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Predictors of Teachers' Intention to Implement Inclusive Schooling: A Comprehensive Analysis

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Abstract

Teachers are among the most important players in the successful implementation of inclusive education. This study aimed to examine Saudi Arabian teachers' intentions to implement inclusive education and the influence of their demographics, attitudes, self-efficacy, perception of support, and concerns related to inclusive education on their intention. This study included 125 in-service special and general education teachers. The regression analysis results revealed that teachers' self-efficacy and majors (special education vs. general education) significantly influenced their intentions to implement inclusive education in regular classrooms. Finally, we discuss the results and their implications for research and practice.

Keywords: Inclusive schooling; Teachers' intention; Predictors; Attitudes; Knowledge; Self-efficacy; School support; Training

Introduction

Inclusive education aims to provide equal opportunities for all students, regardless of their diverse needs and abilities, by integrating them into regular classroom settings. Teachers play a pivotal role in creating inclusive environments that support the learning and development of all students. However, the successful implementation of inclusive schooling practices hinges upon teachers' intentions to embrace and enact inclusive strategies. Understanding the predictors influencing teachers' intentions is imperative for fostering inclusive practices and improving educational outcomes for all students [1]. This research article explores the various factors that contribute to teachers' intention to implement inclusive schooling.



Attitudes towards inclusive education: Teachers' attitudes towards inclusive education significantly impact their willingness to adopt inclusive practices. Positive attitudes towards diversity, equity, and inclusion foster a supportive environment for inclusive schooling [2]. Conversely, negative attitudes or misconceptions about students with disabilities can hinder teachers' intentions to implement inclusive practices. Empirical research suggests that attitudes are shaped by personal beliefs, past experiences, and societal perceptions. Interventions aimed at promoting positive attitudes through awareness campaigns, professional development, and collaborative initiatives can enhance teachers' intention to embrace inclusive schooling.

Knowledge and understanding: Adequate knowledge and understanding of inclusive education principles are fundamental for effective implementation. Teachers need to be equipped with the requisite knowledge about diverse learning needs, instructional strategies, and classroom accommodations to cater to the individual needs of all students. Research indicates that teachers with higher levels of knowledge about inclusive practices demonstrate greater confidence and intention to implement inclusive schooling [3]. Ongoing professional development programs, access to resources, and mentorship opportunities can enhance teachers' knowledge base and confidence in implementing inclusive strategies.

Self-efficacy beliefs: Self-efficacy refers to teachers' beliefs in their ability to successfully execute inclusive teaching practices and overcome challenges. Teachers with high self-efficacy are more likely to persevere in the face of difficulties and adapt their instructional strategies to meet the diverse needs of students. Conversely, low self-efficacy may lead to feelings of inadequacy and reluctance to implement inclusive practices. Empirical studies have identified self-efficacy as a significant predictor of teachers' intention to engage in inclusive schooling. Strategies such as modeling, peer collaboration, and reflective practices can enhance teachers' self-efficacy and confidence in implementing inclusive strategies [4].

School support and leadership: The support and leadership provided by school administrators and colleagues play a crucial role in fostering a culture of inclusion. Schools that prioritize inclusive practices and provide adequate support systems tend to have higher levels of teacher commitment and intention to implement inclusive schooling. Supportive school environments encompass resources, infrastructure, collaborative opportunities, and administrative policies that facilitate inclusive practices. Effective leadership that advocates for inclusive policies, allocates resources, and fosters a culture of collaboration can significantly influence teachers' intentions to embrace inclusive schooling [5].

Professional development and training: Ongoing professional development and training are essential for equipping teachers with the necessary skills and knowledge to effectively implement inclusive practices. Research indicates that targeted training programs focusing on inclusive pedagogy, differentiated instruction, and behavior management strategies positively impact teachers' intention to engage in inclusive schooling. Professional learning



communities, workshops, seminars, and online resources offer opportunities for teachers to enhance their competencies and exchange best practices in inclusive education.

Conclusion

Inclusive schooling holds immense promise for promoting equity, diversity, and academic excellence in educational settings. Teachers play a central role in realizing the vision of inclusive education through their commitment, attitudes, knowledge, and practices. This research article highlights the critical predictors influencing teachers' intention to implement inclusive schooling, including attitudes, knowledge, self-efficacy, school support, and training. By addressing these predictors through targeted interventions and supportive policies, educational stakeholders can cultivate inclusive environments that maximize learning opportunities for all students.

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