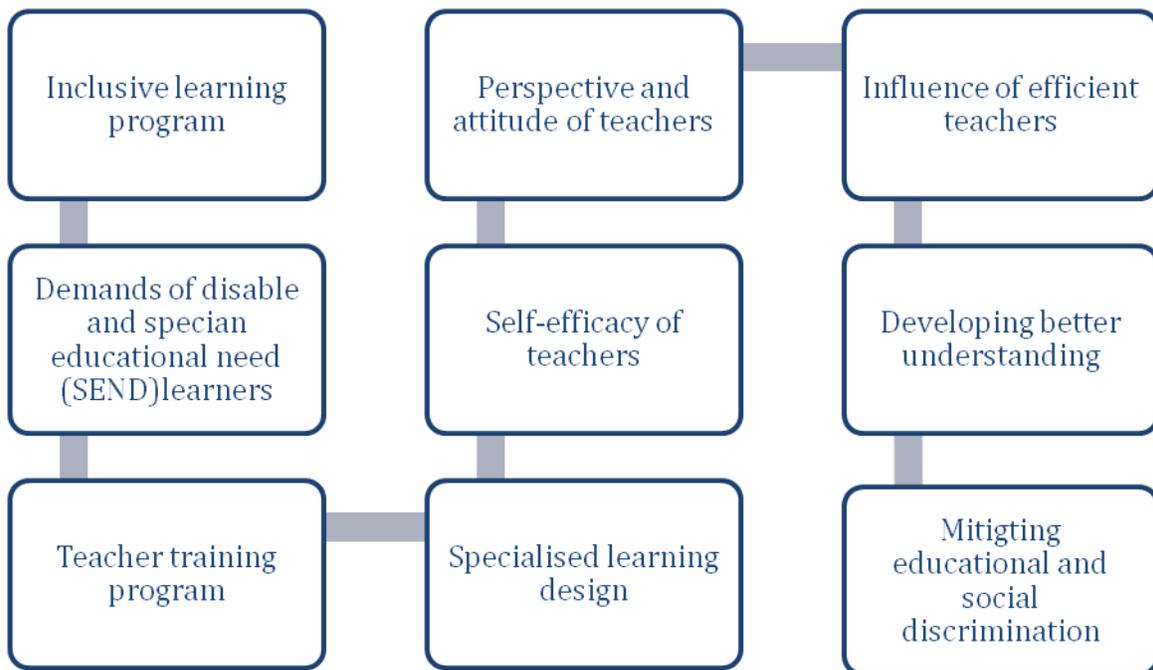


Figure 2.1: Conceptual framework

(Source: Influenced by Kay & Kibble 2016)

2.2 Concepts

2.2.1 Inclusive education

Inclusive education facilitates education for individuals irrespective of gender, age, economic background, and disability. As stated by Katz (2015), Universal Design of Learning helps in making the education for all individuals and supports inclusion. The challenges are overcome with age-appropriate education within same infrastructure, making children with special needs competent in community activities. On the other hand, Kormos & Nijakowska (2017) commented that inclusion requires the least restrictive environment that includes social, physical, emotional, cognitive and academic environment. Nevertheless, students with disabilities can gain general education and develop skills of independent daily living with the aid of inclusive education. The provisions of Right to Education and Education for all have facilitated inclusion. However, teachers are needed to be oriented with skills to facilitate inclusion of all students within same educational environment and provide special education to them.

2.2.2 SEND

Children with special needs are subjected to attend special education to support educational needs and improve skills of daily living activities. As commented by Sharma & Sokal (2016), teachers' efficacy supports CWSN (Children with Special Needs) in reducing difficulties in learning. Special Educational Needs and Disability is categorised with CWSN with the needs to cognition, learning, psychological, emotional and social development. On the other hand, Lai et al. (2016) stated that SEND students are required to be identified with specific disabilities to design learning and intervention programs to support inclusion. SEND categories to include ADHD (Attention Deficit Hyperactivity Disorder), anxiety-depression, Asperger's syndrome, Autism Spectrum Disorder

(ASD), sensory disorder (developmental and processing), language disorder, Tourette syndrome, Down syndrome, and motor dysfunctioning. Nonetheless, Hornby (2015) proposed that inclusive education requires highly efficient teachers to cater to needs of SEND students during lessons and develop programs to address deficiencies and special needs of students. Thus, SEND students are required to be identified and evaluated to become eligible for special and inclusive education.

2.2.3 Self-efficacy

Self-efficacy of teachers refers to the belief of personal ability to guide students for achieving target. Special educators and teachers of inclusive education are required to possess self-efficacy to guide CWSN and SEND students for mainstreaming. According to Schwab et al. (2017), planning for special education and resilience to achieve positive results are chief criteria for teachers with high self-efficacy. Substantive and meaningful education is fundamental to inclusive education. Support from in-service training and implemented activities for professional development builds positive efficacy beliefs. On the other hand, Chao et al. (2016) argued that social persuasion, vicarious and mastery experience, and personal and contextual factors affect the development of self-efficacy beliefs among teachers. Thus, psychological health and effective state are influenced to support positive beliefs and boost confidence. Nonetheless, education in special education and needs to SEND students are required for increasing capabilities of teachers.

2.3 Teacher influences behaviour and attitudes of students in inclusive classroom

Teaching efficiency and pattern influences the attitude and behaviour of students. Moreover, teachers are responsible to orient all students in inclusive classroom to support SEND students. As stated by Sharma & Nuttal (2016), teacher's attitude towards SEND students influences the total inclusion of SEND students as they direct the acceptance and attitude of students towards SEND

students. Moreover, self-efficacy of teachers help in managing students with special needs to partake in-class activities in general lessons. However, Ekins et al. (2016) argued that language lessons can only be facilitated with constructed classroom behaviour and understanding of students' requirements. The approach and behaviour of teachers influence classroom environment and teaching processes that can cater to individual needs and achieve educational targets as scheduled.

Knowledge and abilities to facilitate special education along with general education are obtained through specialised training and knowledge building programs. Moreover, awareness about SEND students and empathy play a critical role in dictating the classroom behaviour and attitude of teachers. In turn, teachers' behaviour supports student orientation through communication and self-correction strategies. As explained by Vaz et al. (2015), teachers' attitudes about disability and inclusion influence students' perception about SEND students. Moreover, sensitivity towards learning, intellectual and behavioural disabilities reduces apprehension about quality education and support educational programs. Therefore, students also get motivated by the positive behaviour and attitude of teacher and support inclusion. On the other hand, Miesera et al. (2019) opined that attitudinal concerns about inclusion are determined by suitable educational practices and positive belief on self-efficacy. Thus, teaching intentions are critical facilitator in promoting positive student attitude and behaviour in inclusive education.

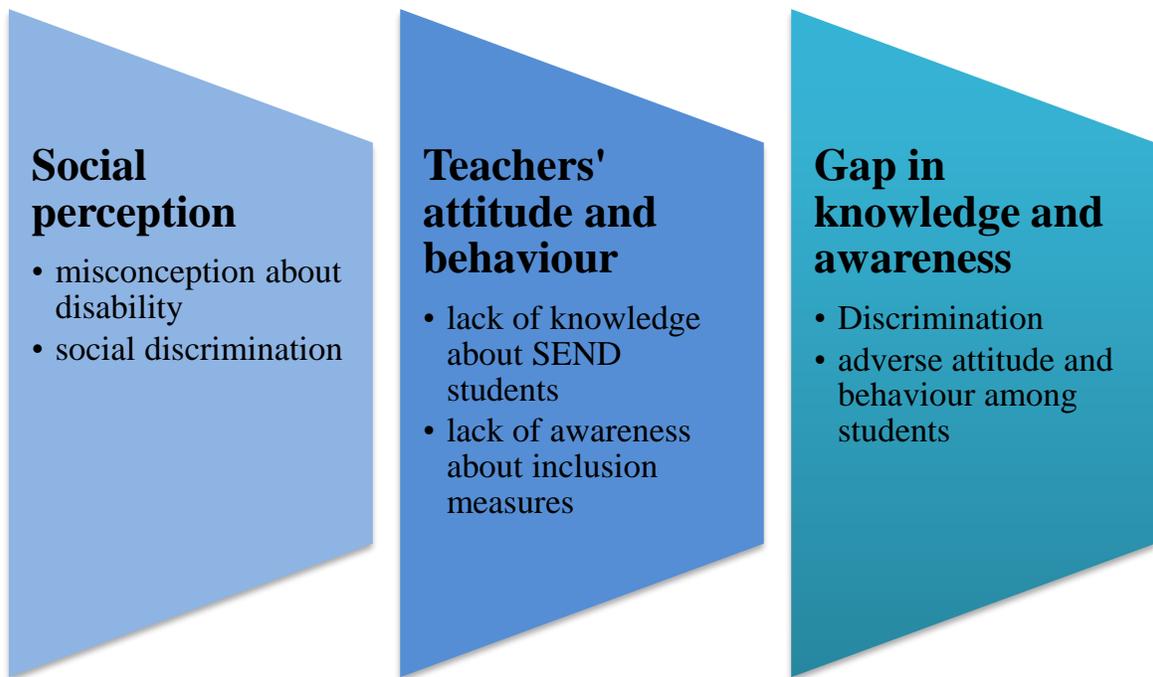


Figure 2.2: Factors affecting behaviour and attitude about inclusive education

(Source: Influenced by Sharma & Sokal, 2016)

During primary education, the self-image, understanding towards the surrounding environment and perception about individualism are developed under the influence of teachers. Classroom activities and participation help in examining teachers' view on educational settings and approach. As described by Sharma & George (2016), this view helps in developing self-efficacy of teachers. With positive belief on efficacy, inclusion is facilitated. However, the negative belief about SEND students and abilities of management of SEND students within a diversified classroom situation impacts the concept of inclusion among students. Therefore, students' behaviour and attitude get adversely influenced by the insufficient understanding of teachers. On the other hand, Shoulders & Krei (2016), educational environment and settings in rural areas are hugely lacking in quality framework. Moreover, awareness is also lacking that leads to negative perception about inclusion.

Superstition and misconceptions about SEND students among teachers and other educational stakeholders hinder the development of inclusive classroom. This contravening understanding affects student behaviour and attitude towards inclusion of SEND students.

Apart from individual understanding, teachers are responsible for building mutual understanding, interaction and positive relationship with SEND students within the inclusive classroom. As stated by Zee & Koomen (2016), academic adjustment, classroom processes and wellbeing of educational stakeholders are influenced by self-efficacy of teachers. Effective classroom activities that call for cooperation among students provide opportunities for teachers to alter and development students' behaviour and attitude to support SEND inclusion. Additionally, teachers create positive relationship by supporting and motivating students to learn cooperatively with positive learning expectations. On contrary, Zee et al. (2016) proposed that teachers' efficacy is required for maintaining student behaviour that supports inclusive education such as collaborative class work, positive student relationships and non-discriminatory participation. The inefficacy of teachers to support positive student interactions can lead to issues such as bullying, non-participation and degrading self-confidence among students.

2.4 Influence of transformative learning in inclusive learning programs

Transformative learning helps in expanding consciousness by transforming basic understanding and self-capacities. Kiely et al. (2015) commented that appreciative assessment and reception of new symbolic contents help in conscious changes in learning. Perspectives and schemes lead to predisposition of existing knowledge and support in reflecting on them with the view of new learning. Transformative learning helps in creating new perception about inclusion and provides

support to measure self-efficacy. Both these factors are essential in inclusion of CWSN in general education system.



Figure 2.3: Transformative learning in inclusive program

(Source: Influenced by Hornby, 2015)

Transformative learning to build teaching skills

Teaching competencies for inclusive education requires professional knowledge, instructional techniques, assessment and behaviour management to support inclusion of SEND students in regular classrooms. As mentioned by Chong & Ong (2016), teachers' efficacy and collective efficacy support inclusion with change in roles and responsibilities among educational stakeholders. Skills of instructional strategies such as multi-level instruction, differentiated instruction and activity-based learning are required as part of teaching competencies to facilitate inclusion. These skills can be developed and honed with transformative learning as they call for

additional knowledge and skills to address the needs of SEND students. On the other hand, Miesera et al. (2019) described those competencies among teachers needs to facilitate cooperative learning. Moreover, peer tutoring and assessment of knowledge level can help in promoting inclusion. Transformative learning helps in increasing the competencies and skills for modifying instructional strategies that are required for cooperative learning in inclusive classroom situation.

Special educators require transformational learning to promote professional development and improve practice for cooperative learning. Moreover, the gradual changes in needs of SEND students require transformation of teaching-learning processes. For instance, the ecological learning approach has supported vocational training and independent living opportunities for SEND students. As stated by Kormos & Nijakowska (2017), inclusive practices are ever-changing with the needs of SEND students and type of disabilities. Thus, transformation of learning can facilitate positive teaching-learning experience for all students. The non-traditional classroom structure requires competency in collaborative opportunities that can be facilitated with transformative learning approaches. In this context, in-service learning opportunities are effective that helps in understanding the social changes and responsibilities for knowledge development.

Transformative learning to facilitate inclusive learning

Transformative learning helps in sustainable development of education by undertaking suitable changes. Moreover, this supports integration of value and perception about sustainable professional and personal life. The effects of transformative learning help in promoting inclusion of SEND students in regular classroom. As commented by Katz (2015), transformative learning sides with Universal Design of Learning and facilitates inclusion. Moreover, this has been facilitated by transformative learning. On the other hand, Schwab et al. (2017) proposed that

transformative learning can only be effective for inclusive education when applied with high self-efficacy of teachers. Changing perception among children driven by special needs can create potentiality towards achievements and classroom inclusion. Intervention of teachers in directing students' beliefs and attitudes towards acceptance to diversity of students can help in making the education truly inclusive.

The changing approaches to education and teaching-learning processes can be promoted with transformative approach. Inclusive education requires an understanding of the changing educational environment. As stated by Sharma & Sokal (2016), self-reported efficacy, attitude and concern of teachers help in promoting the perception of students to ensure inclusive environment within the classroom situation. Therefore, transformative education can construct potential changes in attitude and behaviour for inclusive education. Nonetheless, transformative learning can direct a person to shift the outlook through critical reflection. Likewise, Carrington et al. (2015) commented that transformative learning can increase self-efficacy among teachers to develop new learning programs that encompasses an inclusive educational system. Thus, the ability to address the changing nature of education can help in maintaining the inclusive system of education.

2.5 Development of positive home-school relationship with SEND learners and their parents

Educational stakeholders such as teachers, students, parents and community service providers are facilitators of inclusive education. Inclusive education provides the scope to uphold the right to education and knowledge. Parents are primary advocates to facilitate inclusive education. The partnership between home and school can improve academic performance by modifying and delivering awareness and related concepts. As mentioned by Chao et al. (2016), teachers' efficacy can be identified when he/she become capable of improving home-school relationship to promote

inclusive education. However, the roles of school and administration are undeniably important to facilitate strategies for facilitating the relationship. Nonetheless, parents have responsibilities to advocate for their children with special needs to undergo special education and inclusive learning opportunities.

Strategies for establishing positive home-school relationship

The strategies that can be undertaken for establishing a positive relationship between home that is parents and school are described below:

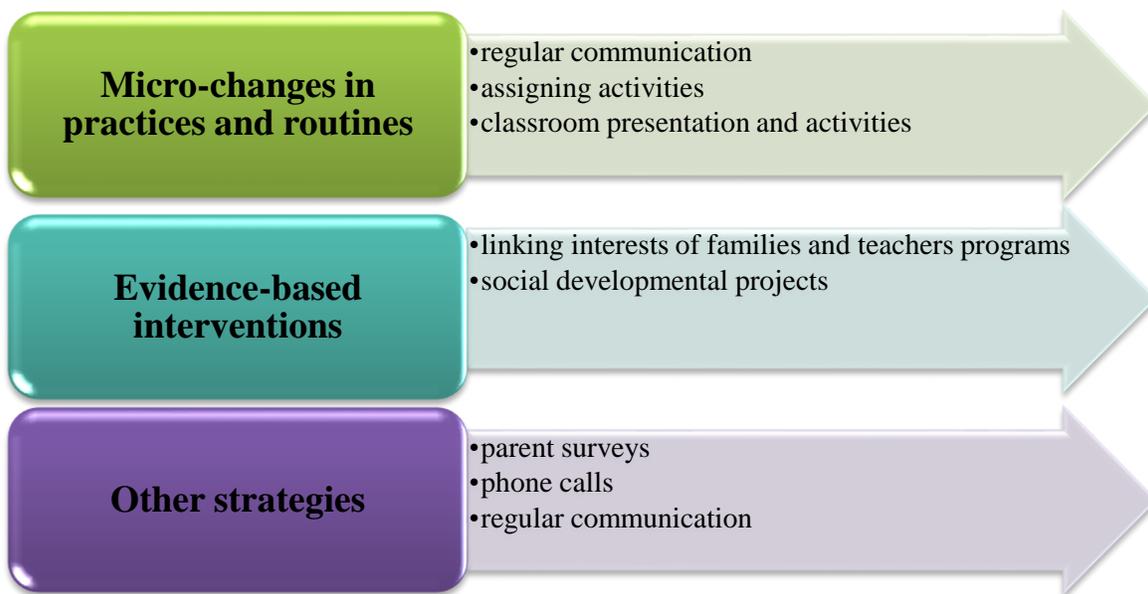


Figure 2.4: Strategies for establishing positive home-school relationship

(Source: K12engagement.unl.edu, 2019)

Micro-changes in practices and routines such as increased communication, involving parents in designing lessons and relaying achievements and shortcomings efficiently can help in improving the trust and relationship between the home and school. As stated by Kiely et al. (2015), the belief

of teachers to address all the needs of CWSN can be strengthened with positive contribution from parents. Thus, changes like parent inclusion in classroom for shadowing, collaboration between classroom and private education progress and completing challenges with proper information can improve the scope of potential inclusion and growth for SEND students. Evidence-based interventions such as conjoint behavioural consultation, linking interests of families and teachers' programs and social developmental projects can promote positive relationships among parents and teachers.

Moreover, these support cooperative learning and positive management of proactive classroom as commented by Zee & Koomen (2016), teachers' efficacy in promoting the positive relationship provide opportunity to maintain inclusive education system and develop strategies that address needs of SEND students in primary education. Other strategies for improving home and teachers' relationship include parent surveys, phone calls and regular communication. These strategies help in transferring information effectively, making the progress acknowledged by both the stakeholders. Moreover, this helps in modifying the early intervention and special education program.

Importance in inclusive education

The positive home-school relationship support inclusion as it helps in understanding the potential of SEND students and their specific needs to design education program. Moreover, the inclusive education system emphasises on mainstreaming of SEND students that can be facilitated with the cooperation from parents. Thus, the inclusive education requires support from home as parental supervision helps in bringing out the potential for SEND students.

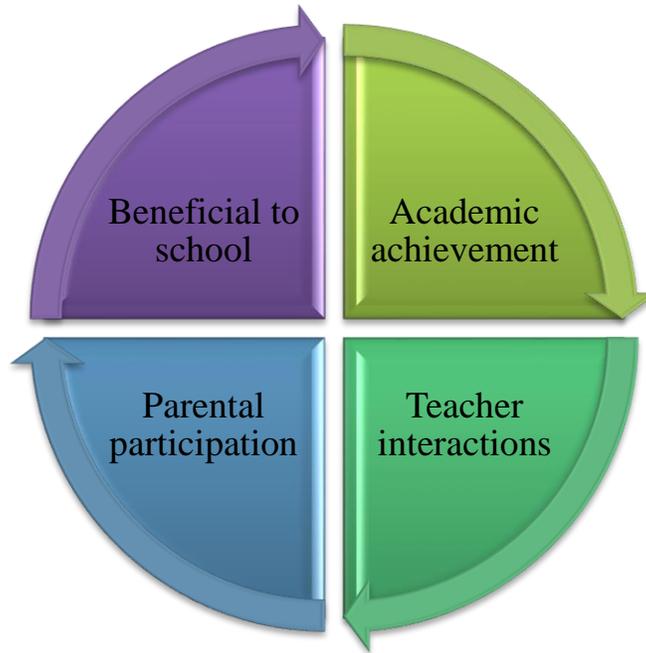


Figure 2.5: Importance of positive home-school relationship

(Source: Influenced by Hornby, 2015)

Academic achievement can be improved with parents' involvement. Ekins et al. (2016) commented that teachers' efficacy can be seen in facilitating higher academic achievement for SEND students in inclusive teaching-learning environments. Moreover, parents promote the growth of the learned knowledge at home, making the education beneficial for students. Moreover, Teacher interactions can help in understanding the students and required improvements for independent living. Parental participation helps in developing specific curricula for the SEND students through relaying of related data for spontaneous knowledge growth. On the other hand, Schwab et al. (2017) proposed that self-efficacy plays a critical role in influencing parents to cooperate with school curricula. Moreover, the partnership is needed to be Beneficial to school involving operations and policies. The participative school activities can help in promoting inclusion of SEND children and teaching-learning outcomes.

2.6 Theoretical framework

2.6.1 Zone of Proximal development theory by Vygotsky (progress)

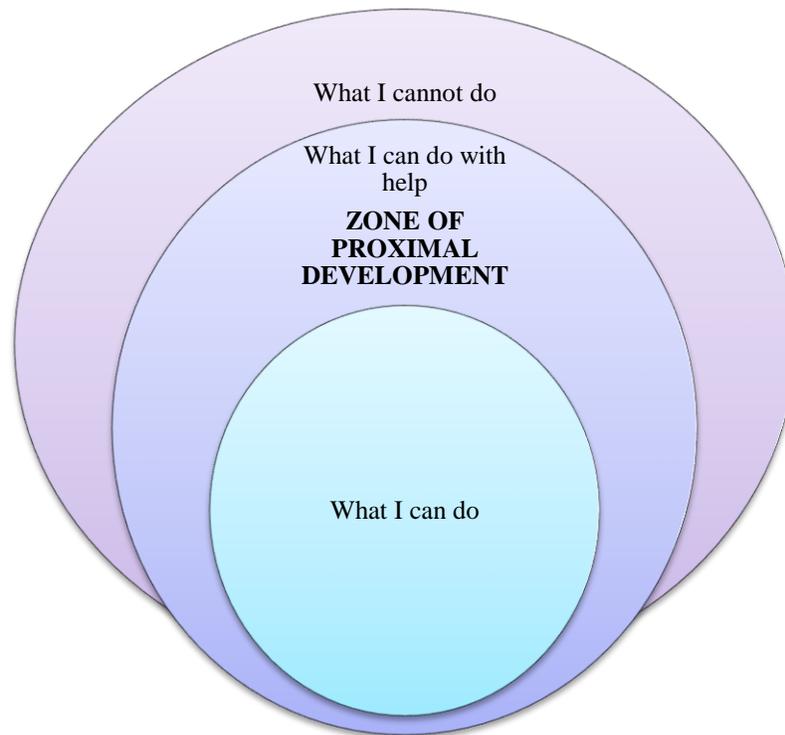


Figure 2.6: Zone of Proximal development theory

(Source: Influenced by Leonardo & Manning, 2017)

The development theory of Vygotsky involves the analysis of learning and its progress. The term Zone of Proximal Development (ZPD) focuses on the understanding of the processes that can be adopted to increase knowledge and learning at a specific level. As stated by Eun (2019), ZPD helps in identifying the problem and determining solution with collaboration to improve educational progress. Thus, inclusive education can be improved with the aid of this concept as they empower students to advance individual learning. Collaboration between peers, educational stakeholders and professionals can increase potential growth for SEND students. Moreover, Leonardo

&Manning (2017) commented that support from competent peers and scaffolding helps in eradicating barriers to education and promote learning. Thus, inclusion of SEND education can be promoted with this concept.

2.6.2 Constructivism and schema theory by Jean Piaget (assessment)

Piaget's theory of constructivism focuses on learning curriculum to instil knowledge, concepts and logical understanding. As viewed by Alanazi (2016), cognitive development is primary to education and SEND students require the development of fundamental concepts such as permanence of objects to pave the path of educational growth. Moreover, teachers are required to address individual outlook to new concepts to support education. This theory focuses on critical thinking to make educational progress. However, Clark (2018) commented that education reform is only effective when alternations of perceptions are accepted with efficiency. Nonetheless, this feature is difficult to achieve for SEND students. The assessment of achievement of students can be easily understood with the application of this theory, as it highlights the learning process. Thus, teachers would effectively assess knowledge level and needs to achieve the target. Hence, teaching efficacy is required to sustain potential changes in the education system and promote inclusion.

2.6.3 Theory of Differentiated instructions (differentiation)

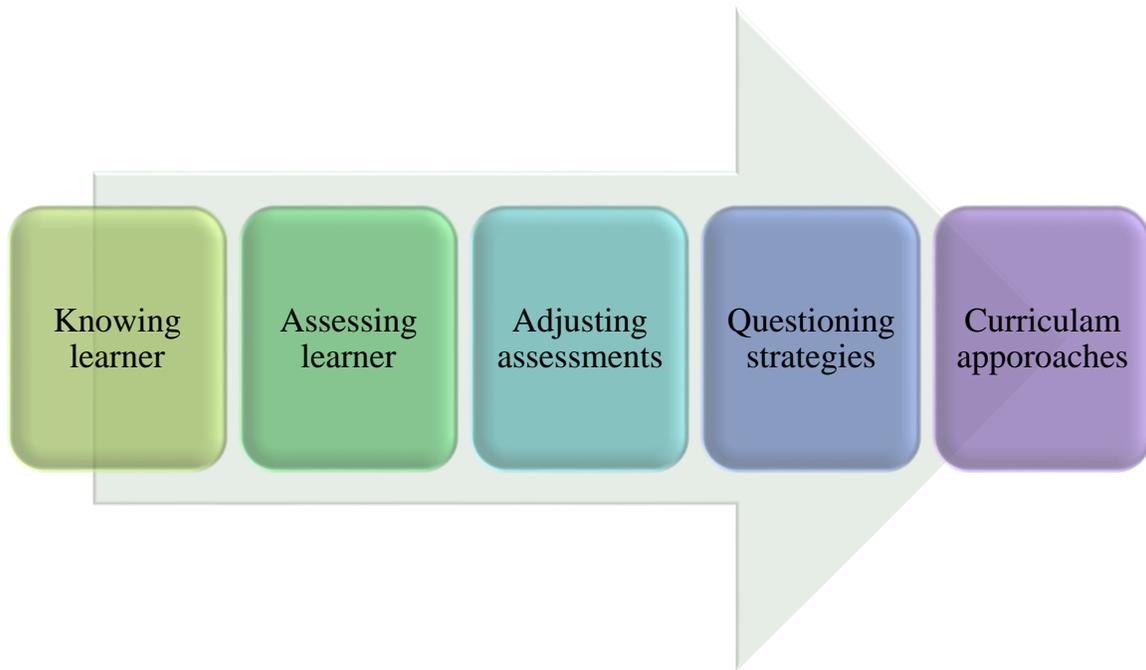


Figure 2.7: Theory of Differentiated instructions

(Source: Influenced by Aftab, 2015)

Differentiated instruction theory is focused on the process of tailoring the instructions to address individual needs. Differentiation in contents, process and learning environment helps in managing the learning and knowledge acquisition by students. Moreover, assessment of the implemented system helps in determining successful approach. As stated by Salleh (2016) learning can be maximised with differentiated instructions as it helps in addressing individual needs. SEND students are different according to their disabilities and their needs to access information become different likewise. This theory focuses on this concept and provides understanding to manage the education processes. Moreover, the inclusion of SEND students can be achieved with differentiated instruction based on learning level and requirements. However, Aftab (2015) highlighted the required efficacy of teachers to achieve differentiated learning approaches in an

inclusive setting. The teachers are required to possess clear understanding of needs and assimilate all the requirements to devise an encompassing strategy. Thus, this can facilitate inclusion of SEND.

2.7 Factors affecting self-efficacy of teachers in conducting the inclusive lessons

One of the vital and stable indicators of teacher motivation can be identified as self-efficacy of teacher. Except self-efficacy, there are other factors which are responsible for establishing successful inclusive education (Kay & Kibble 2016). They are success of students in the academic and psychological and physical wellbeing. Receptivity to new and innovative strategies can be also added as measuring criteria of self-efficacy of teachers. In an inclusive classroom educational challenges and hurdles will be equal for both normal learners and SEND learners. In case of challenging educational tasks, teacher with potentially high self-efficacy can motivate each type of learners and maintain confidence. Additionally, they can create challenging goals as per capacity of students. Efficient teachers can educate students to maintain negative feelings and stressors as well. Teachers with enhanced efficacy do not discriminate between able and disabled learners and provide required attention to each. As opined by Schonert-Reichl & Roeser (2016), teachers not only provide great enthusiasm to SEND learners to accomplish their educational tasks, but also educate able learners to help disabled learners so that they can perform their tasks better. In this way, teachers can create an inspiring classroom by realising them the meaning of sharing work. Efficacy of school teachers are vividly expressed in terms of the educational life of students, providing increased motivation, ease, strong self-direction and self-esteem. They must motivate them in beholding positive attitude not only towards school but also their life. Teachers are responsible for educating all types of students for managing school transition. On the basis of self-efficacy of teachers, level of involvement of students is confirmed. Good teachers can aid in

promoting sense of efficacy in students as well. In addition to that, teachers can make the, educate how to handle and tackle educational difficulties and difficulties regarding daily life. In reference to the opinion of Hornby (2015), there is a distinct relation between attitude toward inclusion and self-efficacy of teachers. Teachers require enriched and expanded professional development opportunities to perform reform activities in teaching strategies. In comparison to less efficient teachers, highly efficient teachers implement great innovation in an inclusive classroom.

They are also trained to use adequate teaching methods through which both types of students can understand similar topic and perform similar activities. In this reflective way of teaching, autonomy of students can be encouraged and custodial control can be reduced (Kay & Kibble 2016). Teachers with much efficacy are able to manage difficult issues in the classroom and can make them engaged in tasks. In this way, the actual increase in cognition can be understood. Inefficient teachers take inclusive educational challenges as burden and tend to fail in providing success to this venture. Cognitive tests can be implemented for both SEND and regular learners to compare initial cognitive outcomes (Blazar & Kraft 2017). On the other hand, efficient teachers take this as an opportunity to improve the educational knowledge and critical life challenges of pupils better. In cumulative terms, self-efficacy of able teachers is utmost important to regulate academic achievements of students and social functioning as well. School is the primary stage where pupil develops their spectre of ideas and concepts regarding social beliefs, norms and attitudes.

Belonging to an inclusive classroom with support from efficient teachers can change typical and stereotypical attitudes towards disabled or challenged person of a society. In order to establish such reformed activities, it is essential for teachers to learn the appropriate learning techniques prior to their service so that they can deliver better teaching to their students. The main point of

concern is this point is finding the efficient process and strategy through which inclusive education can be implemented in a general classroom. Another great challenge in this case is to make parents realise the benefits of having an inclusive classroom (Blazar & Kraft 2017). There are several parents who possess an assumption that learning with SEND learners will make their children compromise their education and learning process. Teachers with great sense of efficacy can make them convinced that inclusive classroom not only provides upgraded education but also reform social norms and traditional beliefs.

2.8 Importance of teacher training program for educating SEND learners in general school of education

Modification of general classrooms into inclusive one is considered as formal activity and the most important role played in this reformation is teachers. Teachers must be self-sufficient and act as a model by going through a professional development and training programmes. Such training programmes tend to transform teachers into apt educators. These qualities enable them to generate tailored and relevant course instructions structured for inclusive classrooms. In a research by Navarro et al. (2016) showed that participation of teachers in a well-designed training and development program has enhanced level of achievement in students by almost 21% (Navarro et al. 2016). In order to cope with inclusive learning program, both pre-service and in-service learning programmes are available. The concept of inclusive educational program comes from an idea of providing equal opportunities and learning environment for all students irrespective of their physical or mental disabilities so that their best potentiality can be attained. Inclusive education also refers to young people and all learners without or with appropriate support services network (Noesgaard & Ørngreen 2015).

Thinkers suggest that the students are not responsible for their inability to learn. Teaching techniques and school management policies need to be redefined to educate children with special needs. In order to establish a successful inclusion program appropriate support and resources from teachers is mandatory. Inclusive program is designed only to assist disabled learners but also to support students with diverse gender, culture, age, language and ability as well (Noesgaard & Ørngreen 2015). The concept has been well supported in the philosophical and psychological level. Mostly dilemma in these inclusive class settings comes from teachers' attitudes and perceptions. There are very few teachers who are ready to take responsibility for generating such a school which can support education to all kinds of students. There is more hesitation in some group of teachers in creating such an educational environment where SEND students can feel that they are actually an equal part of that program (Hornby 2015). Teachers need to play a major role by providing active participation, promoting learning and education and diminishing under achievement of those students who feel difficult to learn. The solution to these problems can be identified as redefinition of identities, responsibilities and roles of teachers. Active modification and transformation is needed in the beliefs, attitudes, knowledge and skills of existing and new teachers.

The idea of creating inclusive educational settings will remain elusive without proper support from quality teachers and school management. In a pre-service teacher training process, knowledge and skills must be transferred regarding skills and fundamental knowledge of inclusive education. They should be given proper training regarding pedagogical skills and special needs of students. The differences in activities must be recognised by teachers in training programmes so that they can be prepared to handle those issues. Schonert-Reichl & Roeser (2016) state training programmes are not essentially barricaded into the pre-service period. However, these protocols can be extended

up to service period for rejuvenation of teaching techniques. Teachers are provided training to provide child centred education so that they can generate individual child based educational solutions. Acquisition of such knowledge helps in eliminating discrimination and prejudice among children. It also aids in enhancing learning outcomes by adhering to participative and collaborative techniques.

2.9 Pre-service perceptions of teachers' towards teaching in an inclusive learning setting

Teachers are considered to be responsible for meeting requirements of gradually increasing diverse learners. In order to establish the concept of inclusive teaching, teachers from their nascent stage of training must adhere positive thinking towards these settings (Schunk & DiBenedetto, 2016). Pre-teaching training programmes must be designed in such a way that it influences teachers to think progressively regarding inclusive teaching settings. Policies of several nations such as the United Kingdom and the United States have reflected on growth and development of significant inclusive policy in an educational program. As mentioned in the UNESCO 1994, the proposal made in the Salamanca statement is the basic foundation of inclusive education principles. It is also based on convention regarding rights of PWD (Person with disabilities) (Lendrum et al. 2015). On the basis of inclusive learning design concepts, the need for quality inclusive education has been highlighted in major nations. As mentioned in the social constructivist theory, attitudes and perceptions of teachers are framed upon personal characteristics such as predispositions, gender and cultural background. Formation of attitude in teachers rely on more than one crucial factors such as previous educational backgrounds, self-efficacy and diverse requirements as well. Hence, it can be depicted that attitude is responsive to socio-cultural and environmental factors and context dependant. Teachers' therefore require specific education and training prior to their service so that

they form a positive and progressive attitude in these transformative learning. Such learning programmes of teachers build better understanding and knowledge (Schunk & DiBenedetto 2016).

Transformation in thinking can be infused in teachers by making them realise that capacity of learners are not fixed. They should be provided adequate knowledge regarding how they can influence students to broaden their spectra of knowledge. International literature based on teachers' education revealed that beliefs and attitudes of service teachers' remain relatively static at the time teacher preparation. The literature also entails that successful incorporation of inclusive teaching practices can only be accomplished by modifying attitudes of teachers (Schunk & DiBenedetto 2016). As per the comments by Lendrum et al. (2015), there are three major variables that have the potential to affect teachers' beliefs and attitudes. They are environment related factors, teacher related factors and child related factors. Child related factors arise from exposure of diverse learning requirements to either SEND students or normal. Now days, teachers' training programmes are more leaning towards inclusion criteria for specialised disability categories. Widen epistemological beliefs of teachers might influence their perception regarding disability and ability. As per the intensity or severity of disability, attitudes of different teachers tend to vary. Studies by Lendrum et al. (2015), found that in service teachers often took pity on mild disabilities of students but they feel more hesitated in major disabilities. One of the research synthesis revealed that about 65% of teachers tend to support implementation of inclusion but the number varies with different intensity of disabilities.

Socio-cultural practices, values, beliefs and even personal experiences help in influencing teachers' attitudes. Several studies also claim that demographic characters can be also responsible for generating teachers' attitude. Another study by Lendrum et al. (2015), demonstrated that experience and older age can be considered as a predictor for providing support to talented and

gifted learners and their education. On contrary to that study by Navarro et al. (2016), showed that much younger teachers show positive thinking and attitude towards student inclusion from diverse categories. Several pre-service teachers' training put stress over longitudinal behavioural and attitudinal modification across inclusive educational unit. Therefore, teachers generate refined beliefs and attitudes towards inclusion program and their education.

2.10 Generation of teachers' Competences for structuring Inclusive Learning Experiences

Inclusive education system is considered as a major challenge and currently in focus of all educational programs across the globe. This program ensures that students with varied preferences and requirements can avail similar opportunities in accessing experiences, service and learning resources in general. Hence, this kind of educational program can minimise inequalities and enhance competencies of teachers as well as students irrespective of their preferences and needs (Beneke et al. 2019). It will ultimately generate increased productivity and innovation and for long term, there is a possibility of having economic viability. CAST (Centre for applied specialised technology) has provided UDL (Universal learning design) which is a universal framework for planning lessons. UDL helps educators to generate such lesson planning that is inclusive for varied range of learners. Diverse needs of SEND and normal learners can be mitigated by adhering to UDL that involves proactive implementation of educational concepts, design, technology and pedagogical knowledge. There is also mention of three significant principles through which teachers can overcome barriers of inclusive classroom (Carrington et al. 2015). They are engagement, representation and expression and action. CAST also mentioned a competence framework exclusively for inclusive teachers named CFIT. It depicts the essential competencies required for inclusive teachers. This proposal is named as TE4I (Teacher education for inclusion).

The core values that have been mentioned are to value diversity of learners. In this case, differences in learners are termed as assets and source to education (Noesgaard & Ørngreen 2015). Another value is regarding supporting all the learners and teachers must expect similar achievements from all the learners. The third value depicts that teamwork and collaboration are important approaches for every inclusive teachers. Teachers can extend their hands to make wider school partnership along with other educational organisation, community organisation and other schools (Hornby 2015). Personal professional development is the final core value that entails that teaching can be considered as a learning activity. Inclusive teachers can evaluate their own performances and work and update educating strategies and methods. Service development opportunities in teachers can be also improved by understanding the strategies of time management. Teachers must take responsibility so that they can be involved in lifelong learning process.

It is helpful in enhancing professional skills and thus they can be upgraded about the ongoing change in the educational program. Teachers are responsible for maintaining such important competencies in order to make the inclusive program successful. As per the concept of Oxford (2016), teachers can also prepare personal development plan for evaluating their own skills and capabilities to manage challenges existing in inclusive educational settings. In addition to that peer teaching and learning facilities not only helps in better understanding but also aids in the growth of learning abilities. This educational framework and competencies are designed in such a way that they can address differences of age, gender, culture, language, ability or other kinds of human differences (González-Gómez et al. 2016). The aforementioned curricula and competencies are mostly effective and efficient in an inclusive learning design. Teachers need to deliver a systematic training program so that they can acquire all these knowledge and successfully implement that in the actual field of education.

2.11 Literature gap

The above literature review section described all the aspects of teachers' perceptions and attitudes towards inclusion program. In spite of that there are some factors that are yet untouched such as students' attitude toward inclusion program. The cons and pros of such inclusion program are also not discussed yet. Shaffer & Thomas-Brown (2015) comment negligible data on student attitude towards the learning experience and their SEND classmates also act as a prominent gap. The study does not entail opinion and perspective of parents of SEND learners and able learners in this case. Parents from different physiological and cultural background may have differential issues that should be addressed in future studies (Kay & Kibble 2016). This study also lacks discussion on factors that change teachers' perception towards providing quality education to SEND learners. Additional and detailed study is required to understand the motive behind incorporating inclusion program in countries around the globe (Blazar & Kraft 2017). There is a requirement of rigorous discussion about the success of implementing such programs in minor and major economic countries.

2.12 Summary

This literature review section describes relevant discussions regarding teachers' attitude towards inclusive learning program. It also demonstrates the factors that influence teachers to adhere to such a learning strategy or technique via which both SEND learners and able students can take quality education. In addition to the school management authorities, policies, teachers and their competencies are equally responsible behind the success of inclusive learning program. From this literature review section, the research study gets its adequate resources based on which the rest of

the study can be mediated. In spite of literature gaps, this literature review section has tried to represent an outline of the research topic.

Chapter 3: Methodology

3.0 Introduction

This chapter has helped the researcher in developing a research framework to support the investigation and research study. The suitable research methodology designed for this study has supported relevant data collection and indicated correct analysis to achieve the research objectives. Theoretical underpinnings, models and concepts discussed in the previous chapter have successfully guided the researcher in developing methodology. For this purpose, the researcher selected specific theories, approaches, and methods to solve research issues.

3.1 Research onion

Research onion helps in guiding the researcher in selecting specific research processes to conduct the research effectively. Moreover, the layers of the onion represent the detailed stages of the research study for effective progression. As stated by Saunders et al. (2015), the research onion supports the development of a suitable framework to point out appropriate strategy, approach and methods to address research questions.

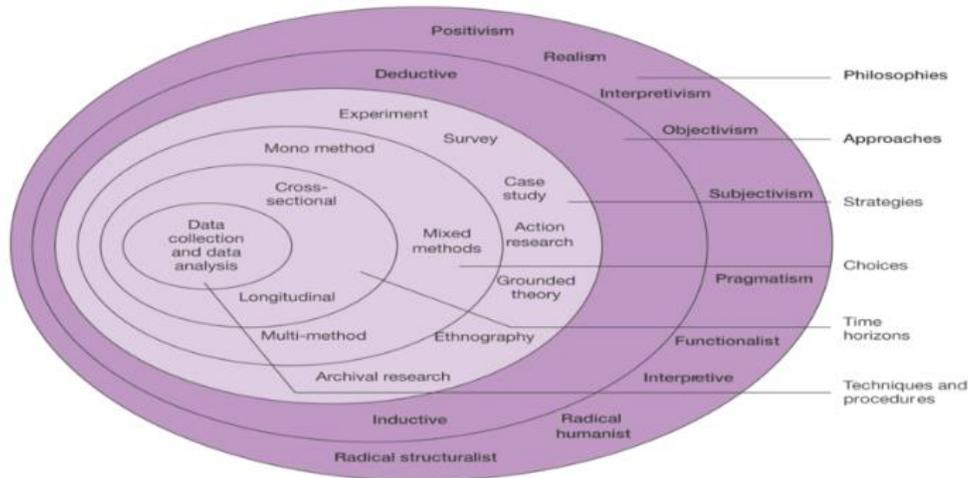


Figure 3.1: Research onion

(Source: Influenced by Saunders et al. 2015)

Progressing through the layers of the onion, the research study evaluated suitable data collection, which can help in authentic and suitable data collection. The illustrated steps of the onion supported in a methodological study about the requirement and existing self-efficacy among teachers to teach SEND students in an inclusive classroom. However, Bell et al. (2018) commented that the arrangement of layers is not suitable as the onion denotes data collection and analysis as the innermost part and selected at the last. The methodology needs to be developed as per research purpose, which can be demonstrated primarily by data collection opportunities. Nonetheless, the gradual progress through theoretical analysis helped the study to develop a strategic framework suitable for research study.

3.2 Research philosophy

Research philosophy provides the belief that directs data collection, analysis and application. Positivism philosophy conducts research with an objective viewpoint and deals with facts. The

logical reasoning of positivism helps in understanding real-life incidents without any biases and alterations. On the other hand, Elliot (1991) commented that interpretivism deals with subjective interpretations to understand real-life facts. During the research process, the researcher expresses specific perception about particular phenomenon while considering interpretivism theory. Moreover, the interpretivism theory focuses on understanding the phenomenon in its natural environment. Moreover, interpretivism helps in pursuing action research that can help in obtaining insights into the research study.

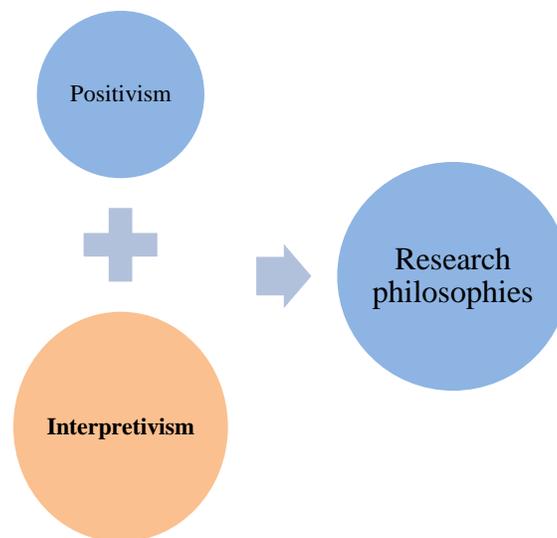


Figure 3.2: Research paradigm

(Source: Influenced by Antwi & Hamza, 2015)

Analysing the two theories of research philosophies, the researcher has opted for interpretivism theory as it is capable of understanding the research issues in its natural environment. Teachers' efficacy can be analysed within the classroom, which is the natural environment. Moreover, the research requires a subjective understanding of the teachers' influence in inclusive classroom for teaching-learning processes involving SEND students. Interpretivism theory addresses these issues

effectively. As opined by Antwi & Hamza (2015), interpretivism focuses on observation for examining research issue. On the other hand, positivism theory only highlights logical reasoning, irrespective of environment. Thus, selection of interpretivism theory is justified to examine teachers' efficacy for teaching-learning processes involving SEND students in inclusive classrooms.

3.3 Research approach

Research approaches can be inductive and deductive, which help in directing the research through data collection, analysis and interpretation. As commented by Tjora (2018), deductive approaches help in data collection through top-bottom approach. Moreover, deductive approach provides scope for generalising information by deducing inferences and examining hypotheses. Theory verification and evaluating propositions are attributes of deductive approach. On the other hand, Rahi (2017) commented that inductive approval helps in creating new concepts, theories, and models based on previous studies from generalised information. Exploring existing information through inductive approach can help in creating new theories.

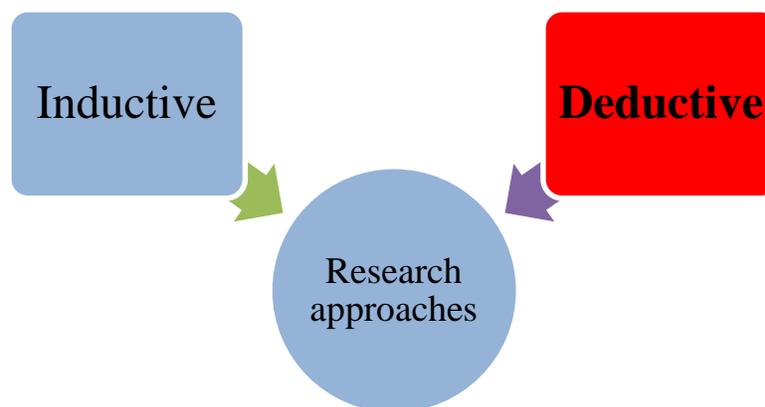


Figure 3.3: Research approaches

(Source: Influenced by Tjora, 2018)

Analysing the two research approaches, the researcher has chosen deductive approach to generalise the research issues and derive solutions. This approach aids in collecting and analysing quantitative data that are essential in developing clear concepts about the research topic (Tjora, 2018). Self-efficacy of teachers is evaluated through statistical means to interpret potential of inclusive education to SEND students. Further, generalised facts about teachers' self-efficacy, teaching-learning process for SEND students and inclusive education can be drawn with the aid of this research design. Theories discussed in the previous chapter can be verified through this approach. Thus, this approach helps in achieving the research objective and is suited for this study.

3.4 Research design

Research design ensures addressing research problem with relevant evidence. Action research, case study, exploratory, explanatory, and descriptive and many more designs can be used for obtaining information to evaluate research issues. As stated by Elliot (1991), action research uses exploratory and interventional strategies for collecting observations and achieving sufficient understanding about that. Moreover, action research focuses on solution-driven and pragmatic research outcomes to enable comprehension of research issues. On the other hand, Creswell & Poth (2017) stated that descriptive design helps in conducting research with focus on statistical analysis. Additionally, exploratory, observational and experimental research designs provide understanding about research problem with a certain control over the phenomenon. However, Morse (2016) commented that a mixed method is a design that focuses on research problem and

involves contextual understanding and intentional research strategies. This applies the strengths of the research processes to obtain required data for analysis and interpretation.

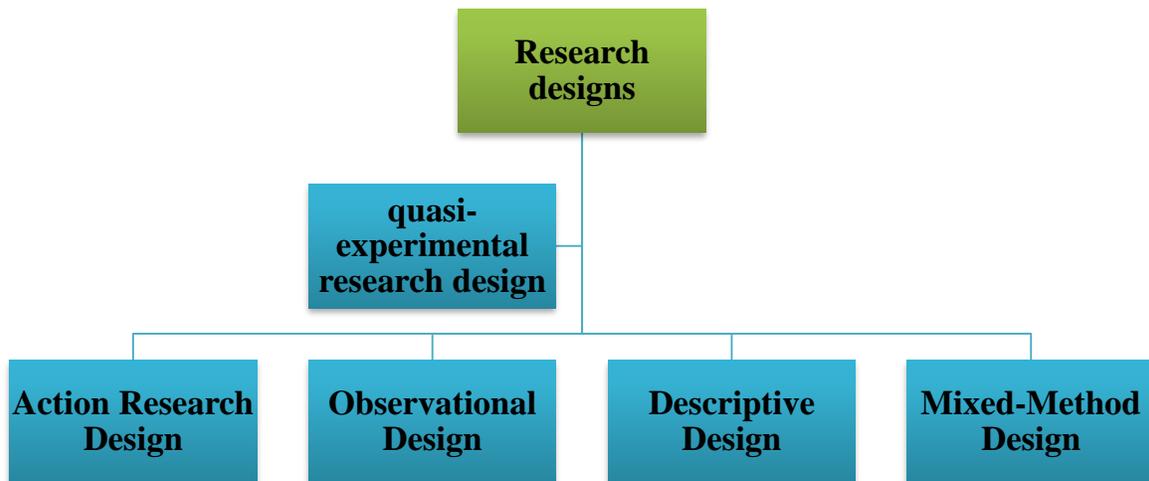


Figure 3.4: Research designs

(Source: Influenced by Morse, 2016)

The researcher has selected mixed approach, also called **quasi-experimental research design** that involves action research, descriptive and observational designs. This supported the researcher in examining teachers' self-efficacy in inclusive classroom. Moreover, the teaching-learning process for SEND students can be analysed with the aid of observation. Therefore, the mixed design served the purpose of addressing each aspect of the research effectively. Moreover, the primary data collection and selection of suitable research strategies can be supported with this design. Hence, the selection of this research design is justified for this study.

3.5 Research strategy

Research strategies help in conducting the investigation with consideration of research purpose. As viewed by Duncan & Fiske (2015), research strategies provide an opportunity for the researcher to collect data on research subject. Research strategies can be survey, experiment, interview, ethnography and case studies. The strategies help in collecting information either statistical or descriptive. Observation can also be considered under research strategies that help in obtaining information focusing on the target population.

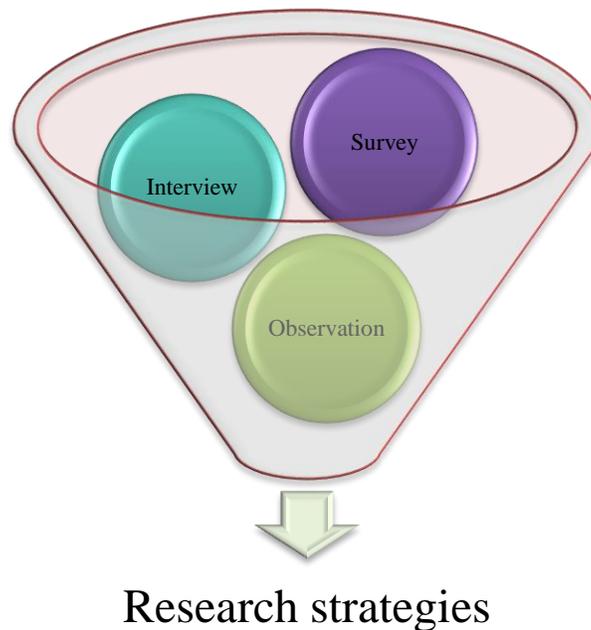


Figure 3.5: Research strategies

(Source: Influenced by Creswell & Creswell, 2017)

Survey is a research strategy that is used for collecting information from respondents belong to a predefined group. Surveys can be conducted through online or offline method and involve a questionnaire that helps in addressing the issue at hand. Moreover, survey helps in primary

quantitative data collection. On the other hand, Bryman (2017) proposed that **interviews** help in obtaining personal opinions of respondents. It can be structured, semi-structured and narrative in nature and helps in obtaining primary qualitative information. **Observation** provides the researcher to understand the performance of research object in natural environment. In this study, the researcher has carried out surveys and observations for total sample group and interview was conducted for experimental sample group. The observations were conducted before and after the inclusion lesson programs. Moreover, the impact of inclusion education lesson program was surveyed for the sample population.

3.6 Research method

Research methods can be primary and secondary. The selection of research methods is based on the purpose of the research. As mentioned by Walliman (2017), research methods help researchers in directing the investigation for suitable data collection and its analysis. Primary research methods use first-hand data that is collected by the researcher during investigation. Apart from this, the secondary research uses existing research results to evaluate and examine research issue. In this study, the researcher has focused on conducting research in primary method. This can help the researcher in obtaining information from own observations and conducted interviews and surveys. Moreover, the primary research data can be evaluated without any bias and represent the research results in the light of truth. Nonetheless, the primary research caters to the modification of the implemented research strategies as per requirement of the study, which cannot be obtained from secondary research.

3.7 Sampling method

Population refers to the total number of individuals that are subjected to the research study, whereas, sample is the subset of population, representing them in the investigation. Sampling methods help in selecting a specific respondents group to proceed with the research study. As stated by Palinkas et al. (2015), sampling can be of two categories such as probability sampling and non-probability sampling. The type of sampling helps to denote the research method and data collection processes. Probability sampling helps in selecting respondents randomly to better represent the whole population. In case of non-probability sampling, the sample is selected with definite purpose in mind.

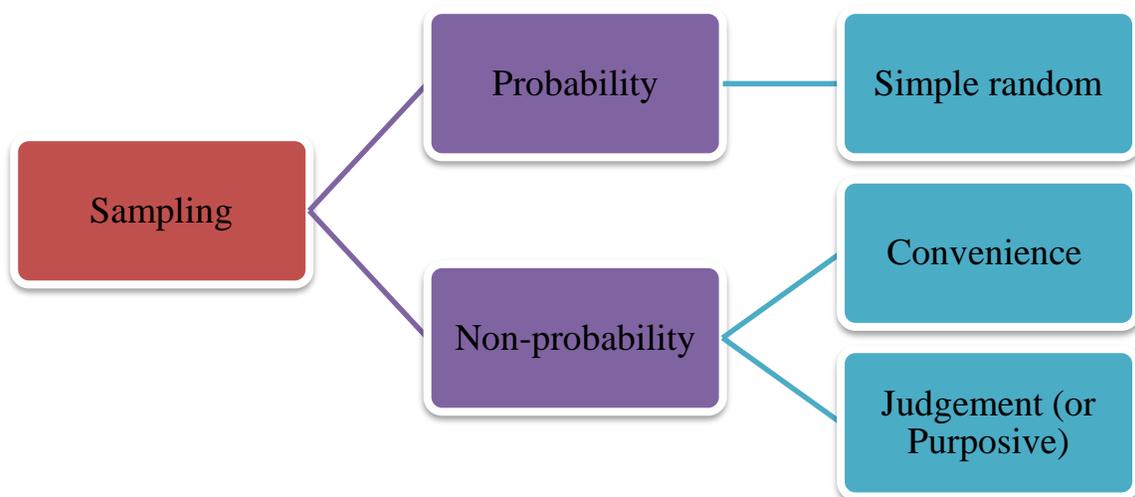


Figure 3.6: Sampling methods

(Source: Influenced by Palinkas et al. 2015)

For achieving the objectives, the researcher has opted for a mixed sampling method. The probability sampling has helped the researcher in gathering primary quantitative data, whereas, non-probability sampling method supported primary qualitative data collection. The researcher

has carried out small scale research with total of 10 sample size. 10 Arabic speaking teachers are selected as sample to examine self-efficacy during the inclusive class teaching involving SEND learners. Among the total sample, 6 teachers are considered as experimental group, whereas, 4 teachers are identified as control group. The researcher approached the sample with convenience structure. The observation has been carried out for total sample, interviews are conducted for experimental group and the survey is conducted for both control and experimental group. The mixed approach in sampling method helped the researcher in obtaining a variety of data to examine the self-efficacy of teachers to conduct inclusive classroom with SEND students in international private primary school.

3.8 Data collection methods and tools

Data collection method can be quantitative or qualitative in nature. The quantitative data refers to statistical information, which is numeric data is collected through this method and presented through tables, graphs and charts. As stated by Bryman (2017), quantitative data collection helps in representing the population in a quantifiable manner, which is easy to interpret and analyse. Quantitative data collection can be done through survey, case studies and such research strategies. Qualitative data collection involves descriptive data that represents the research topic. Qualitative data collection helps in obtaining in-depth information about research topic. Moreover, qualitative data can help in understanding respondents' opinions on research topic without giving any direction. According to Brannen (2017), mixed-method involves both qualitative and quantitative research methods to obtain relevant information on research subject.

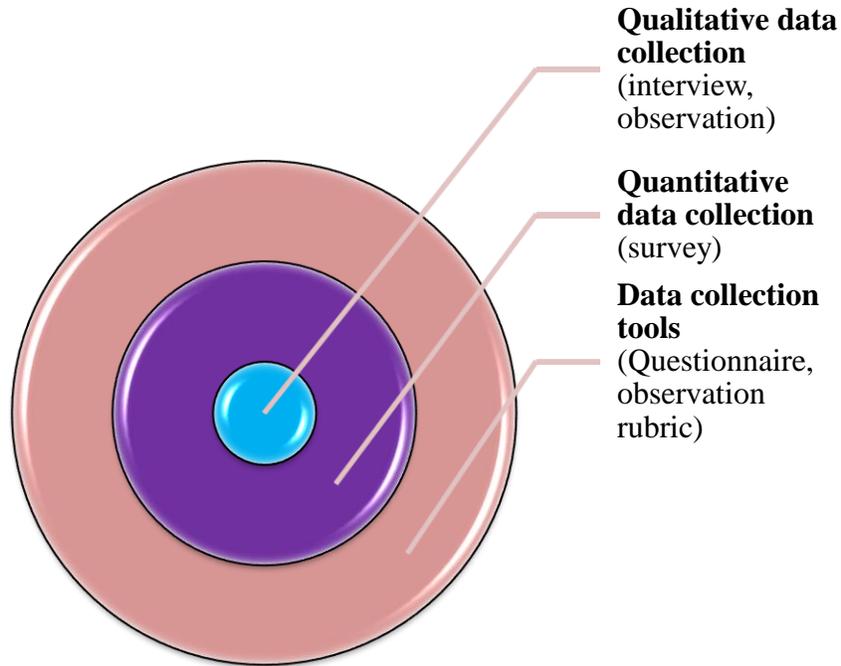


Figure 3.7: Data collection methods and tools

(Source: Brannen, 2017)

For this research study, the researcher has opted for mixed-method, involving both qualitative and quantitative data collection. The qualitative data has been collected from the interviews conducted on 6 teachers of experimental group and observation of 10 teachers. As for the quantitative data collection, the researcher has conducted survey on [monkeysurvey.com](https://www.monkeysurvey.com). The survey, interview, and observation helped in obtaining data related to self-efficacy of teachers during the inclusive lessons, involving SEND students. Additionally, the researcher has used two different data collection tools such as survey questionnaire, interview questionnaire and analytical rubric for observation of inclusive lessons. They helped in obtaining experience and beliefs of efficacy among teachers, conducting teaching-learning processes for SEND learners. These data collection

tools have effectively obtained information of both qualitative and quantitative nature from the target sample to examine self-efficacy among teachers in inclusive education.

3.9 Accessibility, reliability and ethical considerations

The researcher has faced accessibility issues while conducting the interview for the experimental group of teachers. The availability of the teachers was uncertain, which led to a prolonged research study. Moreover, the survey has been conducted online, which requires teachers to have knowledge of internet. This slowed down the process. The survey was conducted in two phases, phase one involved response before inclusion lesson and phase two involved post inclusion lesson responses (Van Wee, 2016). The interview was conducted within a short timeframe, which affected the respondents in airing their opinion on specific issues regarding educational framework, features required for inclusive lesson and such.

The validity of the research has been considered to determine the authenticity and ability to duplicate the research. The general reflection of the research helps in proving research validity. The internal validity is affected by study related issues, whereas, the external validity helps in generalising study findings to larger context (Walliman, 2017). Moreover, it focuses on the unbiased data collection and interpretation of the findings to reflect on research topic. In this study, the framework involved interpretivism, thus, subjective views are considered. This created the risk of biased interpretation of the research. Nonetheless, personal experience is limited and the data is critically analysed for effective interpretation of responses given by participants.

The reliability of the research helps in determining the consistency of the research. As stated by Christensen et al. (2017), research data analysis and interpretation help in determining the reliability and validity of the research. These help in understanding the feasibility, relevance and

consistency of the research. They can be evaluated by statistical data analysis and interpretation. In this research, the researcher has undertaken the quasi-experimental research design, which involved sample size of 10 Arabic speaking teachers. The mixed-method research helped in effectively examining teachers' self-efficacy. This supported that the research is valid and reliable to represent the entire population. Moreover, ANOVA test has been performed to determine the significance of the research.

While carrying out the research study, the researcher has followed necessary privacy policies and ethical considerations. As per Data Protection Act 2019, the researcher has maintained confidentiality of the respondents considered in the study. Moreover, the school name, identification of teachers and students are kept private. Moreover, the data obtained from the research are used only for academic purposes. The respondents were given the liberty to continue with the survey and they were not forced to provide answers to the questionnaire. Moreover, individuality was maintained during the research study, making the responses more authentic. The questionnaire avoided questions that hurt personal feelings and sentiment. Nonetheless, the questions were delivered with mutual understanding and on neutral ground.

3.10 Data analysis

Considering the objectives of the research, the researcher has evaluated the collected data through the above-mentioned research strategies. Moreover, the data collection tools have supported in collecting quantitative and qualitative data. The analysis of the data has been executed with the support from established concepts, theories and models. The quantitative data collected from the survey has been represented statistically with the aid of tables, graphs, and charts. Moreover, the visual presentation of data helped in easy interpretation by the reader as it is convenient and

quantifiable (Walliman, 2017). As for qualitative data collected from observations and interviews, it is analysed descriptively for in-depth study. The statistical data analysis was further carried out by using SPSS statistical software. This analysis also helped in analysing the significance of the study and provided comprehension about reliability of the study. Nonetheless, the feasibility of the study is also analysed in this section. Undertaking all the methods, the research has successfully interpreted the results to examine the efficacy required and present among teachers to conduct an inclusive lesson including SEND learners.

3.11 Timetable

Chapters	Time
Chapter 1: Introduction	10 days
Chapter 2: Literature Review	21 days
Chapter 3: Methodology	10 days
Chapter 4: Findings	21 days
Chapter 5: Discussions	10 days

Chapter 6: Conclusion	10 days
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Table 3.1: Chapter-wise timescale

(Source: Created by author)

⊙	Name	Duration	Start	Finish
☐	Selection of the topic	1 day	3/4/19 8:00 AM	3/4/19 5:00 PM
☐	Collection of data	10 days	3/5/19 8:00 AM	3/18/19 5:00 PM
☐	BACKGROUND RESEARCH	6 days	3/5/19 8:00 AM	3/12/19 5:00 PM
☐	Planning the proper layout	4 days	3/13/19 8:00 AM	3/18/19 5:00 PM
☐	Reviewing literature	21 days	3/19/19 8:00 AM	4/16/19 5:00 PM
☐	Analysing concepts	10 days	3/19/19 8:00 AM	4/1/19 5:00 PM
☐	Discussion about theories	6 days	4/2/19 8:00 AM	4/9/19 5:00 PM
☐	Developing relation between factors	5 days	4/10/19 8:00 AM	4/16/19 5:00 PM
☐	Development of research plan	10 days	4/17/19 8:00 AM	4/30/19 5:00 PM
☐	Selecting research technique	4 days	4/17/19 8:00 AM	4/22/19 5:00 PM
☐	Developing research strategy	3 days	4/23/19 8:00 AM	4/25/19 5:00 PM
☐	Sampling	3 days	4/26/19 8:00 AM	4/30/19 5:00 PM
☐	Gathering Primary data	10 days	5/1/19 8:00 AM	5/14/19 5:00 PM
☐	Conducting interview	4 days	5/1/19 8:00 AM	5/6/19 5:00 PM
☐	Conducting survey	6 days	5/7/19 8:00 AM	5/14/19 5:00 PM
☐	Data analysis	11 days	5/15/19 8:00 AM	5/29/19 5:00 PM
☐	Analysis of qualitative data	6 days	5/15/19 8:00 AM	5/22/19 5:00 PM
☐	Analysis of quantotative data	5 days	5/23/19 8:00 AM	5/29/19 5:00 PM
☐	Interpretation of findings	10 days	5/30/19 8:00 AM	6/12/19 5:00 PM
☐	Alignment with objectives	10 days	5/30/19 8:00 AM	6/12/19 5:00 PM
☐	Conclusion preparation	6 days	6/13/19 8:00 AM	6/20/19 5:00 PM
☐	Drawing recomendations	6 days	6/13/19 8:00 AM	6/20/19 5:00 PM
☐	Project rough overdraft	3 days	6/21/19 8:00 AM	6/25/19 5:00 PM
☐	Final submission	1 day	6/26/19 8:00 AM	6/26/19 5:00 PM

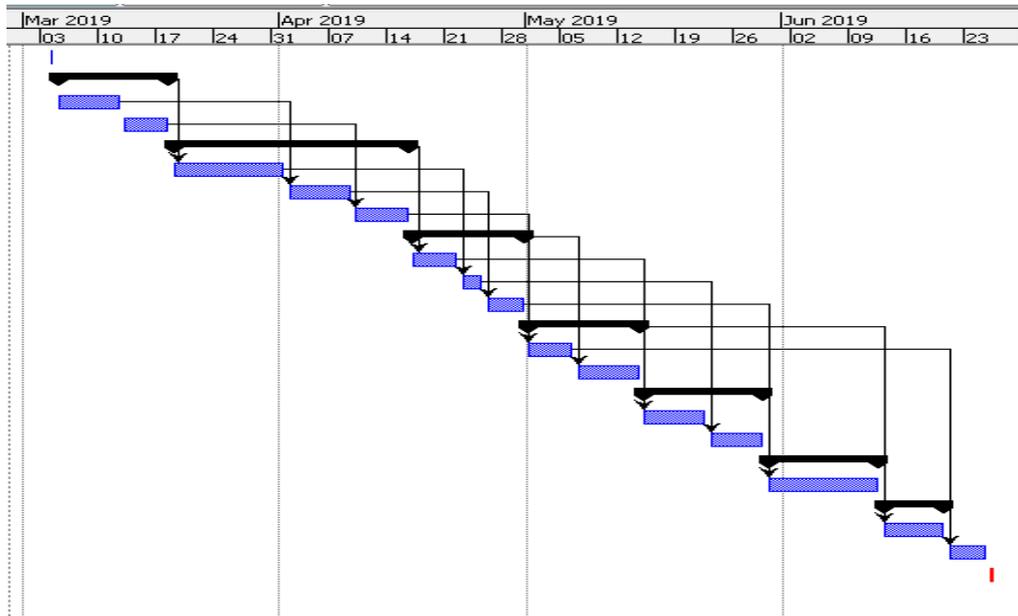


Figure 3.8: Gantt chart

(Source: Created by author)

3.12 Summary

This chapter has clearly defined the path for the researcher to conduct the research investigation. Moreover, the researcher has followed the research onion of Saunders to determine the suitable research methods, strategies and data collection to support the research investigation. Sampling and data collection tools have successfully helped the researcher in obtaining qualitative and quantitative data for examining the self-efficacy of teachers in inclusive education. The researcher carried out an in-depth research study that is primary in nature and provided delinked information on the research subject. The data are analysed with the aid of data, charts, tables and SPSS statistical tools. Moreover, the researcher has maintained ethical considerations while executing the research study.

Chapter 4: Results/Findings and Discussions

4.0 Introduction

The researcher represented the results and data observations collected for, primary research. Moreover, qualitative and quantitative data are represented by applying specific data collection and interpretation techniques. Moreover, the ANOVA analysis has helped in evaluating the reliability of research study. Nonetheless, in this section the researcher has successfully presented and interpreted the research findings with the view of discussed literature review.

4.1 Part A: Quantitative Data Representation (Conducting survey)

4.1.1 Pre-inclusion lesson observation program (control group)

Q1. What year group do you currently teach?

Options	% of responses	Total responses
Foundation stage	0	0
Year 1-3	0	0
Year 3-5	0	0
Year 6	100%	4

Table 4.1: Current teaching year

(Source: Surveymonkey.com, 2019)

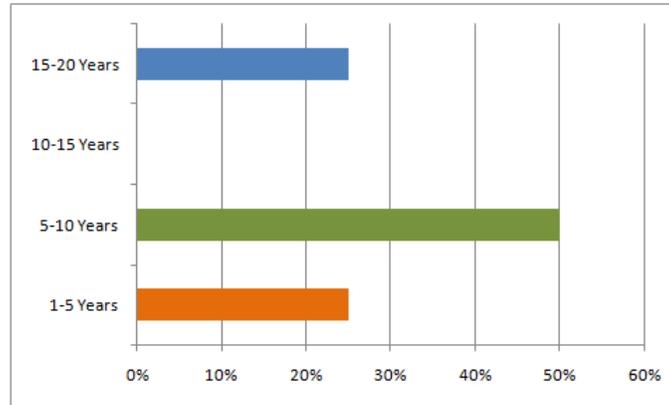


Figure 4.1: Current teaching year

(Source: Surveymonkey.com, 2019)

Q2. How many years of teaching experience do you have?

Options	% of responses	Total responses
1-5 Years	25%	1
5-10 Years	50%	2
10-15 Years	0	0
15-20 Years	25%	1

Table 4.2: Teaching experience

(Source: Surveymonkey.com, 2019)

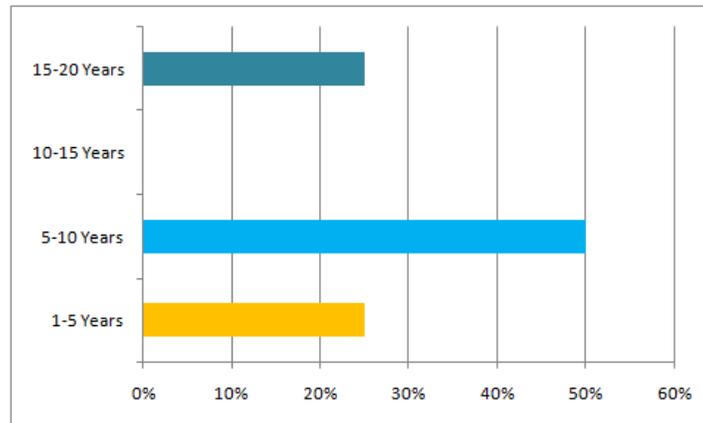


Figure 4.2: Teaching experience

(Source: Surveymonkey.com, 2019)

Q3. How confident are you in your ability to successfully support learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	0	0
Very confident	66.67%	3
Somewhat confident	0	0
Not so confident	33.33%	1
Not at all confident	0	0

Table 4.3: Teacher’s ability to support students

(Source: Surveymonkey.com, 2019)

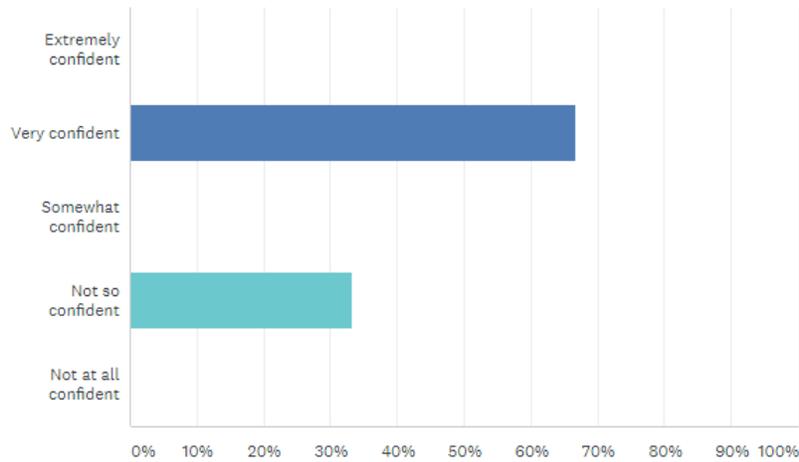


Figure 4.3: Teacher’s ability to support students

(Source: Surveymonkey.com, 2019)

Q4. How confident are you in your ability to successfully writing provision for learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	0	0
Very confident	25%	1
Somewhat confident	75%	3
Not so confident	0	0
Not at all confident	0	0

Table 4.4: Teacher’s ability to write provision

(Source: Surveymonkey.com, 2019)

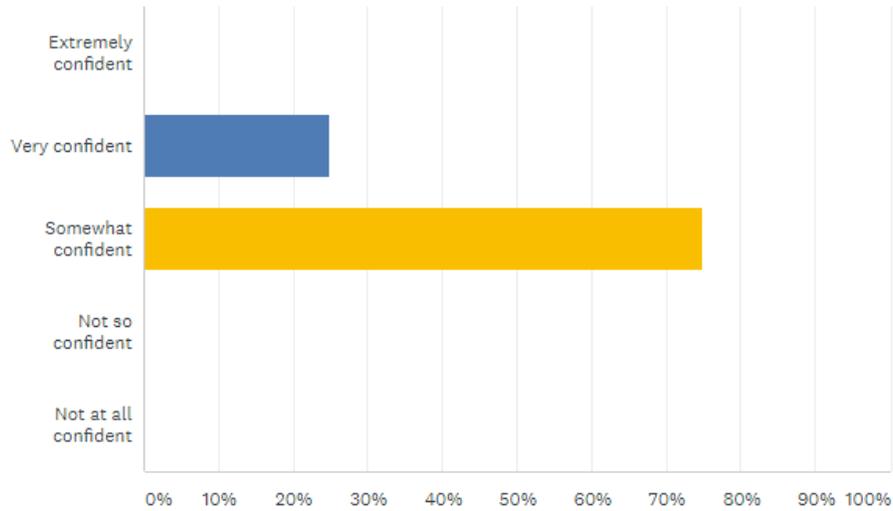


Figure 4.4: Teacher’s ability to write provision

(Source: Surveymonkey.com, 2019)

Q5. How confident are you in your ability to successfully writing assessment for learning for learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	0	0
Very confident	50%	2
Somewhat confident	50%	2
Not so confident	0	0
Not at all confident	0	0

Table 4.5: Teacher’s ability for learning assessment

(Source: Surveymonkey.com, 2019)

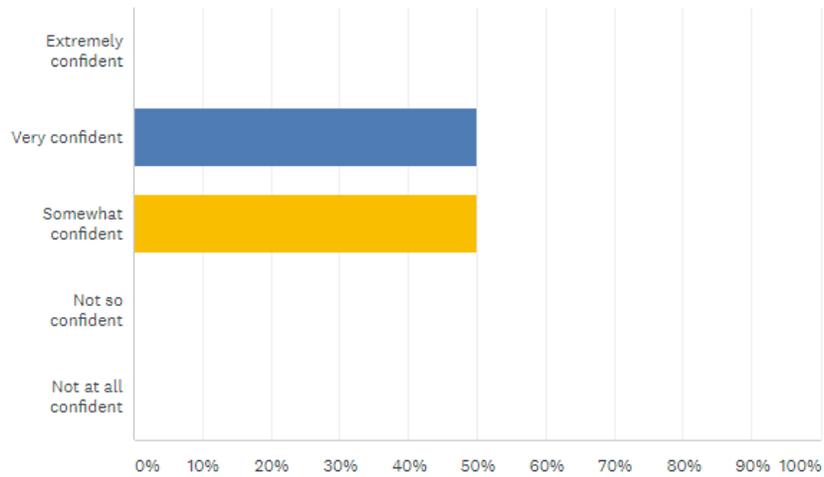


Figure 4.5: Teacher’s ability for learning assessment

(Source: Surveymonkey.com, 2019)

Q6. How confident are you in your ability to successfully measure progress for learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	0	0
Very confident	25%	1
Somewhat confident	50%	2
Not so confident	25%	1
Not at all confident	0	0

Table 4.6: Teacher’s ability to measure progress

(Source: Surveymonkey.com, 2019)

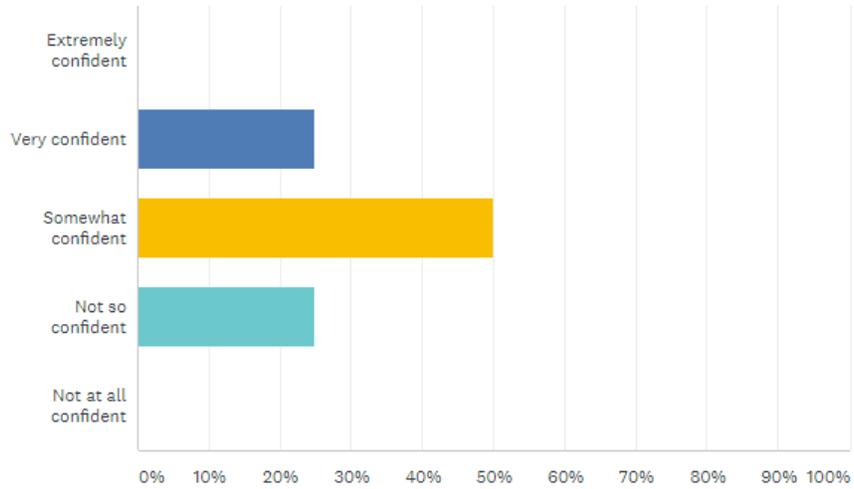


Figure 4.6: Teacher’s ability to measure progress

(Source: Surveymonkey.com, 2019)

4.1.2 Pre-inclusion lesson observation program (experimental group)

Q1. What year group do you currently teach?

Options	% of responses	Total responses
Foundation stage	25%	1
Year 1-3	25%	1
Year 3-5	50%	2
Year 6	0	0

Table 4.8: Current teaching year

(Source: Surveymonkey.com, 2019)

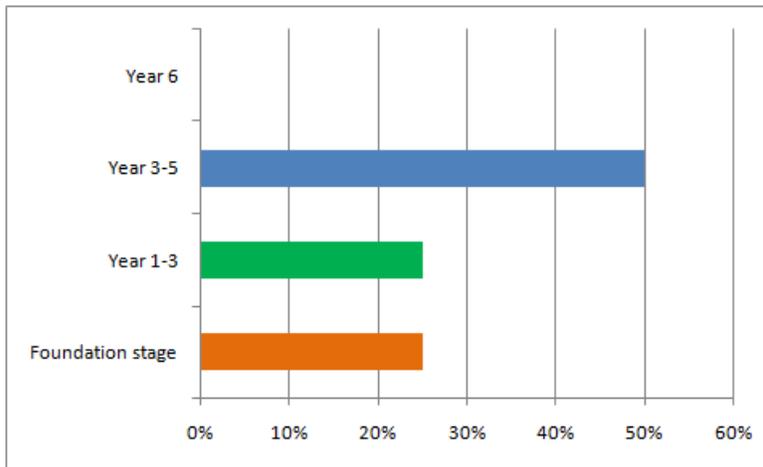


Figure 4.8: Current teaching year

(Source: Surveymonkey.com, 2019)

Q2. How many years of teaching experience do you have?

Options	% of responses	Total responses
1-5 Years	0	0
5-10 Years	25%	1
10-15 Years	25%	1
15-20 Years	50%	2

Table 4.9: Teaching experience

(Source: Surveymonkey.com, 2019)

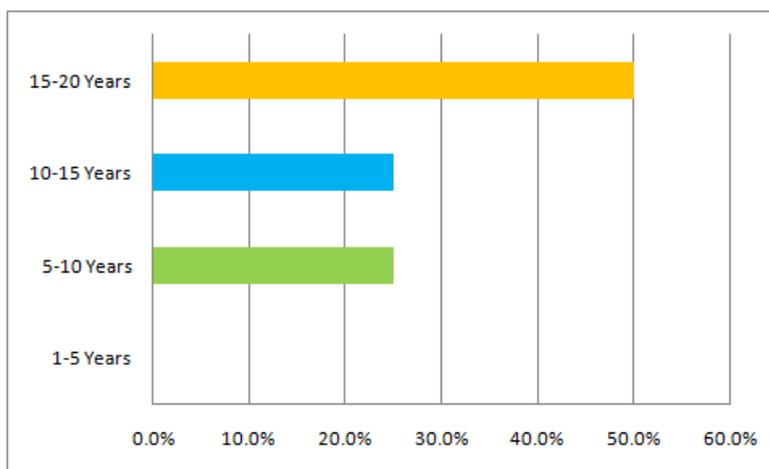


Figure 4.9: Teaching experience

(Source: Surveymonkey.com, 2019)

Q3. How confident are you in your ability to successfully support learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	0	0
Very confident	50%	2
Somewhat confident	25%	1
Not so confident	25%	1
Not at all confident	0	0

Table 4.10: Teacher’s ability to support students

(Source: Surveymonkey.com, 2019)

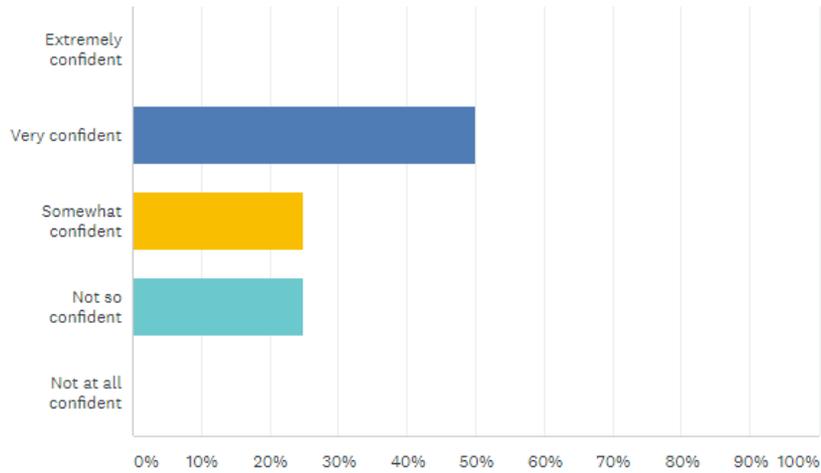


Figure 4.10: Teacher’s ability to support students

(Source: Surveymonkey.com, 2019)

Q4. How confident are you in your ability to successfully writing provision for learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	0	0
Very confident	25%	1
Somewhat confident	75%	3
Not so confident	0	0
Not at all confident	0	0

Table 4.11: Teacher’s ability to write provision

(Source: Surveymonkey.com, 2019)

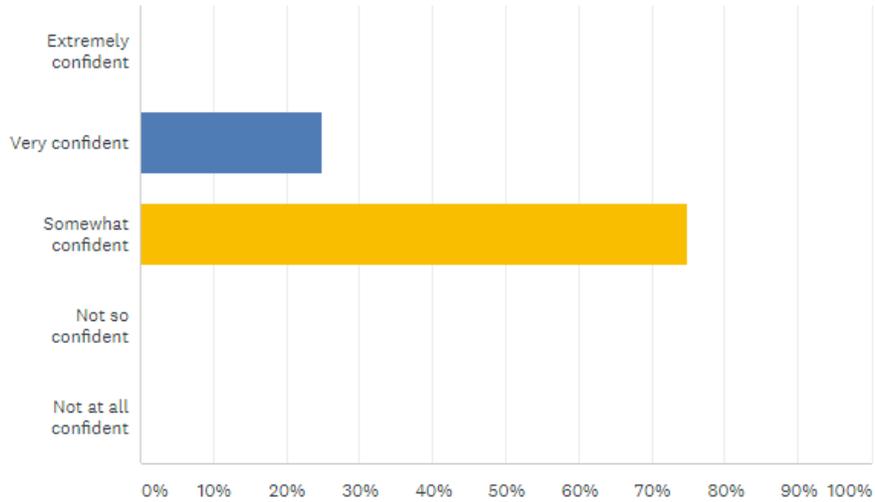


Figure 4.11: Teacher’s ability to write provision

(Source: Surveymonkey.com, 2019)

Q5. How confident are you in your ability to successfully writing assessment for learning for learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	0	0
Very confident	75%	3
Somewhat confident	25%	1
Not so confident	0	0
Not at all confident	0	0

Table 4.12: Teacher’s ability for learning assessment

(Source: Surveymonkey.com, 2019)

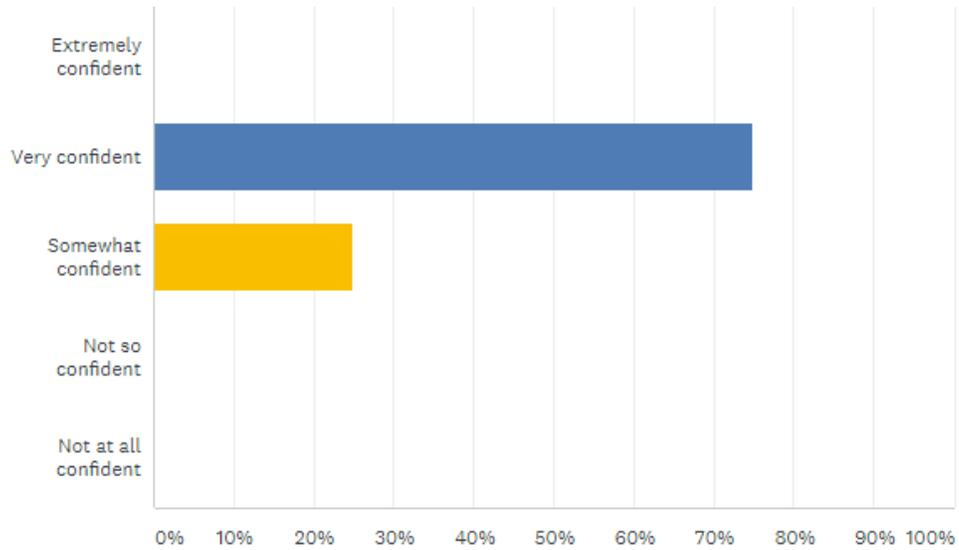


Figure 4.12: Teacher’s ability for learning assessment

(Source: Surveymonkey.com, 2019)

Q6. How confident are you in your ability to successfully measure progress for learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	0	0
Very confident	50%	2
Somewhat confident	50%	2
Not so confident	0	0
Not at all confident	0	0

Table 4.13: Teacher’s ability to measure progress

(Source: Surveymonkey.com, 2019)

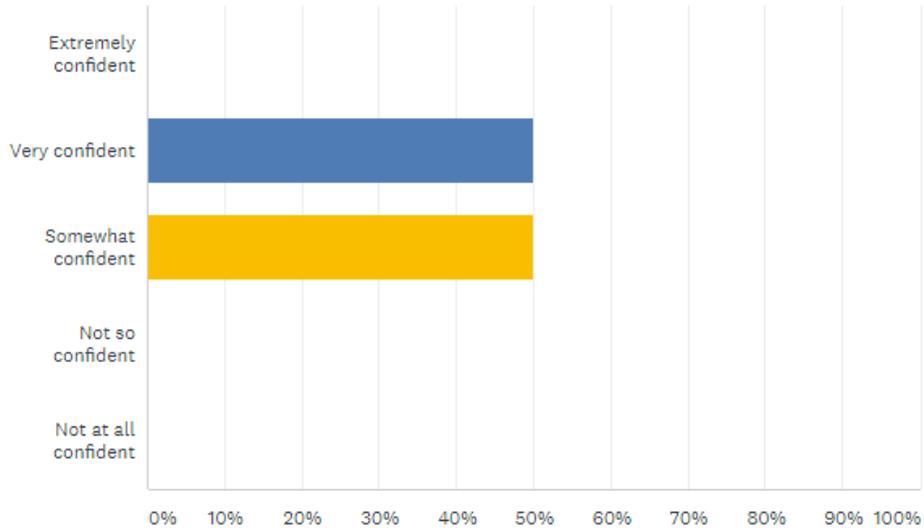


Figure 4.13: Teacher’s ability to measure progress

(Source: Surveymonkey.com, 2019)

4.1.3 Post-observation program (experimental group)

Q1. What year group do you currently teach?

Options	% of responses	Total responses
Foundation stage	0	0
Year 1-3	33.33%	2
Year 3-5	50%	3
Year 6	16.66%	1

Table 4.15: Current teaching year

(Source: Surveymonkey.com, 2019)

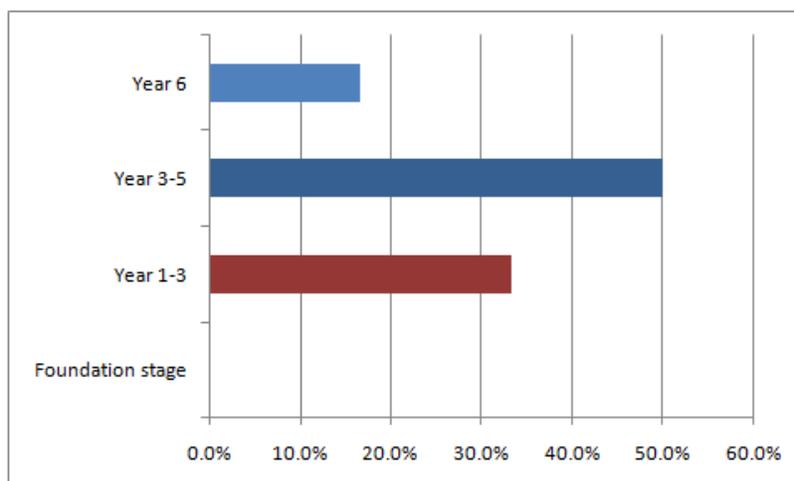


Figure 4.15: Current teaching year

(Source: Surveymonkey.com, 2019)

Q2. How many years of teaching experience do you have?

Options	% of responses	Total responses
1-5 Years	16.66%	1
5-10 Years	66.66%	4
10-15 Years	0	0
15-20 Years	16.66%	1

Table 4.16: Teaching experience

(Source: Surveymonkey.com, 2019)

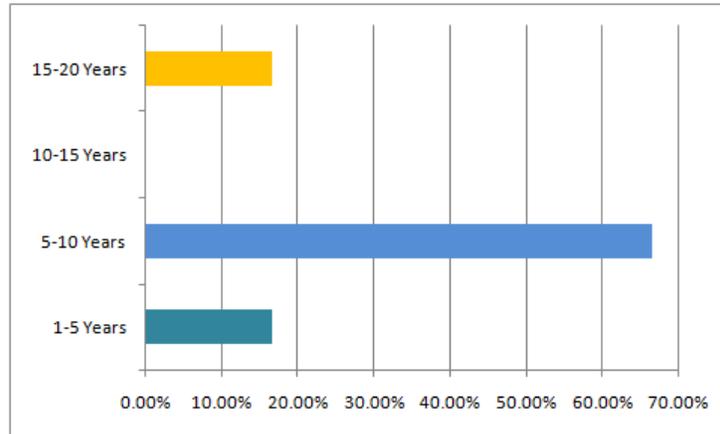


Figure 4.16: Teaching experience

(Source: Surveymonkey.com, 2019)

Q3. How confident are you in your ability to successfully support learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	16.67%	1
Very confident	66.67%	4
Somewhat confident	16.67%	1
Not so confident	0	0
Not at all confident	0	0

Table 4.17: Teacher’s ability to support students

(Source: Surveymonkey.com, 2019)

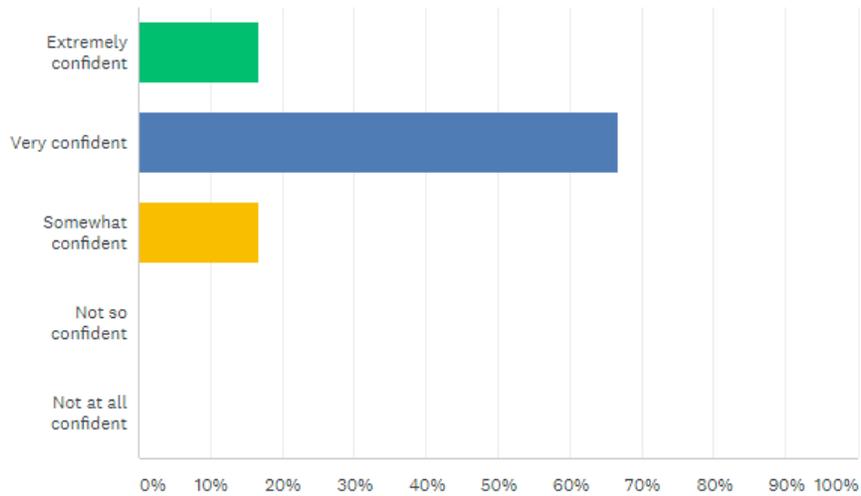


Figure 4.17: Teacher’s ability to support students

(Source: Surveymonkey.com, 2019)

Q4. How confident are you in your ability to successfully writing provision for learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	0	0
Very confident	83.33%	5
Somewhat confident	16.67%	1
Not so confident	0	0
Not at all confident	0	0

Table 4.18: Teacher’s ability to write provision

(Source: Surveymonkey.com, 2019)

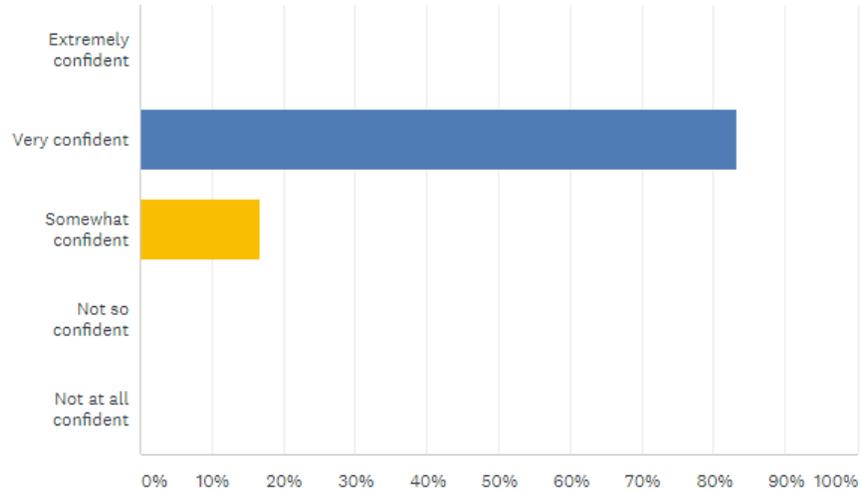


Figure 4.18: Teacher’s ability to write provision

(Source: Surveymonkey.com, 2019)

Q5. How confident are you in your ability to successfully writing assessment for learning for learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	0	0
Very confident	83.33%	5
Somewhat confident	16.67%	1
Not so confident	0	0
Not at all confident	0	0

Table 4.19: Teacher’s ability for learning assessment

(Source: Surveymonkey.com, 2019)

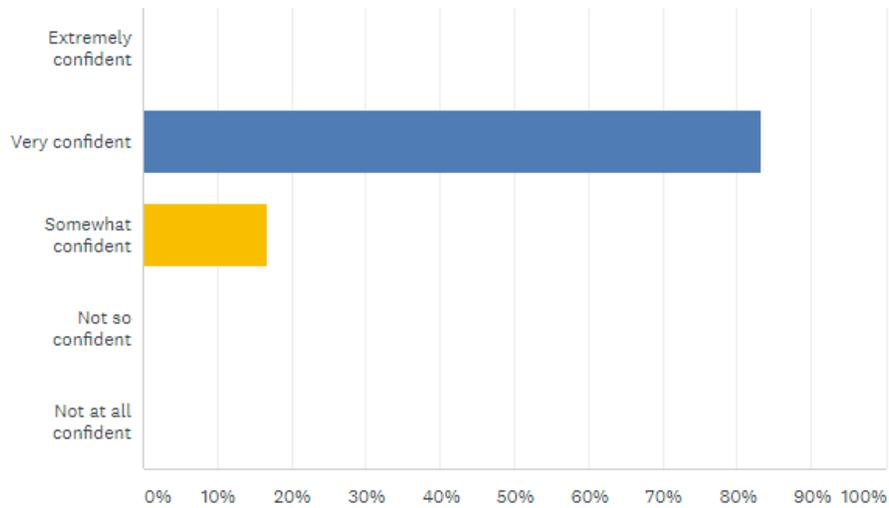


Figure 4.19: Teacher’s ability for learning assessment

(Source: Surveymonkey.com, 2019)

Q6. How confident are you in your ability to successfully measure progress for learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	0	0
Very confident	83.33%	5
Somewhat confident	16.67%	1
Not so confident	0	0
Not at all confident	0	0

Table 4.20: Teacher’s ability to measure progress

(Source: Surveymonkey.com, 2019)

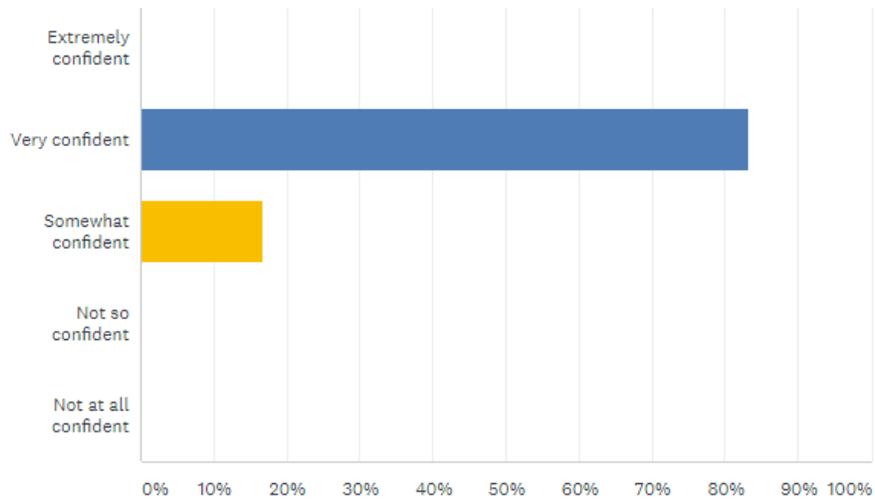


Figure 4.20: Teacher’s ability to measure progress

(Source: Surveymonkey.com, 2019)

Q7. Please rate your level of training on meeting the educational needs of learners with SEND?

Options	% of responses	Total responses
Very satisfied	33.33%	2
Satisfied	66.67%	4
Neither satisfied nor dissatisfied	0	0
Dissatisfied	0	0
Very dissatisfied	0	0

Table 4.21: Teacher’s training level

(Source: Surveymonkey.com, 2019)

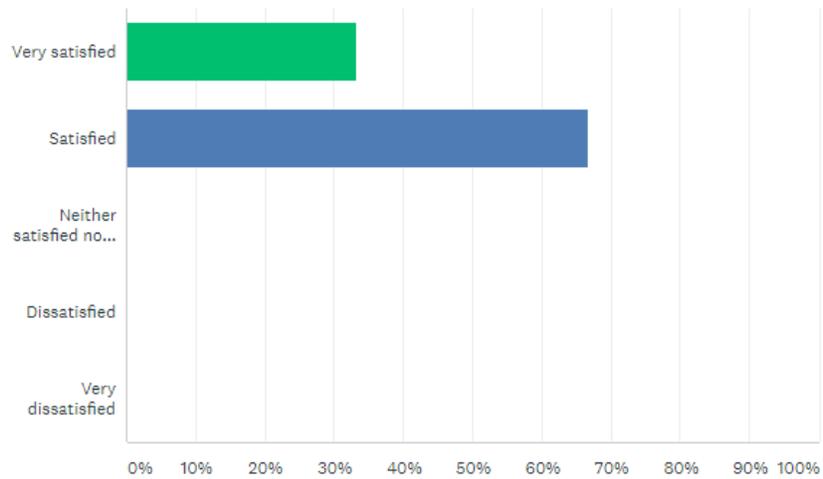


Figure 4.21: Teacher’s training level

(Source: Surveymonkey.com, 2019)

4.1.4 Overall survey

(Out of 10, 9 respondents)

Q1. What year group do you currently teach?

Options	% of responses	Total responses
Foundation stage	11.11%	1
Year 1-3	33.33%	3
Year 3-5	11.11%	1
Year 6	44.44%	4

Table 4.22: Current teaching year

(Source: Surveymonkey.com, 2019)

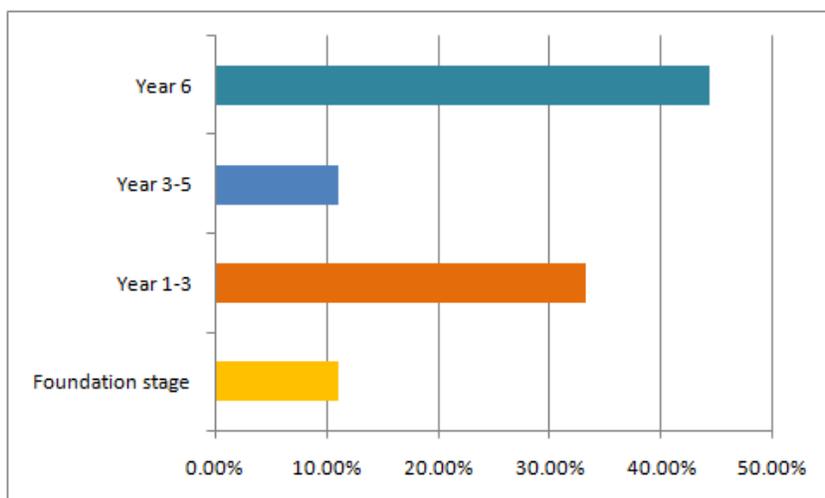


Figure 4.22: Current teaching year

(Source: Surveymonkey.com, 2019)

Q2. How many years of teaching experience do you have?

Options	% of responses	Total responses
1-5 Years	11.11%	1
5-10 Years	44.44%	4
10-15 Years	11.11%	1
15-20 Years	33.33%	3

Table 4.23: Teaching experience

(Source: Surveymonkey.com, 2019)

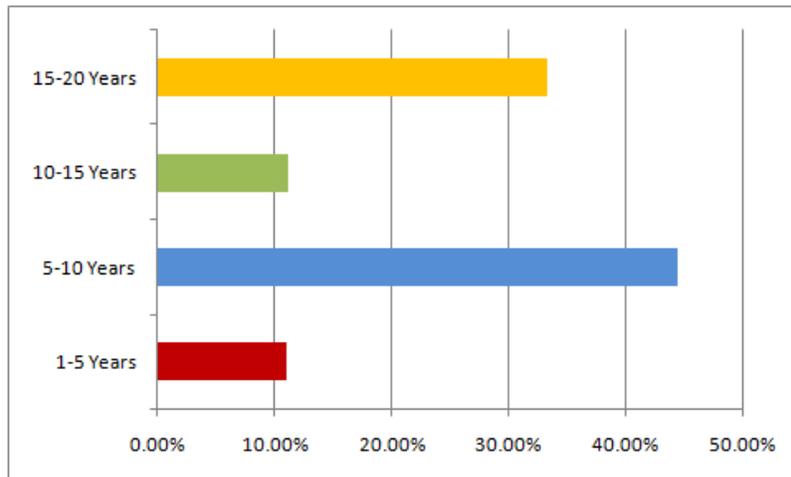


Figure 4.23: Teaching experience

(Source: Surveymonkey.com, 2019)

Q3. How confident are you in your ability to successfully support learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	0	0
Very confident	66.67%	6
Somewhat confident	33.33%	3
Not so confident	0	0
Not at all confident	0	0

Table 4.24: Teacher’s ability to support students

(Source: Surveymonkey.com, 2019)

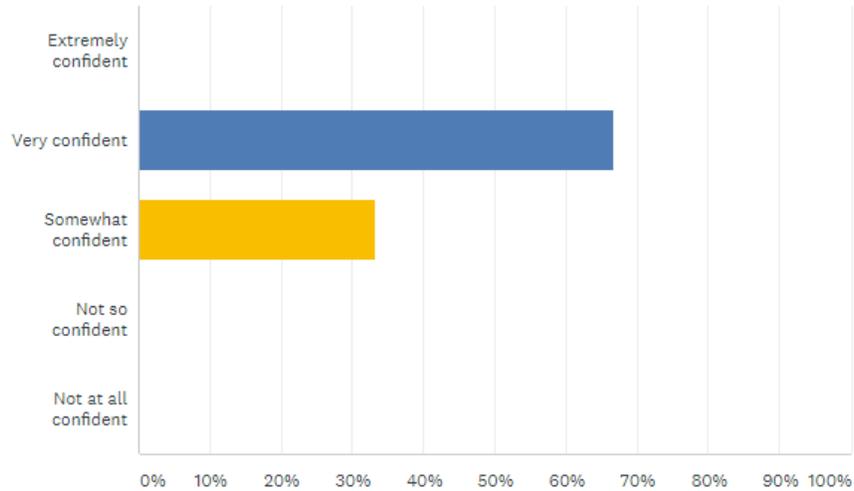


Figure 4.24: Teacher’s ability to support students

(Source: Surveymonkey.com, 2019)

Q4. How confident are you in your ability to successfully writing provision for learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	11.11%	1
Very confident	55.56%	5
Somewhat confident	33.33%	3
Not so confident	0	0
Not at all confident	0	0

Table 4.25: Teacher’s ability to write provision

(Source: Surveymonkey.com, 2019)

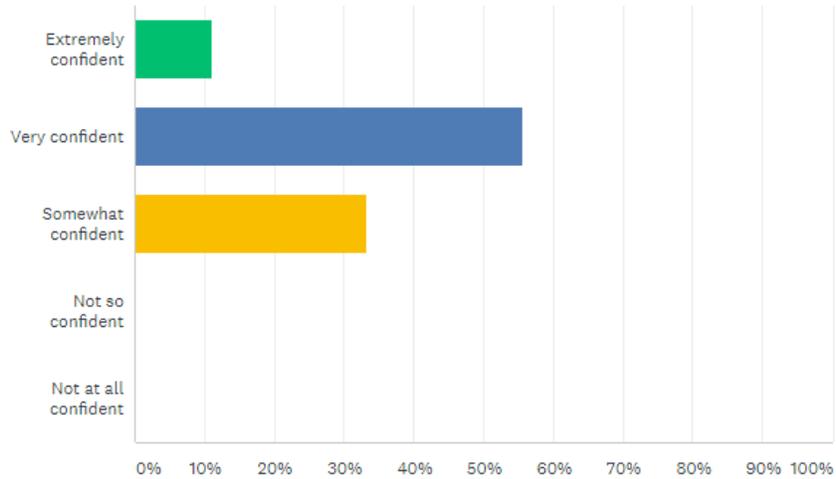


Figure 4.25: Teacher’s ability to write provision

(Source: Surveymonkey.com, 2019)

Q5. How confident are you in your ability to successfully writing assessment for learning for learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	0	0
Very confident	66.67%	6
Somewhat confident	33.33%	3
Not so confident	0	0
Not at all confident	0	0

Table 4.26: Teacher’s ability for learning assessment

(Source: Surveymonkey.com, 2019)

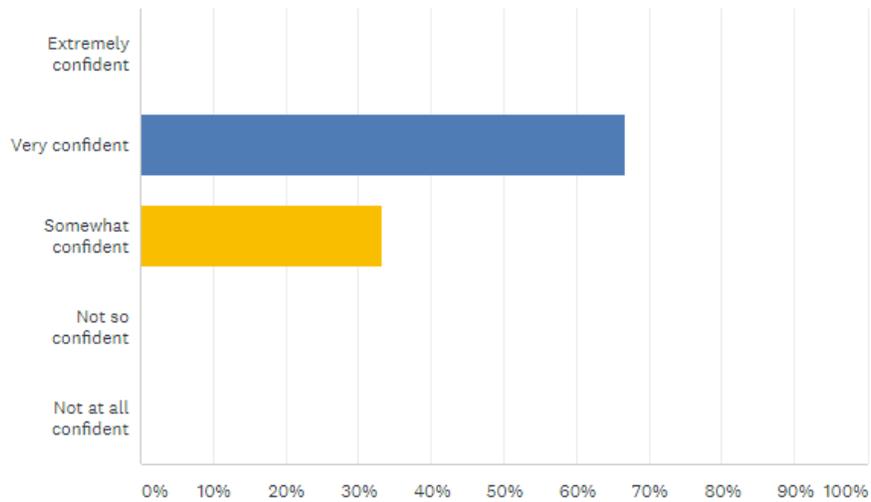


Figure 4.26: Teacher’s ability for learning assessment

(Source: Surveymonkey.com, 2019)

Q6. How confident are you in your ability to successfully measure progress for learners with SEND in your class?

Options	% of responses	Total responses
Extremely confident	0	0
Very confident	55.56%	5
Somewhat confident	44.44%	4
Not so confident	0	0
Not at all confident	0	0

Table 4.27: Teacher’s ability to measure progress

(Source: Surveymonkey.com, 2019)

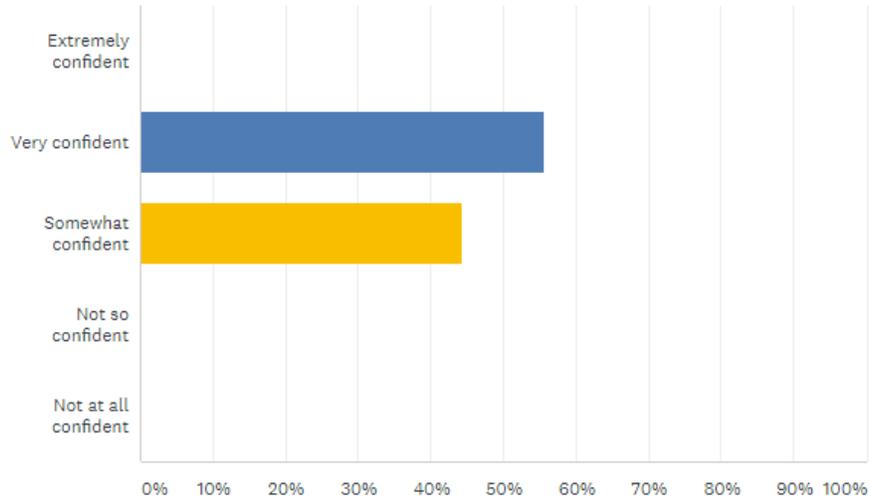


Figure 4.27: Teacher’s ability to measure progress

(Source: Surveymonkey.com, 2019)

Q7. Please rate your level of training on meeting the educational needs of learners with SEND?

Options	% of responses	Total responses
Very satisfied	55.56%	5
Satisfied	33.33%	3
Neither satisfied nor dissatisfied	11.11%	1
Dissatisfied	0	0
Very dissatisfied	0	0

Table 4.28: Teacher’s training level

(Source: Surveymonkey.com, 2019)

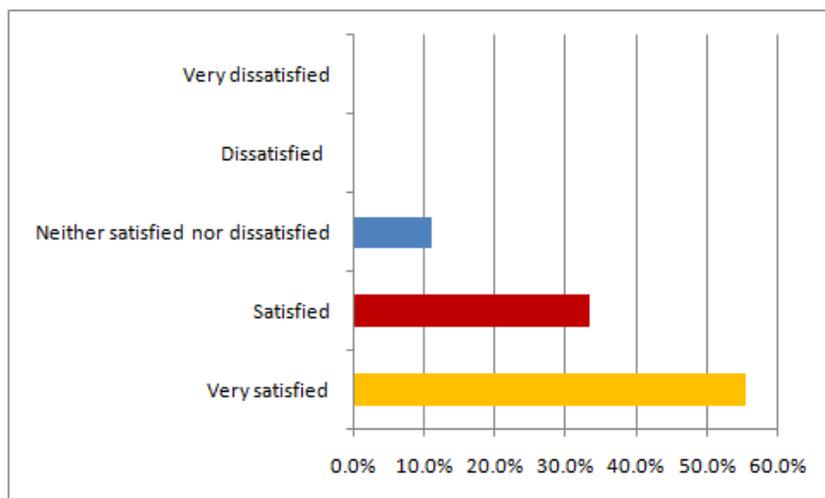


Figure 4.28: Teacher's training level

(Source: Surveymonkey.com, 2019)

4.1.5 Analysis of survey results

The survey conducted over 10 Arabic speaking teachers of private primary schools represented the factors affecting teachers; self-efficacy in conducting an inclusive classroom. Moreover, the survey presented teachers' concept about activities that represents skills of catering SEND students within the classroom. The survey results of control group emphasised that self-efficacy is directed by teaching experience and training facilities. The characteristics such as confidence in supporting students, presentation of successful written provision and assessment, measuring progress of students are considered in the survey. Majority of teachers are confident in these skills as they are supported by a high level of training. However, 50% commented that training level does not always need education needs. On the other hand, experimental group showed average distribution of teaching experience and they highly appreciated training level to meet educational needs. Moreover, they are moderately confident about the presence of the above-mentioned

characteristics. However, the teachers showed major confidence about learning assessment criteria, whereas, measuring students' progress is not the fate of all the teachers.

The Experimental group was also surveyed in post-observation inclusion program status. The experimental group suggested that the majority belonged to the 3-5 years of current teaching group. Additionally, the teaching experience has been under the range of 5-10 years for the majority of respondents. After the inclusion observation program, the experimental group showed high confidence level in implementing activities such as supporting students, providing successful written provisions, writing learning assessments and successfully measuring progress. Nonetheless, it can be started that the observation program helped in boosting the confidence among the teachers to promote inclusion of SEND students in general classroom. Moreover, the respondents (66.67%) came to the conclusion that the training level for teachers satisfactorily meets the level of educational needs of students in inclusion classrooms. The overall survey including both control and experimental group provided similar results.

4.1.6 Conducting ANOVA

Correlations

		stdnt_sprpt	tchr_trng_lvl	crnt_tchn_g rp	tchn_g_exprnc e
Pearson Correlation	stdnt_sprpt	1.000	.115	.714	.224
	tchr_trng_lvl	.115	1.000	-.213	-.359
	crnt_tchn_g rp	.714	-.213	1.000	.064
	tchn_g_exprnc e	.224	-.359	.064	1.000
Sig. (1-tailed)	stdnt_sprpt	.	.384	.015	.282
	tchr_trng_lvl	.384	.	.291	.171
	crnt_tchn_g rp	.015	.291	.	.435
	tchn_g_exprnc e	.282	.171	.435	.
N	stdnt_sprpt	9	9	9	9
	tchr_trng_lvl	9	9	9	9
	crnt_tchn_g rp	9	9	9	9
	tchn_g_exprnc e	9	9	9	9

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.343	3	.448	3.405	.110 ^b
	Residual	.657	5	.131		
	Total	2.000	8			

a. Dependent Variable: stdnt_spprt

b. Predictors: (Constant), tchnng_exprnce, crnt_tchnng_grp, tchr_trng_lvl

Coefficient Correlations^a

Model		tchnng_exprnce	crnt_tchnng_grp	tchr_trng_lvl	
1	Correlations	tchnng_exprnce	1.000	.014	.354
		crnt_tchnng_grp	.014	1.000	.204
		tchr_trng_lvl	.354	.204	1.000
	Covariances	tchnng_exprnce	.015	.000	.008
		crnt_tchnng_grp	.000	.013	.004
		tchr_trng_lvl	.008	.004	.037

a. Dependent Variable: stdnt_spprt

Figure 4.29: Correlation of student support with teacher's self-efficacy

(Source: Created by author)

The correlation test performed with the help of SPSS statistical tool showed significance level of 0.110. The regression value showed higher value than the alpha level of 0.05. This signifies that the student support system is partially dependent on teaching experience, current teaching group and teacher's training level. Moreover, the positive value of correlation between teaching experience, training level and student support proved the positive correlation between these factors. Thus, self-efficacy of teacher is indirectly determined by the independent factors such as teacher's experience, training level and current teaching group. However, high significance among predictors reflects the dependent association between variables that lack high statistical significance. This leads to the consideration that the alternate hypothesis might be selected.

Nonetheless, there is doubt in rejecting the null hypothesis. This can be reasoned with the less sample size considered in this research study. The low sample size in this research has highlighted Type2 error, where the statistical results failed to reject false null hypothesis.

Correlations

		stdnt_provsn	tchr_trng_lvl	crnt_tchn_g rp	tchn_g_exprnc e
Pearson Correlation	stdnt_provsn	1.000	.229	-.446	-.056
	tchr_trng_lvl	.229	1.000	-.213	-.359
	crnt_tchn_g rp	-.446	-.213	1.000	.064
	tchn_g_exprnc e	-.056	-.359	.064	1.000
Sig. (1-tailed)	stdnt_provsn	.	.276	.114	.443
	tchr_trng_lvl	.276	.	.291	.171
	crnt_tchn_g rp	.114	.291	.	.435
	tchn_g_exprnc e	.443	.171	.435	.
N	stdnt_provsn	9	9	9	9
	tchr_trng_lvl	9	9	9	9
	crnt_tchn_g rp	9	9	9	9
	tchn_g_exprnc e	9	9	9	9

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.778	3	.259	.467	.718 ^b
	Residual	2.778	5	.556		
	Total	3.556	8			

a. Dependent Variable: stdnt_provsn

b. Predictors: (Constant), tchn_g_exprnc, crnt_tchn_g_rp, tchr_trng_lvl

Coefficient Correlations^a

Model			tchn_g_exprnc e	crnt_tchn_g rp	tchr_trng_lvl
1	Correlations	tchn_g_exprnc e	1.000	.014	.354
		crnt_tchn_g rp	.014	1.000	.204
		tchr_trng_lvl	.354	.204	1.000
Covariances	tchn_g_exprnc e		.064	.001	.036
	crnt_tchn_g rp		.001	.053	.019
	tchr_trng_lvl		.036	.019	.158

a. Dependent Variable: stdnt_provsn

Figure 4.30: Correlation of student provision with teacher's self-efficacy

(Source: Created by author)

The ANOVA test was performed considering student provisions as dependent variable and teaching experience, training level and current teaching group as independent variables. The significance value for the constant predictors showed high significance value that is 0.718. The significance value is far higher than that of the significance level of 0.05. The high level of p-value denotes that there might be a relation between the variables. However, the absence of strong evidence failed to reject the null hypothesis with confidence. Correlation values between designated factors show positive results, while correlations of the current teaching cohort with other variables represent negative association. Additionally, it can be stated that the current group of teaching is not effective in determining the self-efficacy of teachers. Rather, the training level of teachers and teaching experience is related to the level of self-efficacy among teachers to conduct an inclusive classroom with SEND students. The high p-value can be the result of low sample size, resulting in the occurrence of Type2 error.

The results also showed that the research results are externally valid, whereas, internal validity is questioned with the high value of significance. The occurrence of Type 2 error signifies that the study has included a little bias from the researcher. ANOVA analysis reflected that the interrelation between groups is present, which can be eliminated by increasing sample size. Moreover, the online survey helped in reducing the impact biased decisions and scope of manipulating the results.

Correlations

		stdnt_lrng_as smnt	tchr_trng_lvl	crnt_tchn_g rp	tchn_g_exprnc e
Pearson Correlation	stdnt_lrng_assmnt	1.000	.115	.500	.000
	tchr_trng_lvl	.115	1.000	-.213	-.359
	crnt_tchn_g rp	.500	-.213	1.000	.064
	tchn_g_exprnc e	.000	-.359	.064	1.000
Sig. (1-tailed)	stdnt_lrng_assmnt	.	.384	.085	.500
	tchr_trng_lvl	.384	.	.291	.171
	crnt_tchn_g rp	.085	.291	.	.435
	tchn_g_exprnc e	.500	.171	.435	.
N	stdnt_lrng_assmnt	9	9	9	9
	tchr_trng_lvl	9	9	9	9
	crnt_tchn_g rp	9	9	9	9
	tchn_g_exprnc e	9	9	9	9

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.495	3	.165	.478	.711 ^b
	Residual	1.727	5	.345		
	Total	2.222	8			

a. Dependent Variable: msure_stdnt_pgrss

b. Predictors: (Constant), tchn_g_exprnc, crnt_tchn_g_rp, tchr_trng_lvl

Coefficient Correlations^a

Model		tchn_g_exprnc e	crnt_tchn_g rp	tchr_trng_lvl
1	Correlations	tchn_g_exprnc	1.000	.354
		crnt_tchn_g rp	.014	1.000
		tchr_trng_lvl	.354	.204
Covariances	tchn_g_exprnc	.040	.001	.022
	crnt_tchn_g rp	.001	.033	.012
	tchr_trng_lvl	.022	.012	.098

a. Dependent Variable: msure_stdnt_pgrss

Figure 4.31: Correlation of student progress measurement with teacher's self-efficacy

(Source: Created by author)

Another ANOVA test was performed considering measures of student progress and dependent variables, whereas, students' learning assessment, teaching experience, teaching group and training level are considered as independent variables. It can be seen that the significant level for the constant predictor with relation to dependent variable is as high as 0.711. This value is higher than the level of p-value. This result failed to direct the conclusion to reject the null hypothesis. However, the correlation values between students' progress and other independent variables except current teaching group showed positive relation. However, the negative correlation between teaching groups depicted inverse relationship between variables. Nonetheless, it can be stated that the low sample size resulted in Type2 error where the false null hypothesis cannot be rejected.

4.2 Part B: Quantitative Data Representation

4.2.2 Conducting observation

The researcher conducted a **Prospective cohort study** to observe teachers in an inclusive classroom. The 6 Arabic speaking teachers of private primary international schools, who are considered the experimental group, are investigated after their observation of an inclusive class consisting of SEND students. The teachers are surveyed before the observation program and another survey was conducted after the inclusion observation program. Therefore, the baseline data and post-observational data are compared to determine the impact of observation program. The statistical study in resorted for this research. The statistical tool, which is the observation rubric, is used for the observation supported understanding about the impact of observation. The results are described below: *[Referred to Appendix 3]*

	Grade
--	--------------

	Outstanding[O] (almost all) >90%	Very Good [VG] (Most) 75-90%	Good [G] (large majority) 61-74%	Acceptable [A] (majority) 50-60%	Weak [W] (large minority) 31-49%
Focus area for teaching and learning					
Provision for SEND	0 (0%)	2 (33.33%)	3 (50.00%)	1 (16.67%)	0 (0%)
Assessment for learning	1 (16.67%)	2 (33.33%)	2 (33.33%)	1 (16.67%)	0 (0%)
Progress of students	0 (0%)	3 (50.00%)	2 (33.33%)	1 (16.67%)	0 (0%)

Table 4.29: Statistics of inclusion observation program

(Source: Created by author)

The observations are marked with the level of knowledge of teachers under experimental group in conducting inclusive classroom. Moreover, the grading rubric helped in analysing the obtained information and confidence level for teachers. The self-efficacy of teachers are analysed by considering their confidence level during the observation program.

4.2.3 Interpretation of observation findings

From the observation results, it can be seen that teachers of experimental group obtained different characteristics after the observation program. Moreover, aligning the observation results with

survey responses, it can be said that the self-efficacy is boosted with understanding of the needs of SEND students in inclusive class. Moreover, the observation supported that teachers of experimental group became highly confident to provide provision for SEND students in inclusive classrooms. Recommendations on the actions to provide SEND students with appropriate provision increase confidence in about 50% of the teaching facilities. The acceptable understanding of 16.67% can be reasoned with low empathy and comprehension towards SEND students needs and challenges in the classroom.

The second activity of learning assessment for SEND students was observed. The grades of [VG] and [G] are obtained by 33.33% of experimental teachers representing that they obtained 'very good' and 'good' knowledge about the strengths and weaknesses of SEND students and assessment processes to determine learning level. Additionally, 16.67% participant showed outstanding consideration for this inclusive activity. Moreover, it has also increased confidence level, which can be seen in post-observational survey results. The third activity of measuring students' progress showed 50% of [VG] responses, leading to developing confidence over the implemented processes and personal efficacy. The observation and related comments helped in increasing personal beliefs to conduct inclusive class with SEND students. Hence, self-efficacy is directly linked with these activities of observation program implicitly.

The observation findings are strictly guided by the observation rubric to reduce biased interpretation. Standardisation of the performance and coding the performance helped in reducing biased decisions. Personal belief and judgement about level of self-efficacy could have directed the interpretation of the observations into a judgemental one. Thus, the rubric has been used to reduce judgemental decisions an interpretation about teachers' self-efficacy to conduct inclusive lesson including SEN students.

4.2.4 Conducting and interpreting interview

[Referred to Appendix 2]

Q1. How would you describe your experiences and expectations related to the program?

The experience and expectations related to the program were high. 83.33% of respondents reviewed that the program provided good and positive experience for conducting inclusive class including SEN students. The feedback and support during the observation program helped in improving the stances of teachers to cater to the needs of SEN students. Additionally, the reviews helped in identifying current professional skills and efficacy of teachers to conduct inclusive lessons. However, teacher #2 experienced stress during lesson. It was due to anticipation of researcher's observation and the lack of confidence in the prepared lesson for SEN students. Overall, the experience of teachers was supportive and met expectations from the program.

Q2. How were the outcomes useful/not useful to you? Please explain why.

The teachers responded that the outcomes of the program were useful for them in planning for the lessons and implementing them with the consideration of SEN students. Teacher#1 mentioned that the outcome helped in changing outlook to work with SEN students, such as using visual cues. Additionally, the feedback helped teacher#6 to modify lesson planning by breaking down the learning objectives for improved comprehension and progress of SEN students. The feedback recommendations for ADHD, dyslexic and students with speech and language disorder helped teachers in transferring knowledge and improve learning facilities for students. Nonetheless, outcomes from the observation program provided useful guidelines for teachers to conduct inclusive lesson for SEN students.

Q3. Are there any changes you perceive in yourself as a result of your involvement in the program? Please provide a justification for your response.

When the teachers of experimental group are asked about the implications of the participated program on personal characteristics, the responses obtained are positive. The teachers are positive that the feedback from observations is supportive of change in lesson planning, proceeding with the plan and using suitable teaching-learning materials. Teacher #3 and teacher#5 responded that they became aware of the specific needs to SEN students and incorporated the learning into their lessons. On the other hand, other respondents supported the understanding of differentiated teaching strategies to address SEN students in inclusive classrooms. Moreover, the feedback helped in increasing confidence of teachers to make the lessons appropriate for SEN students.

Q4. What effect, if any, do you feel the inclusion lesson program had on the school in which you work?

Increased teacher's confident when working with SEND students? Increased teacher's awareness of students' learning styles?

During the interview session, the experimental group teachers were asked about the impact of this research program on confidence and awareness about SEN students. The teachers answered about their increased confidence level primarily. As for teacher#1, the observation and feedback helped in boosting confidence and generating awareness about the specific learning styles of different SEN students. Moreover, teacher#5 highlighted that observation and training program helped in providing knowledge about simple teaching techniques and methods for inclusive lessons. The response of teacher#2 emphasised on both awareness and confidence for preparing lessons for SEN students. However, the impact on overall school activities is not found in the session. The teachers provided their understanding about possible improvement in inclusion lesson.

Q5. If you would like to change or add something to the program, what it would be?

While answering for potential modifications in implementing programs, the teachers collaboratively answered that additional training facilities would be supportive of their performances. With professional training facilities, the teachers can obtain additional experience and knowledge about teaching methods for SEN students. Moreover, teacher#2 commented that observation of experienced teachers and their methods in inclusive classroom can help in improving understanding needs of SEN students. Moreover, teacher#3 highlighted the requirement of demo classes. On the other hand, teacher#4 and teacher#5 recommended the availability of teacher assistants in inclusive classes to address individual needs of SEN students along with other general students.

Q6. What recommendations do you have for future efforts such as these?

When asked about future recommendations for inclusive teaching-learning processes for SEN students, the interviewees highlighted the provision of additional training and workshop programs. As per the responses of teacher#3, teacher#4 and teacher#6, training and workshops can help in improving inclusive lessons. The training programs can be planned for generating awareness and gaining knowledge of special and differentiated teaching methods. On the other hand, teacher#1 recommended classroom peer observation can support exchange of experience and provide confidence. Teacher#2 supported this recommendation also. Teacher#4 and teacher#6 commented trained teacher assistants can help in supporting the lesson. However, teacher#5 recommended that regular observation and feedback programs can improve lessons effectively.

The interview responses are interpreted as per standard perception about self-efficacy. Moreover, analysis of body language and expressions of respondents is included into consideration for interpretation of the opinions. However, this resulted in biased decisions in certain cases. The responses of acknowledgement about training programs have a gradient. However, they are not

considered as it required high level of observation power. Nonetheless, the study included only respond specific interpretation to reduce biasness of the responses.

4.3 Summary

Analysing the findings and providing respective interpretations helped in understanding that teachers' self-efficacy is determined by personal experience, awareness and SEN students, and level of training. In the analysis, the researcher found that the teachers have self-efficacy to deal with SEN students when supported by suitable feedback programs. The qualitative and quantitative data provided similar concepts about self-efficacy of teachers in conducting inclusive classes. However, teachers also provided recommendations for training, observation programs, and trained teacher assistants. Nonetheless, the research supported that teacher's self-efficacy can be subjected to training, education and personal attributes to maintain beneficial teaching-learning process for SEN students.

Chapter 5: Conclusion

5.0 Conclusion

After the successful completion of the research, it can be concluded that teachers' self-efficacy in inclusive practices is dependent upon teachers' experience, training level, knowledge and acceptance of SEN students. The personal belief of teachers of private primary international schools in Dubai significantly helped in developing self-efficacy to facilitate beneficial teaching-learning for SEND students. Since inclusive education has become the present trend in teaching-learning process, the teachers are needed to enhance their self-efficacy to facilitate inclusion of SEN students in general classroom. Nonetheless, the intervention from government and resource funding facilitated inclusive education in Dubai, UAE. Strategies of awareness generation and confidence enhancement helped in improving self-efficacy among teachers.

From the investigation results, it can be inferred that training programs and workshops helped in increasing confidence of Arabic speaking teachers to conduct inclusive classes. Moreover, the activities such as providing provision, learning assessment and measuring progress for SEND students are facilitated with beneficial feedback provided after observation program. Therefore, the teachers obtained improved self-efficacy for catering to the needs of SEND students, including ADHD, dyslexic students and students with speech and language disorder. Necessary changes in accommodation, resources and teaching methods can help in improving self-efficacy level of teachers. Therefore, training facilities and awareness programs are required to improve teaching methods and self-efficacy among teachers for inclusive teaching learning processes involving SEND students.

Hence, the researcher derived the inference drawn from the research findings in this section. Moreover, the given research results have helped to addressing the objectives in an attempt to meet

the overall goal. With the aid of this research study, the researcher ventured to relate the formulated research objectives with results of findings and previously discussed literature review. Recommendations are cited to mitigate the issues and sustain effective inclusive learning programs for SEND students.

5.1 Linking objectives with findings

- **To understand the effects of implying an observation program of inclusion lesson on teachers' self-efficiency related to the learning and teaching focus area**

The research findings helped in analysing the effects of implemented observation program. The post-observational survey results and interview analysis depicted that the observation program has supported in increasing confidence among teachers. The quantitative analysis showed that the teachers of experimental group showed high confidence level while conducting activities under three different teaching-learning focus areas. The teachers showed high confidence level while providing provision, measuring progress and assessing knowledge for SEND students. Likewise, the interview responses showed that the observation program and related feedback helped in improving the teaching-learning process. Moreover, the participants maintained high confidence level with consideration to feedback provided after observation. The teaching method, available resources, and assessment processes are addressed for measuring student progress and learning. The interview, as well as survey results, addressed the objective by focusing on its subcomponents. Therefore, the objective is successfully achieved through the executed research study.

- **To provide suitable recommendations so that current teaching practices of teachers can be improved**

In order to achieve this objective, the researcher has thoroughly discussed the concepts of self-efficacy, inclusive education and characteristics of SEND students. The discussion in the literature review section helped in identifying the issue regarding self-efficacy among teachers. The lack of awareness about SEND student and perception about teaching methods created a gap in inclusive education. These identified flaws are analysed and considered while executing the study. The interview questionnaire helped in obtaining the view of participants to improve inclusive education and teaching-learning process for SEN students. The training and assistant facilities are helpful in improving self-efficacy among teachers. Therefore, the teachers and educational institutions can provide support regarding these factors to facilitate inclusive education. The additional recommendations obtained from the participating teachers help in developing suitable practices to improve inclusive education for SEND students. Thus, this objective is also successfully achieved through this research study.

5.2 Recommendations

- **Organising training programs**

It can be suggested that training programs along with workshops can help in improving self-efficacy of teachers to conduct inclusive lessons. The training programs can help in generating awareness about learning styles and needs of SEND students. Additionally, unique teaching methods, uses of resources and knowledge about suitable teaching-learning materials can be obtained through effective training programs. The awareness about learning needs and method of SEND students can help teachers to plan for the lessons that would facilitate inclusive education. Moreover, the material for teaching-learning process can be used effectively to facilitate learning of students. Nonetheless, training programs can provide experience of teaching, specifically

addressing SEND students in inclusive classroom. Thus, these factors can help in developing confidence and increasing self-efficacy among teachers.

- **Visiting experienced and standard inclusive classrooms**

It is recommended that teachers can be organised to visit inclusive classrooms conducted by experienced teachers. Standard inclusive classrooms encompass standard accommodation, teaching-learning material and practices to facilitate inclusive education. On the other hand, experienced educators can provide knowledge about suitable teaching-learning practices for inclusive education. For instance, using modelling method for teaching, applying various TLMs for sensitisation and breaking down information can be learned effectively by observing standard practices. Moreover, this kind of observation can highlight the gap between practices and facilitate learning opportunities for teachers. Additionally, experienced educators can provide some pointers to address the needs of SEND students within the inclusive class setup. Boosting the confidence by this method, the self-efficacy of teachers can be enhanced significantly.

- **Organising peer classroom observations**

Peer classroom observations can be suggested to teachers for improving self-efficacy in inclusive education. Peer classroom observation helps in destroying effective teaching-learning methods that can be implemented in inclusive classes for addressing SEND students. Moreover, mutual understanding and communication can be facilitated for devising new strategies that can help in using existing TLMs in a more effective manner. Moreover, peer observation classroom helps in providing specific feedback and student management style. Additionally, the peer observation strategy helps in creating a discussion session later on. The discussion sessions help in creating new strategies and implementing them in inclusive education. Moreover, it can help in developing confidence among teachers to address SEND students through differentiated teaching strategies.

- **Availing trained teacher assistants**

It is recommended that teachers' self-efficacy can be enhanced by providing trained teacher assistants. It is difficult for teachers to cater to the needs of SEND students in an inclusive classroom. Addressing specific needs of SEND students among other general students becomes difficult for teachers. Therefore, teacher assistants can be appointed to support the teacher in using resources, TLMs, and managing classroom environment. Teacher assistants are needed to be trained in caring and teaching SEN students. With the help from trained assistants, the teacher can continue the lesson in inclusive classroom effectively.

- **Assessment of skills and knowledge for inclusive teaching learning process**

It is suggested that teachers are needed to be assessed regarding the skills and knowledge for inclusive education. Pursuing inclusive education, the teachers are needed to be acquainted with the characteristics, learning styles and needs to SEN students. Moreover, the teacher is needed to be skilled enough to use methods that can address both general and SEN students in the classroom. Thus, skill and knowledge assessment can help in identifying the lacking area for a teacher. It can support the teacher to undergo training programs for increasing self-efficacy. Moreover, teaching-learning processes in inclusive education require specific skills in lesson planning, usage of resources, teaching methods and optimising teaching-learning environment. These can be assessed and constructive feedback can be provided to improve performance, supporting enhancement of teachers' self-efficacy.

5.3 Limitations of the research

The researcher had encountered certain limitations while executing the research study. The limitations included issues of accessibility, time and space restraints and issues with funds. These issues presented limitation to extend the research in a larger aspect. Moreover, the accessibility

issue directed the researcher in completing the research with small sample size and limited the venue of the research. Limitation in this context reduced the reliability of this research and the occurrences of Type2 error can be observed. The financial obstruction made the execution of the research difficult. Moreover, the study was only conducted on teachers of private primary international school of Dubai. It is evident that the restrictions faced by the researcher limited the research study into primary study only.

5.4 Future scope of research

The limitations of the research study paved the path for future research scopes. Due to the limitations, the research could not provide diversified and descriptive results, which could have been supportive of hypothesis generation and concept formation. The constrictions in space, time and money resulted in only primary study. Thus, future research can be conducted to extend the research through secondary study. Moreover, the research has been done at a primary level, only considering 10 Arabic speaking teachers. This reduced the reliability of the study. Additionally, statistical analysis is restricted to ANOVA and correlation testing. Reliability and validity testing can also be included in this study to make the findings more valid.

The present research conducted the study over the private primary school teachers, which left the scope to research on the public schools in Dubai. This can help in generalising the perspective of self-efficacy in inclusive education. Highlights to SEND education can also be approached through further studies. Moreover, the focus areas of teaching-learning for SEND students can be broadened with future studies, including intervention strategies, teachers' perception about modification of teaching-learning processes and present accommodation to inclusive classroom. Additional strategies can be developed to improve self-efficacy among teachers. Nonetheless, this

research can serve as secondary basis of information for continuing research in this domain.

Conducting comparative studies can also be organised to analyse the issue in global context.

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Appendices

Appendix 1: Survey questionnaire

1. What year group do you currently teach?

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2. How many years teaching experience do you have?

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3. How confident are you in your ability to successfully support learners with SEND in your class?

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- Extremely confident
- Very confident
- Somewhat confident
- Not so confident
- Not at all confident

4. How confident are you in your ability to successfully writing provision for learners with SEND in your class?

- Extremely confident
- Very confident

- Somewhat confident
- Not so confident
- Not at all confident

5. How confident are you in your ability to successfully writing assessment for learning for learners with SENDin your class?

- Extremely confident
- Very confident
- Somewhat confident
- Not so confident
- Not at all confident

6. How confident are you in your ability to successfully measure progress for learners with SENDin your class?

- Extremely confident
- Very confident
- Somewhat confident
- Not so confident
- Not at all confident

Appendix 2: Interview questionnaire and responses

1. Q1. How would you describe your experiences and expectations related to the program?

Teacher #1	Teacher #2	Teacher #3	Teacher #4	Teacher #5	Teacher #6
It was a very good experience and your feedback and recommendation about the lesson was very valuable to me for example, when you told me to reduce the time of the instruction given on the carpet since years 1 students will not be able to maintain focus for longer time. Also, I followed your advice and I changed the way I was working with the SEND learners, for	In the beginning It was very stressful experience to me, because when I was planning for the lesson I was unsure how I should prepare the work and the resources for the SEN students, also I thought when you'll come in to observe me you'll need lots	It was an amazing experience and it was very useful to me, the most useful thing to me when you told me to use more visual (pictures) with the SEN students rather than sharing words.	My experience was very good related to the whole programme, I received a very good feedback, also I received a very good and new ideas related to cases in my class how to work with them and how to	It was a very good experience to me, and it added a great value on how work and understands the SEND students in my class more. For example, related Sam in Year 3 the feedback provided to me after the observation	It was very good experience, and the feedback was very useful to me and to the SEN students in my classroom. but I think we need more training on how to work with the SEN students since it's not my field. And the teacher assistant is shared between more than one teacher, so we need more

<p>example when I explain for the whole what they need to do I also go to the limited achievers table and I explain slowly for them using different resources and cues.</p>	<p>of information about the SEN student. But It was totally a different exercise since you came in and you observed the whole class then you focused more on the SEN students</p>		<p>improve their learning. and my expectations will improve what we do in classroom because we'll have more support from the learning support department, and it'll be specific to our students.</p>	<p>lesson was very good and helped me a lot to understand how I should work with him more.</p>	<p>help from the teacher's assistant in class.</p>
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2. How were the outcomes useful/not useful to you? Please explain why?

Teacher #1	Teacher #2	Teacher #3	Teacher #4	Teacher #5	Teacher #6
It was very useful to me, as I mentioned before, I changed my way of working with the SEN students I have in my classroom especially, with the Dyslexic students. I use now more visual cues with him, and I always check for understating before I move on to the next step.	It was very useful experience to me, and the specific feedback that you shared with me regarding the cases that I have in my class was very useful to me too and to my students.	As I mentioned before, sharing more visual cues with the SEN students had an amazing impact on the SEN students' progress to meet the objectives	The outcomes were useful, because I received a good gaudiness about things, I can improve so the points were very useful and relevant. For example, Akira, (ADHD) student you gave an idea to use the traffic lights card to calm him down and to ask only	It was very useful to me, especially when you shared with me the feedback recommendation about Rami (speech and Language disorder) and how I should work with him. I am using all the techniques now, for example to cut the sentence into small words that arranges again along with pictures.	When you told me that we need to breakdown the learning objective into small chunks to meet the learning needs for the SEND students. And after implating this technique I found out that when we simplify the learning objectives for the students and do check for understating after every step the progress and the understating for the

			the important question.		SEN students will improve.
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3. Are there any changes you perceive in yourself as a result of your involvement in the program? Please provide a justification for your response.

Teacher #1	Teacher #2	Teacher #3	Teacher #4	Teacher #5	Teacher #6
Yes,I use now check for understating with the whole class and focus more on the SEN students as a new technique, also to give more time for the SEN students when the want to answer any oral or written questions.	Definitely, I feel more confident when I plan my lesson for the SEN students in my class, especially on the amount of the information I share with them and the number of objectives the	Like what I mentioned before, I am more aware that the dyslexic students need to see more visual cues,so I started to include lots of visual cues when I plan resource for them.	Yes, I feel myself more confident now when I plan my lesson for the SEN students, also I feel more confident with choosing resources to use in my lesson with the SEN students.	I was dealing with each student separately based on his case in my classroom, then you gave me an idea how it's better to work with all of them as group work. It was a new useful idea to me.	Yes, I feel myself more confident now when I plan my lesson for the SEN students

	SEN students' needs to meet during the lesson. Also, I always check for understating before I move into next step.				
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4. What effect, if any, do you feel the inclusion lesson program had on the school in which you work?

Increased teacher's confident when working with SEND students? Increased teacher's awareness of students learning styles?

Teacher #1	Teacher #2	Teacher #3	Teacher #4	Teacher #5	Teacher #6
As Arabic B teachers we are not specialized to work with the SEN students. Your	Your observation and our weekly meeting added a huge impact	I would say that effect was more on teachers' awareness	I can't talk about the other teacher's in school, but I'll talk about	In general, the school has so many	The programme had an amazing impact on us as a teaches in terms of our confident

<p>observation gave me the confidants to learn how to differentiate work for the SEND students and understand more about the different learning style they need.</p>	<p>to our confidants as a teacher and our weekly meeting added a great awareness about the different cases in our class, how to work with them and to understand more what type of learning style works with them the best.</p>	<p>how to plan their lesson to meet the specific cases they have in their classrooms.</p>	<p>myself. The effect was mainly on my confident, because hearing such a good feedback from specials raises my confident a lot and made me feel that I'm doing the right thing with the SEN students in my classroom. and awareness in understating the SEN learning style and needs more.</p>	<p>SEN cases and such a training added a very good impact on teacher's awareness and confident on how to use useful, simple and fun teaching method with these students.</p>	<p>in dealing with the SEN students.</p>
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5. If you would like to change or add something to the program, what it would be?

Teacher #1	Teacher #2	Teacher #3	Teacher #4	Teacher #5	Teacher #6
Maybe, if the programme allocates more time to train the teachers how to work closely with the SEND students in their classroom based on their specific case and provide them with resource matching the cases in their classroom.	I would like if it'll more chances for us as a teacher to attend other teacher's classes who maybe would have more experience than us with dealing with the SEND students.	I would like if in future, the learning support department in schools provides more training before doing observation. And the training should include demo classes and workshops	I don't think I want to change anything, but I would like to add that if the school would provide inclusion training for teacher's assistant to be involved in the Arabic classes with teacher's all the time. Having support in class from someone who has experience will help to improve the lesson a lot.	I need someone specialist in SEN to help me working with the SEN students, because it's not easy to work with the SEN students along with other 26 students at the same time. Since each one they have a different need.	Nothing much to change, but it would be great the school provide teachers with well-trained teacher assistant

6. What recommendations do you have for future efforts such as these?

Teacher #1	Teacher #2	Teacher #3	Teacher #4	Teacher #5	Teacher #6
<p>If school implements the classroom peer observation to exchange experiences and gain more confident with working with the SEN students.</p>	<p>Same as before, to attend other teacher's classes who maybe would have more experience than us with dealing with the SEND students.</p>	<p>Provide more training and workshops.</p>	<p>Same as before, if the school would provide inclusion training for teacher's assistant to be involved in the Arabic classes with teacher's all the time. Having support in class from someone who has experience will help to</p>	<p>I wish if I see you more in my lessons to observe me and give advices and more recommendation on how to work with the SEN students.</p>	<p>Provide the Arabic teachers with a full-time well-trained teaching assistant. Also, provide teachers with more training and workshops in how to plan and work with the SEN students in their classroom.</p>

			improve the lesson a lot.		
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Appendix 3: Inclusion lesson observation rubric

<u>Grading</u>	<u>Teaching and Learning Focus Area</u>		
	<u>Provision for SEND</u>	<u>Assessment for learning</u>	<u>Progress of all pupils</u>
Outstanding (almost all)	The teacher <u>expertly</u> differentiates in order that the SEN children in class are well <u>challenged and supported.</u> Any support staff in the room are deployed <u>skilfully and effectively</u>	<u>In- depth</u> Knowledge of the strengths and weaknesses of individual pupils is evident.	<u>Almost all</u> pupils make better than expected progress in relation to appropriate learning objectives
Very Good (Most)	The teacher <u>effectively</u> differentiates in order that the SEN children in class are <u>challenged and supported.</u> Any support staff in the room are deployed <u>effectively</u>	<u>Very good</u> knowledge of the strengths and weaknesses of individual pupils is evident	<u>Most</u> pupils make better than expected progress in relation to appropriate learning objectives
Good (large majority)	The teacher <u>differentiates well</u> in order that the SEN children in class are supported. Any support staff in the room are <u>deployed effectively</u> most of the time	<u>Good</u> knowledge of the strengths and weaknesses of individual pupils is evident	<u>Large majority</u> of pupils make better than expected progress in relation to appropriate learning objectives

<p>Acceptable (majority)</p>	<p>The teacher <u>differentiates</u> <u>some</u> of the time in order that the SEN children in class are supported. Any support staff in the room are <u>deployed</u> <u>effectively</u> sometimes</p>	<p><u>Reasonable</u> knowledge of the strengths and weaknesses of individual pupils is evident</p>	<p><u>Majority</u> of pupils make expected progress in relation to appropriate learning objectives</p>
<p>Weak (large minority)</p>	<p>The teacher <u>doesn't</u> <u>differentiate</u> in order that the SEN children in class are. Any support staff in the room are <u>not deployed</u> well.</p>	<p><u>Poor</u> knowledge of the strengths and weaknesses of individual pupils is evident</p>	<p><u>Large minority</u> of pupils make expected progress in relation to appropriate learning objectives</p>

Appendix 4: Participant information sheet

TITLE OF THE STUDY:

An Experimental Study to Examine the Teacher's Self-Efficacy in Implementing Inclusive Practice When Teaching Learners with SEND in International Private Primary School: A Perspective from Dubai, UAE

I would like to invite you to participate in a research study. Before participating, I would like to provide some information as to why the research is being conducted and what your involvement includes. Please take some time to read through the information and to consider if you would like to take part. Please feel free to ask any questions or request further information at any time using the contact details found at the bottom of this sheet.

Who I am and what the research is about?

My name is Nida Madani and I am a Post- Graduate student at The British University in Dubai and The Institute of Special and Inclusive Education. I am currently completing a Masters in Special and Inclusive Education and am completing a dissertation as part of the requirements. This study is designed to explore the level of teacher's self-efficacy the impact this has on confidence when supporting learners with SEND.

What will participating involve?

The questionnaire, which will be emailed to you, will ask a series of questions based on your perspectives and experiences when supporting learners with SEND. The survey will take less than five minutes to complete and will be submitted anonymously. The only information obtained will be the year level you teach, the number of years that you have been teaching as well as the level of confident in your ability to successfully support learners with SEND in your class?

Do you have to participate?

Participation is completely voluntary. Participants may decline to complete the questionnaire or decide to withdraw at any given time without consequence.

Benefits and potential risks

Participation in this research project will provide the researcher with insights and valuable knowledge about your experience of teaching learners with SEND. When supporting learners with SEND, a key principle is ensuring that learners are supported in core areas of need whilst providing a variety of ways to present learning and ensure achievement is provided. Additionally, a whole school approach including utilizing the skills of teachers as well as an awareness of the many approaches and strategies available is required to ensure schools are supportive in evaluating the current educational trends and potential to undertake the concept of learning equity and inclusion. Debatably the key component to building learning equity and inclusion school is the quality of learning which ensures that staff are provided with sufficient

training and ongoing professional development. Gaining the perspectives of teachers on this topic will add to the value of this research.

Any information collected is considered valuable and there are no wrong answers. There are no obvious risks in the participation of this study and no consequences should you decline to participate or withdraw at any given time.

Recording, storing and protecting your information

Data will be collected in this study in the form of questionnaires. All will be anonymous and so you cannot be recognized in the content of this data. Procedures are in place for the storage of this data; records will be stored under password-protected files and can only be accessed by the researcher. The data will be destroyed upon completion of this research project. If at any time you wish to access this data, you can contact me using details provided and I will facilitate this. You are entitled to do this under the Freedom of Information Act (2014).

Contact

Please feel free to contact me at any point of participation. I can be reached by email at nidamadani84@gmail.com

Appendix 5: Interview Guide

<p>Introduction Key</p> <p>Components:</p> <ul style="list-style-type: none"> • Thank you • Your name • Purpose • Confidentiality • Duration • How interview will be conducted • Opportunity for questions • Signature of consent 	<p>I want to thank you for taking the time to meet with me today.</p> <p>My name is Nida Madani and I would like to talk to you about your experiences participating in the Inclusion lesson observation program. Specifically, as one of the components of our overall program evaluation we are assessing program effectiveness in order to capture lessons that in need for future interventions.</p> <p>The interview should take less than an hour. I will be taping the session because I don't want to miss any of your comments.</p> <p>Although I will be taking some notes during the session, I can't possibly write fast enough to get it all down. Because we're on tape, please be sure to speak up so that we don't miss your comments.</p> <p>All responses will be kept confidential. This means that your interview responses will only be shared with research team members and we will ensure that any information we include in our report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.</p>
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	<p>Are there any questions about what I have just explained?</p> <p>Are you willing to participate in this interview?</p> <hr/> <p>Interviewee Interviewer Date</p>
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