EXPLORING THE SELF-EFFICACY AND ATTITUDES TOWARDS INCLUSIVE EDUCATION AMONG FOREIGN LANGUAGE TEACHERS: A CROSS-NATIONAL ANALYSIS

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ABSTRACT

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This study aims to investigate foreign language teachers' self-efficacy and attitudes towards inclusive education in five different European countries focusing on the factors influencing the sense of self-efficacy and attitudes towards using inclusive practices. Data collected from 266 language teachers across five European countries (Turkiye, Ireland, Spain, France, and the UK) were analyzed utilizing descriptive statistics, Kruskal Wallis tests, and Mann-Whitney U pairwise comparisons.

According to the findings, foreign language teachers have overall high self-efficacy (M = 5.5) and positive attitudes (M = 5.57). There are significant variations among countries. Spain has the highest overall means for both self-efficacy (M = 5.86) and attitudes (M = 5.80). Training in inclusive education ($p < 0.05$ for Managing Behavior and Collaboration), knowledge of local legislation ($p < 0.001$ for Managing Behavior and Collaboration), age ($p < 0.05$ for Managing Behavior), and experience in inclusive education significantly influenced both self-efficacy and attitudes. Gender, however, did not have a significant effect. These findings underscore the

need for targeted professional development and policy initiatives to foster inclusive practices in European classrooms.

Keywords: Attitude, inclusive education, language teachers, quantitative research, self-efficacy.

ÖZ

YABANCI DİL ÖĞRETMENLERİNİN KAPSAYICI EĞİTİME YÖNELİK ÖZ YETERLİKLERİNİN VE TUTUMLARIN İNCELENMESİ: ULUSLARARASI BİR ANALİZ

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Bu çalışmanın amacı, beş farklı Avrupa ülkesindeki yabancı dil öğretmenlerinin kapsayıcı eğitime yönelik öz yeterliliklerini ve tutumlarını ve bunları etkileyen faktörleri araştırmaktır. Beş Avrupa ülkesinden (Türkiye, İrlanda, İspanya, Fransa ve İngiltere) 266 yabancı dil öğretmeninden toplanan veriler, tanımlayıcı istatistikler, Kruskal Wallis testleri ve Mann-Whitney U ikili karşılaştırmaları kullanılarak analiz edilmiştir.

Araştırma sonuçlarına göre, beş Avrupa ülkesindeki yabancı dil öğretmenlerinin genel olarak yüksek öz yeterlilik (M = 5,5) ve olumlu tutumlara (M = 5,57) sahip olduğu sonucuna varılmıştır. Ülkeler arasında önemli farklılıklar bulunmaktadır. İspanya hem öz yeterlilik hem de tutumlar açısından en yüksek genel ortalamaya sahiptir. İspanya, hem öz yeterlik (M = 5,86) hem de tutumlar (M = 5,80) için en yüksek genel ortalamaya sahiptir. Kapsayıcı eğitim üzerine eğitim (Davranışı Yönetme ve İşbirliği için $p < 0,05$), yerel mevzuat bilgisi (Davranışı Yönetme ve İşbirliği için $p < 0,001$), yaş (Davranışı Yönetme için $p < 0,05$) ve kapsayıcı eğitimde deneyim hem öz yeterlikleri hem de tutumları önemli ölçüde etkilemiştir. Ancak

cinsiyetin önemli bir etkisi olmamıştır. Bu bulgular, Avrupa sınıflarında kapsayıcı uygulamaları teşvik etmek için hedefli mesleki gelişim ve politika girişimlerine olan ihtiyacı vurgulamaktadır.

Anahtar Kelimeler: Dil öğretmenleri, kapsayıcı eğitim, nicel araştırma, öz-yeterlik, tutumlar

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CHAPTER 1

INTRODUCTION

This chapter aims to introduce the background of the study, explain the purpose and significance of the research, and lastly, define the key terms.

1.1. Background of the Study

Examining studies on inclusive education reveals that a number of phrases, such as "integration," "disabled," "inclusive classroom," and "special education," are frequently used without an in-depth understanding of their significance. While the word is often used, it may need more depth of understanding to comprehend its value in the context of educational discourse. The essential ideals and principles of inclusive education may be compromised by misunderstandings and misuse of these phrases brought about by this lack of knowledge (Taneri, 2022). Considering that even scholars may find it difficult to describe and comprehend terms connected to inclusive education, it makes sense that instructors could also experience difficulties in this area. Educators must receive focused training on inclusive education for them to fully comprehend these concepts and how they relate to their teaching practices. In addition to improving teachers' professional skills, this training guarantees they may successfully use inclusive approaches to serve different learners meaningfully (Florian 2008).

The way a teacher views their students significantly impacts each student's academic performance, particularly for those who need more support. Diverse skills are essential for classroom teachers to possess, such as taking part in evaluation, being innovative in ensuring that every student has equal access to education and advocating for and customizing instruction for students with special needs (Suleymanov, 2015). There are several ways that inclusiveness promoting strategies

are put into practice in the field of teacher education. Educational institutions have built new structures (departments and faculties), launched new programs with updated curricula and renames, and devised creative ways to organize instructional activities to remove barriers experienced by specific student populations. In addition, organizations representing higher education work closely with teachers and academic institutions to support the promotion of inclusion (Booth et al., 2003). The European Commission's 2007 publication "Improving the Quality of Teacher Education" highlights how important it is for educators to have the correct attitudes, pedagogical competencies, and thorough subject-matter knowledge. These are essential for empowering teachers to meet each student's individual requirements and use a range of instructional strategies to help them reach their greatest potential. It also emphasizes how important it is for Higher Education establishments to make sure that their teacher preparation programs are based on solid research and excellent teaching methods (Suleymanov, 2015).

The emphasis on the views of educators has emerged as a key area of research for the use of inclusive approaches in traditional educational settings. According to Khamzina et al. (2024), individual attitudes are viewed in the field of social psychology as a reflection of one's judgment—whether favorable or unfavorable—about engaging in certain conduct. Individuals' intentions to behave in a specific way and, consequently, their final actions are strongly predicted by their personal views in combination with other social and personal circumstances. This appears to be an essential aspect in the field of inclusive education since instructors' views regarding the subject matter, in general, will probably influence how committed they are to implementing appropriate procedures.

Despite the fact that the "inclusive education" movement is part of a more significant human rights movement, many educators are very hesitant to support placing students with special education needs in typical classrooms (Avramidis & Norwich, 2002). As a result, the shift to comprehensive education has presented a challenge for teacher preparation programs to strengthen their efforts in providing teachers with the know-how to manage peers and children with Special Education Needs (SEN) in the same classroom (Kurniawati et al., 2014).

The fundamental component of educators' views on inclusive education is their self-efficacy, which serves as the foundation for their knowledge in this area. According to research on self-efficacy, teachers who believe they can succeed are more likely to have positive views about the idea of inclusion (Forlin et al., 2014). In the end, this helps to put into reality successful inclusive education strategies. There is a relationship between the sense of self-efficacy and the inclusive teaching proficiency of instructors (Page et al., 2020). The idea of inclusive education has gained popularity recently. It is based on the idea that all children, including those with different learning needs, should receive a high-quality education in mainstream schools (Hornby & Kaufmann, 2024).

When it comes to promoting inclusive methods within linguistic and cultural diversity, language teachers offer a unique perspective. Insights into how language instruction might be adapted to meet the different needs of students, including those with disabilities, learning problems, or diverse linguistic backgrounds, can be gained by investigating their attitudes toward inclusive education (Curran, 2003). Language teachers' attitudes can considerably impact the implementation of inclusive policies, as well as students' overall educational experiences.

1.2 Purpose of the Study

This research topic investigates the views of language instructors, who play a critical role in molding students' educational experiences, regarding inclusive education in Europe. The research aims to provide a deeper understanding of the particular dynamics related to inclusive education in these diverse geographical and educational contexts by taking a descriptive approach to the problem.

By diving into language teachers' perspectives, the dissertation aims to investigate language teachers' views on issues that may impede or promote the successful implementation of inclusive practices in language teaching.

In line with the aims that have been mentioned, the following research questions are the focus of this study:

1. How do foreign language teachers in five different European countries rate their self-efficacy in managing behavior, collaboration, and using inclusive instruction practices?
2. What are the prevailing attitudes of foreign language teachers towards inclusive education in five different European countries, specifically regarding their vision of outcomes, differentiation practices, general practices, and supports for inclusive education?
3. Are there significant differences in the attitudes towards inclusive education and self-efficacy levels among foreign language teachers based on their country of residence, gender, educational background, and years of teaching experience?

a. Are there any differences among foreign language teachers from five different European countries in terms of their self-efficacy scores?
b. Are there any differences among foreign language teachers from five different European countries in terms of their attitude scores?
c. Are there any gender differences among foreign language teachers from five different European countries in terms of their self-efficacy scores?
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k. Are there any differences among foreign language teachers from five different European countries who had prior experience in inclusive education in terms of their self-efficacy scores?

l. Are there any differences among foreign language teachers from five different European countries who had prior experience in inclusive education on inclusive education in terms of their attitude scores?

m. Are there any differences in self-efficacy scores among foreign language teachers from five different European countries based on their highest level of education completed?

n. Are there any differences in attitudes toward inclusive education among foreign language teachers from five different European countries based on their highest level of education completed?

1.3. Significance of Study

Understanding the perceptions of teachers regarding inclusive education is really important for comprehending the methods to execute such educational approaches successfully in academic environments. Teachers who exhibit a constructive attitude towards inclusive education tend to manage their educational settings more efficiently as compared to those who harbor adverse viewpoints on inclusion (Boyle et al., 2020). According to Hussain and Khan (2022), teachers who have lower self-efficacy are more affected by student misbehavior, and they become more authoritarian, and focus more on teacher-centered approaches and less on students' achievements. Caprara et al. (2006) states that teachers with a stronger sense of self-efficacy are better at motivating their students. Roberts (2022) suggests that highly self-efficacious teachers do not lose control when they face problems and setbacks,

while low self-efficacy teachers tend to focus on negative aspects and take them as personal failures. Therefore, this study aims to assess how levels of attitudes toward inclusive practices change among European countries, which might contribute to the development and implementation of more effective inclusive education policies and practices.

Developing a better understanding of language teachers' perspectives towards inclusive education is essential, considering their role in promoting and facilitating linguistic and cultural diversity (Curran, 2003). Thus, this research is significant as it can provide wider ramifications for language instruction in Europe, which could improve language instruction by encouraging language teachers to offer a more welcoming and encouraging learning environment for all students.

According to Aksu Ataç et al. (2020), even though there are many studies on inclusive education, most of them were conducted with primary or pre-school teachers. The number of studies conducted with language teachers is very limited. This research has the potential to promote inclusive practices in language teaching by shedding light on the attitudes of language teachers.

1.4. Definitions of the Terms

Attitudes: Predispositions and assessments of things and occurrences make up attitudes. Knowledge, values, and the needs of the task are some of the aspects that impact attitudes (Ajzen & Fishbein, 2005).

Inclusive Education: Students with special needs and other disadvantages are taught alongside their peers in a mainstream classroom in an inclusive education setting. All children have the right to be in the same educational space; that is the idea that inclusive education begins with (Schuelka, 2018).

Self-efficacy: Self-efficacy refers to an individual's belief in their capability to perform the actions to achieve success in a situation effectively (Bandura, 1997).

CHAPTER 2

LITERATURE REVIEW

This chapter aims to present a review for the present study bu referring to previous research studies. First it starts with a discussion on inclusive education and its meaning. After that, it presents how inclusive education goes beyond students with disabilities. Then, it continues with the importance of teachers in education processes. Moving forward, it defines self-efficacy and attitudes and discusses their importances. Finally, relevant studies are presented to highlight the importance of the present study.

2.1. Inclusive Education

The idea of inclusion in education highlights that every student has an equal opportunity to receive a high-quality education, regardless of their unique needs or obstacles (UNESCO, 2017). This directs instructional strategies meant to increase engagement and address issues of exclusion, inequality, and marginalization (Booth, 2009). A learner-centered approach is applied, whereby the environment is modified to meet the diverse requirements of the students (Florian & Black-Hawkins, 2011). It has been noted that this tactic favors pupils' learning and developmental results (Vantieghem, 2023). According to Walker et al. (2024), an educational environment that utilizes inclusive education may successfully lessen the perceived differences between children who have typical and atypical neurological development. It can also combat bias, foster understanding, cultivate compassion and esteem respect. Suleymanov (2015) justifies the utilization of inclusive education using three rationales. The first is an educational justification: Through inclusive system all children have an equal opportunity to benefit from educational objectives. Thus, the teaching approaches must be developed in the way to address different abilities and

weaknesses. The second justification comes from society: advancing the idea of inclusive education encourages a shift in attitudes toward diversity, setting the foundation for a just and inclusive society. The third rationale is financial: educating all students together in the same school and administrating it is cheaper than providing education separately to students in different groups in each school that would be tailored to a specific group.

One crucial instrument for policy coordination in education between EU institutions and Member States is the Strategic Framework for European Cooperation in Education and Training. Member States have identified four shared objectives through the foundation of Education and Training. One is the realization of lifelong learning and mobility; another is the improvement of the standard and effectiveness of education and training; a third is the promotion of equality, societal integration, and active citizenship; and a fourth is the encouragement of creativity and innovation, including entrepreneurship, in all educational and training levels. Considering inclusive education in particular is necessary in light of Education and Training's third aim, which is to advance equity, social cohesion, and active citizenship. In keeping with this goal, it is mandated that in addition to promoting inclusive education, educational setbacks must be addressed by providing excellent early childhood education and particular support (Council of the European Union, 2019).

A key strategy in achieving universal education is inclusive education, which is a way to strengthen the educational system's capacity to serve all students. It is believed that inclusion is a strategy to recognize and address the range of needs of all kids, teens, and adults by increasing their engagement in education, cultural events, and communities while reducing and eliminating exclusion from and within the educational system. This requires modifications and adjustments to the curriculum, approaches, frameworks, and strategies, all within the framework of a common goal that includes every kid within the appropriate age range. The goal is that all students should get instruction from the traditional education system (UNESCO, 2009).

Because inclusive education seeks to provide everyone chances, regardless of differences, it is becoming more and more vital. The concept of inclusive education

is defined as teaching all children in institutions and under the same conditions, regardless of their talents, impairments, or other characteristics, according to the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994). This concept's fundamental principle is that all children have the right to an education and ought to have the opportunity to study in classrooms with their peers. In addition to fostering a feeling of community, inclusive education gives pupils the tools they need to succeed in a diverse society. By embracing this approach, we are creating an environment where every child, regardless of their unique abilities or characteristics, can receive the same quality of education and learn in harmony with their peers. The approach to education challenges notions about who can attend school, what should be taught in the curriculum, and how teaching and learning should occur. It is rooted in the belief that every child deserves an education irrespective of their abilities or disabilities. Inclusive education transforms traditional ideas about schooling by emphasizing the importance of providing education to all children, regardless of their individual abilities or disabilities, and reimagining what should be included in the curriculum as well as how teaching and learning should take place (Alzahrani, 2020).

The notion of inclusive learning revolves around changing mindsets and systems that aim at every child being respected, supported, and valued in their learning. This is not only to provide the children with special needs with additional assistance; it also includes re-examining and renewing the entire educational system so that each student has a sense of belonging and a place of their own within the system. Inclusive practices attempt to deal with inequality by developing the opportunity for all children, regardless of their backgrounds, to receive a high-quality education that recognizes their specific needs and is differentiated for varying learning abilities that are present in their communities (Howley, 2020). Every kid should be able to realize their potential in the classroom. Policies must be incorporated into school structures in order for education to be successful. This entails developing policies that uphold fairness, diversity, and inclusion while providing educators with the tools and training they need to assist every kid. An inclusive education strategy also requires cooperation with parents, community groups, and other stakeholders (Ainscow et al., 2000).

In the past, inclusive education primarily focused on educating students with disabilities alongside those without disabilities. However, in today's world, it has evolved into a program that not only caters to children with needs but also provides equal opportunities for underprivileged children, individuals from diverse cultural and ethnic backgrounds residing in rural areas, LGBTQ+ students, and girls. It also takes into consideration marginalized groups who face challenges in accessing quality education (UNESCO, 2001). In this perspective, inclusive education values diversity and does not exclude anyone from processes based on factors such as gender, ethnicity, social class, health conditions, or achievements; instead, it embraces them (UNESCO, 2009). The concepts of fairness and equality are emphasized within the context of education, where differences are recognized, appreciated, and accepted (Corbett, 2003; Farrell, 2001; Wah, 2010). UNICEF (2003) defines education as a system that specifically addresses the requirements of all students who require assistance in order to achieve successful learning. Put simply, inclusive education upholds the ideals of fairness by guaranteeing that the distinct requirements of each student are fulfilled to ensure their educational achievement. Inclusive education establishes a system that recognizes and supports all students by acknowledging and accepting their diversity. This provides an environment where fairness and equality flourish.

Hence, inclusive education can be described as an endeavor to make schools capable of meeting the needs of all students (UNESCO, 1994). It is built on the belief that "every student matter equally" (UNESCO, 2017, p. 12). Strategies should be integrated into the school's policies that will facilitate the success of such educational objectives. Firstly, there should be policies that will encourage and support diversity, equity and inclusivity and also ensure that teachers have the required training and resources to successfully nurture all children. Then, schools should work together with parents, community organizations, and other stakeholders who will help reinforce an educational strategy. Hence, the most successful learning opportunities are those where the policies send a message that every child is secure, cherished, and respected and also has a chance to learn and create their abilities and knowledge (UNICEF, 2017).

Inclusive education is about more than only academic achievement. Even though it is critical in boosting pupils' academic betterment, its tangible benefits surpass the traditional aspects of achievements. In fact, inclusive education stems from a revolutionary angle in society since it nurtures the kind of environment that motivates diversity and upholds everyone's unique input (Marimuthu & Cheong, 2015). Classrooms where inclusivity is prioritized offer ideal conditions for the development of empathy and comprehension. When learners with different backgrounds and skill levels work collaboratively, they grow to appreciate both the differences and the similarities (Abacioglu et al., 2023). This increased consciousness creates the groundwork for a more inclusive society in which people are valued for who they are, regardless of their apparent shortcomings. According to inclusive education fosters vital life skills that go well beyond the classroom. Through the cultivation of teamwork, communication, and problem-solving abilities, it gives pupils the means by which to maneuver an ever more interconnected world. Inclusive classrooms help kids learn how to interact productively with people of different origins and viewpoints (OECD, 2023). In addition, inclusive education is in line with the basic ideas of tolerance and social justice. It questions the structures of power that are already in place and gets rid of barriers to access and chance. It's not enough for inclusive education to just include kids with disabilities. It means committing to fairness and inclusion for everyone, no matter their race, gender identity, or socioeconomic position (UNICEF, 2017).

2.2. Diversity Beyond Disability

Inclusive education is more than integrating students with disabilities into classrooms. It takes an approach to ensure that all students, regardless of their background, abilities, or identities, have opportunities (UNICEF, 2017b). According to Vlachou (2004), it is essential to consider the values, purposes, and practices within settings. This means addressing diversity-related issues beyond children with disabilities or special educational needs. Instead, we should focus on concerns about the goals, beliefs, and methods of our education systems as a whole. That means, viewing inclusion as a problem related to education or disabilities, we miss the chance to address these broader concerns effectively.

The goal of inclusive education is to give all students the same chances, no matter their race, gender, age, ethnicity, socioeconomic position, or physical or mental abilities (Auwarter & Aruguete, 2008). Taneri and Ozbek (2023) state that the main idea is about seeing diversity as an advantage rather than a problem and helping each student develop their skills and potential. This philosophy believes that every child can succeed and fulfill their potential when they are given the resources, opportunities, and teaching methods. Culturally responsive pedagogy is a teaching strategy that effectively utilizes students' cultural backgrounds and perspectives to enhance learning (Gay, 2002). It acknowledges the experiences each student brings to the classroom and aims to create an inclusive learning environment that values and respects individual differences (Taneri & Özbek, 2023).

There are many benefits to incorporating teaching methods into inclusive education. All students gain from it, not just those from different backgrounds. It makes learning more fun for everyone. When teachers respect and include their students' cultural experiences, they can make the classroom a more interesting and welcoming place for everyone. This method helps students understand, care about, and respect each other, which makes them feel like they fit and helps everyone do well. Students with different experiences and needs are treated unfairly when the teacher does not care about them or their needs (Taneri & Özbek, 2023).

To further develop the idea that inclusive education includes all students, regardless of disability, more research must be done on the complex aspects of diversity and the advantages of implementing inclusion in educational settings. Inclusive education is a philosophy that acknowledges the intrinsic worth of each person and aims to establish settings where everyone feels appreciated, respected, and enabled to realize their full potential. It is not just about physical accessibility or integration (Eid, 2018). Inclusive education places a focus, on acknowledging and appreciating diversity in different aspects, such as socioeconomic status, cultural heritage, learning preferences and neurological differences (Mitchell, 2016). It also encompasses factors, like race, ethnicity, gender and physical capabilities. By fostering an environment of respect and empathy inclusive education encourages a sense of belonging by valuing each student's strengths and perspectives within the

educational setting (Ali, 2024). Hayes and Bulat (2017) suggest that inclusive education has impacts, on the school community as a whole extending beyond students with special needs or disabilities. Embracing and valuing diversity encourages students to work in groups fostering a greater appreciation, for each other unique qualities. This does not prepare learners for an interconnected global society but also nurtures a sense of unity and belonging within the school environment. According to Polat (2011), in its most fundamental form, inclusive education is a shift away from traditional methods of instruction because it places an emphasis on principles such as social justice, fairness, and inclusivity. The goal of education is to create an atmosphere in which every student has the opportunity to grow academically, socially, and emotionally. This is accomplished by acknowledging the worth and potential of every student.

2.3. Teacher and Inclusive Education

The concept of "inclusive education" refers to systems and approaches that aim to cater to the needs of all students regardless of their abilities, disabilities, or other personal characteristics. The objective of education is to ensure that every child has access to an education that is accessible and fair. To achieve this goal, it is crucial to begin by educating teachers on the importance of diversity and inclusive practices. The role of teachers and educators in providing quality education and enhancing learning outcomes is emphasized in the Incheon Declaration (UNESCO, 2015). Therefore, it becomes essential to prioritize empowering, training and supporting teachers as outlined by UNESCO (2015).

The necessity for inclusive teaching has become a requisite skill for educators (Burns, 2010). However, the feeling of having limited ability to cater to the needs of diverse students can be overwhelming for the educators (de Bruïne et al., 2014). Therefore, there is a pressing need for research that offers more profound understanding into educators' aptitude for inclusion and the environments where these abilities can be nurtured (Vantieghem et al., 2023). Inclusive education competency among teachers is described as an intricate blend of knowledge, skills and attitudes enabling an educator to effectively accommodate the varied classroom

diversity (Crick, 2008). However, it is crucial to acknowledge the difficulties associated with developing tools to quantify educators' inclusive competencies, owing to the complex essence of inclusive education. This concept encompasses a broad range, not limited to specific groups but surpassing any diverse group, and demonstrates institutional complexity by necessitating multiple educational processes simultaneously to achieve maximal learning and developmental outcomes for students (Vantieghem, 2023).

According to Gregoire's Cognitive Affective Model of Conceptual Change (2003), teachers' willingness to implement reforms is heavily influenced by their belief systems. In other words, whether they embrace or oppose a change determines their likelihood of implementing it. If a teacher's beliefs are in conflict with the proposed change, it can act as a barrier between the reform and its implementation. In order to achieve education, the support of national policies and universal statements like Salamanca is crucial.

However, the inclusiveness of a classroom ultimately depends on the teachers' commitment to fostering an environment. This means that both top-down efforts, such as policies, and bottom-up efforts, like teaching, are necessary for successful inclusive education. According to Kielblock (2018), the report "Teachers Matter" from the Education Committee of the Organization for Economic Cooperation and Development (OECD, 2005) emphasized the role teachers play in their students' lives. It highlighted how teacher quality and effective teaching significantly impact student learning.

One of the main issues facing schools throughout Europe, according to the Meijer (2003), is addressing diversity and differences. The major obstacles to inclusion are behavioral, social, and/or emotional issues. Inappropriate systems of assessment and examination, along with rigid or irrelevant curricula, provide obstacles to learning and engagement. There is a claim that these obstacles are made worse by teachers' lack of preparation, especially when it comes to "special educational needs" and working in inclusive classrooms (Forlin, 2001). The role that teacher preparation plays in helping student teachers develop inclusive practices and ways of thinking is crucial (Barton, 2003).

The role of teachers is crucial in education as their beliefs, attitudes, and practices greatly influence the sense of inclusion felt by all students. Research indicates that teachers generally have positive attitudes toward inclusive education, but many feel they lack the necessary education and expertise to effectively manage an increasingly diverse classroom (Forlin, 2013). Inclusive education presents challenges that require changes in school organization and operation. It also demands that teachers acquire knowledge, skills, and attitudes. Some teachers perceive this as a burden since they already have a lot on their plate. Feeling overwhelmed can lead to teacher anxiety and even resistance to education (Forlin, 2012). Addressing the challenges associated with education can be achieved through investment in teacher education. Teacher training programs focusing on inclusion can equip teachers with the knowledge, skills, and attitudes needed to support all students in their classrooms. These programs should cater to both aspiring teachers and those already working in the field. They should cover topics such as diversity, special educational needs, and inclusion (Forlin, 2012).

Teacher education programs should also prioritize the development of teachers' belief in their ability to implement teaching strategies that yield positive student outcomes effectively. Teachers who possess a sense of efficacy firmly believe that they can make an impact on their students' lives irrespective of any obstacles they may encounter. When teachers feel confident in their abilities, they are more inclined to incorporate new approaches into their classrooms (Tschannen-Moran & Woolfolk Hoy, 2009).

According to Forlin et al. (2011), the Education for All movement is greatly influenced by the quality of teachers and the effectiveness of their training. This emphasizes the necessity of assessing teachers' preparedness and finding ways to train them in order to promote inclusive practices in their classrooms. Teacher education models are implemented at two stages: before they start teaching (pre-service) and while they are already teaching (in-service). The primary focus of pre-service teacher education should be on equipping teachers with the attitudes, skills, and knowledge for teaching (Loreman, 2010). When pre-service teachers begin their careers with confidence, positive attitudes, and minimal concerns about inclusion,

they are more likely to implement practices in their classrooms and continue doing so throughout their professional journey (Forlin et al., 2011).

The European Agency for Special Needs and Inclusive Education outlines key recommendations to develop meaningful PST education programs for inclusion. Their project, the *Teacher Education for Inclusion,* advocates for the need to raise teacher competencies and promote four core values: 1) Valuing student diversity in classrooms; 2) Creating support for all learners; 3) Collaborating and working with others; 4) Continuing personal and professional development. However, studies on PST education programs have shown that these programs either superficially deal with inclusive education or avoid addressing critical aspects of inclusion altogether (Sharma et al., 2023). The educational standard of a school focuses on the process of instruction and learning. The primary objective of a school is to cultivate well-educated individuals. Educators and administrators bear the primary duty of resolving the challenges connected to efficient teaching and learning (Hoy & Woolfolk, 1993).

Despite the policies, research initiatives, and university programs focused on teacher education it remains crucial to comprehend how these efforts actually impact teaching practices, in classrooms (Lancaster & Bain, 2018). It is equally important to evaluate both the achievements and shortcomings of models aimed at enhancing the quality of teacher education programs. As schools embrace a more inclusive educational approach, teacher education must also adapt and refocus its efforts to prepare teachers for this transformative shift (Forlin et al., 2011).

2.4. Teacher's Self-Efficacy

Self-efficacy, according to Bandura (1997), pertains to an individual's belief in their capability to perform the actions to achieve success in a situation effectively. It is a concept reliant on teachers' self-assessment of their competence rather than an objective evaluation of their abilities (Tschannen et al., 2007). The acquisition of efficacy information happens through experiences of both triumphs and setbacks (referred to as experiences) as well as through the impact of physiological and

emotional states that either strengthen or weaken these experiences. Furthermore, individuals can also learn from the accomplishments, failures, and feedback of others when encountering situations (Bandura, 1997; Tschannen et al., 1998). Bandura (1986) defines self-reflection as a unique human capability because it causes them to evaluate and change their behavior, and self-efficacy is a part of self-reflection. They cause changes in the choices that individuals make. They tend to engage in tasks in which they are likely to succeed and avoid the ones in which they are likely to fail. Efficacy beliefs play a crucial role in influencing the level of effort individuals are willing to put into an activity, their ability to persist in the face of obstacles, and their resilience when confronted with challenging situations. The strength of one's belief in one's own efficacy directly impacts one's determination, perseverance, and ability to bounce back from adversity. When individuals have a higher sense of efficacy, they are more likely to exert more significant effort, demonstrate increased persistence, and exhibit greater resilience (Pajares, 1996).

The idea of teacher self-efficacy has been found to be connected to how teachers conduct their classes, as mentioned by Tschannen Moran et al. (1998). The influence of believing in their abilities extends to teachers' thoughts about themselves and their behavior and attitudes toward teaching (Skaalvik & Skaalvik, 2007). Additionally, teachers' attitudes can impact the way they think and make judgments about inclusion, ultimately affecting their teaching practices (Kuyini, 2020). According to Tschannen Moran et al. (1998), the concept of teacher efficacy suggests that a teacher's level of confidence affects how hard they work in a teaching situation and their determination to overcome challenges. Furthermore, teacher self-efficacy is a factor that relies on teachers' personal perceptions of their teaching skills rather than an objective evaluation of their abilities (Tschannen et al., 2007). Efficacy judgments refer to the beliefs individuals or groups hold regarding their capabilities, which may not always align with accurate assessments of those capabilities. This distinction is crucial because people frequently overestimate or underestimate their true abilities, and these perceptions can impact the decisions they make and the level of effort they invest in their pursuits. Furthermore, the extent to which individuals utilize their skills may also be influenced by whether they over or underestimate their capabilities (Goddard et al., 2004). From one perspective, an individual may lack confidence in

their ability to perform a specific task, yet this does not necessarily result in a decrease in their self-esteem. This is because their sense of self-worth is not dependent on excelling in that particular activity. Conversely, individuals who are high achievers may possess exceptional skills but still evaluate themselves negatively. This may occur when they have set exceedingly high personal standards that are difficult to meet (Bandura, 1997). Self-efficacy, as a motivating factor, has a significant impact on the effort and determination of teachers, ultimately affecting their performance. This, in turn, becomes a valuable source of information that reinforces self-efficacy. The interplay between behavior and self-efficacy creates a cyclical pattern where behaviors influence self-efficacy, leading to the adoption of new behaviors. This cycle can either result in a self-reinforcing pattern of success or failure, which tends to remain stable unless a disruptive experience prompts a reassessment (Tschannen- Moran & McMaster, 2009). The effectiveness of teachers is strongly connected to their self-assessment, behavior in the classroom, and dedication to their profession. It is widely believed that teacher efficacy plays a role in ensuring the success of education in contemporary classrooms (Tschannen et al., 1998; Wilson et al., 2020; Woolfson & Brady, 2009). According to Burke and Sutherland (2004), the attitudes towards inclusion are not based on the ideology of the teachers but on their concerns of practicality about the implementation of inclusive education.

The belief in one's teaching abilities, also known as teacher efficacy, is linked to enhancing perspectives on teaching within inclusive educational settings. A teacher who has a high degree of self-efficacy in their ability to implement inclusive practices would feel secure about their abilities to teach a kid with special needs in a traditional classroom. Educators who lack confidence in their capacity to implement inclusive approaches may feel that integrating a student with unique educational requirements into a regular classroom setting would be a fruitless endeavor, discouraging them from making the effort altogether (Sharma et al., 2012). In order to understand educators' perspectives on potential supports and barriers to guaranteed inclusive practice, it is crucial to understand their belief in the efficacy of their implementation of inclusive practices, as well as their comprehension of the task, its context, and their own assessment of teaching proficiency. Consequently,

these concepts are essential to understanding instructors' viewpoints about what may be advantageous and disadvantageous to implementing confident, inclusive training (Hosford & O'Sullivan, 2016). Soodak et al. (1998) describe self-efficacy as the best predictor of their attitude toward inclusive education. The efficient execution of inclusive education is heavily dependent upon the self-efficacy of educators, specifically with regard to their ability to effectively engage students and employ instructional approaches. This is a factor that warrants careful consideration, particularly for inexperienced teachers navigating their first few years of teaching. Teachers' actions are strongly influenced by their self-belief in their capacity to teach all students in an inclusive and helpful manner in order to achieve this goal. Establishing mechanisms that support and nurture teacher self-efficacy in the framework of a varied, inclusive educational paradigm is therefore essential. These initiatives have the potential to improve student achievement in addition to improving teacher retention and well-being. Therefore, enhancing teachers' self-efficacy is crucial to the successful implementation of inclusive education (Woodcock & Reupert, 2016).

The foundation of education is teachers' self-efficacy, which affects many aspects of teaching strategies, student learning results, and the larger educational environment. Instructing differentiation procedures, a teacher's perception of self-efficacy is undeniably a factor that should not be neglected (Cândido & Silva, 2021). The self-efficacy of teachers is connected to their capacity in making unique and customized lessons. The self-efficacious teacher attributes her high sense of confidence in themselves to design and implement instructional activities in accordance with every learner's ability and/or difficulty in learning, bearing in mind the differences in their learning background, skills, and learning preferences. Instead, instructors who do not possess constructive self-efficacy may fear whether they can prepare students according to their needs or not, and this would lead to a one-size-fits-all strategy, which might result in disregarding the needs of some students (Mäkinen, 2013).

2.5. Teacher's attitudes and perceptions

In addition to the efficacy teachers have, their attitudes also play a role. Attitudes are the predispositions and evaluations of things and events. They are influenced by

factors such as knowledge, values, and the requirements of the tasks at hand (Ajzen & Fishbein, 2005). Attitude can be further characterized as inclinations towards conduct. Essentially, an individual's attitude or conviction regarding something is believed to have an impact on their behaviors, actions, and effectiveness. Beliefs about capabilities and beliefs about situational influences contribute to the overall development of self-efficacy (Reusen et al., 2000). According to Bandura (2006), individuals have the capacity to organize, take initiative, regulate themselves, and engage in self-reflection. This enables them to assess their abilities when performing tasks accurately.

Bem (1970) states that liking or disliking an environment has its roots in emotions, behavior, and social influences of the individual. Therefore, according to the theory of planned behavior (TPB) – proposed by Ajzen (1985) –attitudes will affect the intentions and actions of an individual. Lambe (2011) applies TPB to inclusive education and concludes that a teacher's commitment towards inclusive education will be affected by three things: 1) attitudes toward the inclusive education concept, 2) attitudes towards social pressure to support it, and 3) self-efficacy. In general, individuals with a positive outlook, a supportive social influence, and a strong sense of personal control are more inclined to express an intention to engage in certain behaviors. Furthermore, the greater the level of intention and perceived control over the behavior, the higher the likelihood that the behavior will actually be carried out (Yan & Sin, 2014). Additionally, the acceptance of inclusion and the imperative to integrate students with disabilities into mainstream environments may also rely on prior knowledge and appropriate training (normative beliefs). Likewise, certain factors can impede the development of favorable attitudes, thereby affecting the intention to engage in such behavior. These controlling beliefs encompass variables such as the age of the respondent, teaching credentials, and the grades they instruct (Subban & Mahlo, 2017).

As Pohan (1995) states, teachers have a special power in influencing students' achievements and therefore it is of utmost importance to understand teachers' beliefs as well. Teacher beliefs determine the type of activities to be carried out by students, the feedback provided to them, and the intensity of interaction between the teacher

and the student (Pohan, 1996). According to Tatto (1996), teacher beliefs really do influence their practice and they are in fact resistant to change. To purposefully impact the teachers' beliefs of their training programs, it is much needed that the teachers' training programs modify these beliefs. Teachers can also have prejudices based on race, ethnicity, gender, and class which may have implication in their behaviors and classroom practices. Thus, it is imperative to understand teachers' beliefs and how they relate to the things they do in class.

To explore teachers' evaluation of possible facilitating and limiting factors in confident inclusive performance, it is important to determine the level of teacher efficacy in inclusive practice and teachers' perception of the task, its context, and the way they perceive their teaching competence. These themes are how teachers go about inclusive education. By examining teacher efficacy along with subjective measures of teachers' perceptions of their own strengths and weaknesses, we will obtain a holistic picture of teachers' experiences facilitating inclusion (Hosford & Sullivan, 2015). Over the years, meticulous research on inclusive education has repeatedly emphasized the effect of positive teachers' attitudes when it comes to fully implementing inclusive practices (Carrington, 1999; Norwich, 2002; Forlin et al., 2007).

As reported by Pajares (1992) in his work concerning teachers' beliefs, it is suggested that teachers' beliefs undergo transformation only by the presence of a challenge or when they are considered inadequate. Nevertheless, the same approach applies here, where change is only a last resort. Studies suggest that the educational approaches which teachers use are most likely to be in accordance with their own beliefs. Despite the fact that changing these beliefs can be an arduous task, it can be achieved through an interplay of events, gaining new experiences, engaging in teaching and reflecting upon the process over a long period. Situations that cause dissonance in thinking make teachers reconsider what they already believe, which may in turn lead to the evolution of their mindset. These are the moments that make a difference in defining and shaping the identity of a teacher (Cabello & Burstein, 1995).

To conclude, teacher's attitudes and perspectives are the key determinants without which the whole educational can not exist, regardless of them being constant or accidental footnotes of the learning process. An educator's attitude and view can be considered the most significant role when it comes to a student's schooling path because it can range from classroom atmosphere to learning outcomes (OECD, 2009).

2.6. Research Studies on the Significance of Attitudes and Self-Efficacy Levels of Teachers in relation to the Inclusive Education

Within the subject of education inclusive education has attracted a lot of attention. In order to advance diversity and equity in educational settings, educators, researchers, and legislators are increasingly focusing on the investigation of inclusive behaviors and attitudes toward inclusion. This focus on inclusive education is a reflection of the rising understanding of how important it is to support all students, regardless of their backgrounds or abilities, and to accommodate their different learning requirements in a welcoming and inclusive learning environment (Alzahrani, 2020).

Research has demonstrated that a few recurring components are essential to the adoption of inclusive practices in educational settings. These components include instructors' views toward inclusive education, their plans to implement IE techniques, and their decreased level of anxiety about teaching in an inclusive setting (Sharma et al., 2021). These studies show that the implementation of inclusive teaching methods is highly influenced by a high level of teacher self-Efficacy (Opoku et al., 2020; Sharma, Sokal et al., 2021; Wilson et al., 2020; Yada et al., 2021).

Research indicates that educators in educational environments with elevated TSE levels tend to provide more differentiated assignments (Weiss et al., 2019). Furthermore, there has been a noticeable decline in the number of pupils being sent to special education programs (Yada et al., 2021). Strong empirical evidence has been acquired over the last thirty years that supports the favorable link between TSE and better student outcomes. Among these results are improved academic

achievement and heightened student motivation (Sharma & George, 2016). According to Haug (2016), the majority of European nations have recognized inclusive education as a way to guarantee everyone's equal access to education. Nonetheless, there is a great deal of variation in inclusive education's definitions and applications.

In the context of Turkey, according to Özokcu (2018), the impact of contextual factors, teaching experience, and understanding of inclusive education policies on teachers' self-efficacy were highlighted. It was found that other significant characteristics included professional development, pre-service teacher education, experiential engagement with individuals with impairments, and confidence in teaching in inclusive classrooms. The results of a study by Aktan (2021) show that there are many people who have negative opinions about inclusive education because of current issues like overcrowding in classrooms, a lack of support services, and professional deficiencies. This suggests that to implement effective inclusive education interventions, better infrastructure, stronger resources, and improved competencies are required. According to a study by Aksu Ataç and Taşçı (2020), prospective language teachers in Turkey expressed positive attitudes toward inclusive language education and emphasized the importance of pre-service training for inclusive education, but they also showed knowledge a bout inclusive education but lacked a detailed understanding of its processes. Therefore, the investigation of language instructors' perspectives on inclusive education in Turkey and Europe adds to the current body of knowledge and real-world initiatives that work to advance inclusive practices and improve learning chances for students of all backgrounds.

2.7. Summary of Literature Review

According to UNESCO (2017), everyone deserves equal opportunities to participate and learn in an inclusive educational environment. By using student-focused methods and adapting surroundings to varied requirements, inclusive education helps all students succeed academically and thrive (Florian & Black-Hawkins, 2011; Vantieghem, 2023). Inclusive education fosters fairness, social cohesiveness, and active involvement. Inclusive education facilitates the achievement of educational

objectives for all students through the promotion of collaboration, tailored instruction, and timely identification and assistance for children with special needs (Woodcock et al., 2022).

Taneri and Özbek (2023) emphasize the importance of viewing diversity not as an obstacle but rather as a beneficial prospect for augmenting education and inclusivity. The efficacy of this perspective can be bolstered when adequate support, resources, and teaching methods are employed. Every student, under such circumstances, possesses the capability to attain both academic and personal success.

Bandura (1997) defines self-efficacy as the personal belief in one's capacity to execute particular tasks successfully. This concept is molded by individual experiences, the actions and outcomes observed in others, and one's emotional condition. Increased self-efficacy results in an enhanced expenditure of effort, sustained determination, and robust resilience when confronted with difficulties. In an educational context, this means the teaching performance will also be affected by the level of self-efficacy (Tschannen- Moran & McMaster, 2009).

The beliefs of teachers have a significant impact on the activities that students are expected to do, the feedback that they receive, and the level of interaction that occurs between teachers and students (Pohan, 1996). The beliefs of teachers definitely impact their practice, and teachers are indeed resistant to change, according to Tatto (1996).

CHAPTER 3

METHOD

This chapter aims to present the research method. It starts with the research questions and gives the study's overall design and rationale. After that, the setting, participants, data collection, and analysis are displayed. Finally, the limitations of the study are discussed.

3.1. Research Questions

This study aims to investigate language teachers' attitudes towards inclusive education and self-efficacy in implementing inclusive education practices. In line with the aims that have been mentioned, the following research questions are the focus of this study:

1. How do foreign language teachers in five different European countries rate their self-efficacy in managing behavior, collaboration, and using inclusive instruction practices?
2. What are the prevailing attitudes of foreign language teachers towards inclusive education in five different European countries, specifically regarding their vision of outcomes, differentiation practices, general practices, and supports for inclusive education?
3. Are there significant differences in the attitudes towards inclusive education and self-efficacy levels among foreign language teachers based on their country of residence, gender, educational background, and years of teaching experience?

a. Are there any differences among foreign language teachers from five different European countries in terms of their self-efficacy scores?
b. Are there any differences among foreign language teachers from five different European countries in terms of their attitude scores?

c. Are there any gender differences among foreign language teachers from five different European countries in terms of their self-efficacy scores?
d. Are there any gender differences among foreign language teachers from five different European countries in terms of their attitude scores?
e. Are there any differences among foreign language teachers from five different European countries from different age groups in terms of their self-efficacy scores?
f. Are there any differences among foreign language teachers from five different European countries from different age groups in terms of their attitude scores?
g. Are there any differences among foreign language teachers from five different European countries who had prior training on inclusive education in terms of their self-efficacy scores?
h. Are there any differences among foreign language teachers from five different European countries who had prior training on inclusive education in terms of their attitude scores?
i. Are there any differences among foreign language teachers from five different European countries who had knowledge about local legislation on inclusive education in terms of their self-efficacy scores?
j. Are there any differences among foreign language teachers from five different European countries who had knowledge about local legislation on inclusive education in terms of their attitude scores?
k. Are there any differences among foreign language teachers from five different European countries who had prior experience in inclusive education in terms of their self-efficacy scores?
l. Are there any differences among foreign language teachers from five different European countries who had prior experience in inclusive education on inclusive education in terms of their attitude scores?
m. Are there any differences in self-efficacy scores among foreign language teachers from five different European countries based on their highest level of education completed?
n. Are there any differences in attitudes toward inclusive education among foreign language teachers from five different European countries based on their highest level of education completed?

3.2. Design of the Study

According to Creswell (2003), the purpose of quantitative research is to arrive at conclusions that are statistically significant regarding a specific population by analyzing a sample that is accurately representative of that group. “Population” is a term that refers to the entirety of the people who are the focus of the research. The extent of the population, regardless of whether it is broad or small, is irrelevant; the only criterion is that it includes every single person who satisfies the criteria of the group that is being investigated. Lowhorn (2007) states that if the sample is picked with great care, it will have a statistical similarity to the population. This will make it possible to generalize the conclusions from the sample to the larger population.

A survey research design was utilized in the present study. The survey method, as defined by Fowler (2013), is a systematic approach to collecting data from a specific population by using structured questionnaires or interviews. This method is essential for gathering quantitative information about the attitudes, opinions, behaviors, or characteristics of a large group of people. Surveys are used because they provide a reliable and efficient way to collect data that can be analyzed to draw conclusions about the broader population. They are particularly useful in research fields such as social sciences, marketing, and public health, where understanding the distribution and dynamics of various phenomena is crucial.

3.3. Participants

A convenience sampling strategy was employed for the selection of the participants. According to Cooksey and McDonald (2011), it makes access to the participants easier for the researcher. The advantages of the method are the ease and the quickness of the collection of the data. Leiner (2014) states that convenience sampling ideally provides a sufficient number of motivated participants. This method is appropriate for the present study because of constraints in budget, time, and accessibility of participants. Since the study requires reaching a diverse population of language teachers across multiple European countries, visiting the countries would not have been possible because of the expenses and time restraints. With the use of

this method, the collection of efficient data within the limited time frame and budget of this master's thesis.

According to Mackey and Gass (2005), a disadvantage of convenience sampling is that it may be biased, and thus, it might not represent the population fully. Due to budget, time, and accessibility constraints, a convenience sampling strategy was used in the study. Although this method is known for easy and quick data collection, efforts were made to increase sample diversity and reduce bias by distributing the survey link through various channels. These included social media platforms, local seminars and magazines targeting English language teachers. Despite these efforts, the sample may not be fully representative of the entire population of language teachers in Europe, and the results should be interpreted as indicative rather than definitive.

Table 1. Distribution of Participants by Country

Country	N	%
Turkiye	52	19.6%
Ireland	54	20.4%
France	51	19.2%
Spain	56	21.1%
the United Kingdom	52	19.6%

The participants consist of 266 language teachers who teach English in Europe. There are 52 teachers who teach in Turkiye (19.6%), 54 in Ireland (20.4%), 51 in France (19.2%), 56 in Spain (21.1%) and 52 in the United Kingdom (19.6%).

Table 2. Distribution of Participants by Gender

Gender	N	%
Female	114	42.9%
Male	143	53.8%
Non-binary	3	1.1%
Transgender	4	1.5%

As it can be seen in Table 2, majority of the participants identified as male, consisting 53.8% of the population (*n*=143). It is followed by females at 42.9%

(*n*=114). Non-binary individuals make up 1.5% of the participants (n =4), while 0.8% of the participants identified as transgender.

Table 3. Distribution of Participants by Age Category

Age	N	%
25 or below	24	9.0%
26-35 years	101	38.0%
36-45 years	115	43.2%
46 years or above	24	9.0%

The age distribution of the participants reveals that the majority of the participants are between 36-45 years old, comprising 43.2% of the participans (*n*=115) this is followed by participants who are between 26-35 years. This group consists of 38% of the participants (*n*=101). Both 25 or below and 46 or above categories contain 9% of the population, making up 9 people for each group.

Table 4. Distribution of Participants by Level of Education

Level of Education	N	%
Secondary School or its equivalent	6	2.3%
Bachelor's Degree or its equivalent	89	33.5%
Master's Degree	168	63.2%
PhD	1	0.4%

Referring to Table 4, 63.2% of the participants hold a master's degree (*n*=168). It is followed by a bachelor's degree or its equivalent with 33.5% of the population (*n*=89), which is of the sample. 2.3% of the participants hold a secondary school degree or equivalent (*n*=6). There was only one participant who hold a PhD (0.4%).

3.4. Data Collection Instruments

To assess attitudes towards inclusive education, the Teacher Attitude Scale Towards Inclusive Education (TASTIE) by Kielblock (2018) was used. This scale, consisting of 12 items across four dimensions (vision, differentiation, support, and general practices), employs a seven-point Likert scale. Reliability coefficients reported by Kielblock (2018) were satisfactory (α = .71-.79). To measure self-efficacy, the Teacher Efficacy for Inclusive Practices (TEIP) scale by Sharma et al. (2012) was

utilized. This 18-item scale assesses three dimensions: managing behavior, collaboration, and using inclusive instruction, with reliability coefficients ranging from α = .75-.84. Both instruments were validated for use in this study through confirmatory factor analysis and reliability testing.

3.5. Data Collection Procedure

The research data was collected using two online questionnaires addressing foreign language teachers in Spain, Turkey, Ireland, France and the United Kingdom. These countries are selected because they represent a diverse region in Europe with Spain from Southern Europe, Turkey from Eastern Europe, France and the UK from Western Europe and Ireland from Northern Europe. This online method offered convenience and flexibility to participants, allowing them to complete the survey at any time.

The survey link was distributed through various digital platforms such as social media, academic forums and professional networks. This strategy reduced geographical barriers and facilitated sample diversity. Measures to ensure data quality included pre-survey validation, periodic reminders and follow-up emails to encourage participation and reduce non-response bias.

After completing the necessary tools for collecting data, the informed consent documents for the questionnaire were developed. The purpose of these was to provide the participants with information regarding the study. In the consent form, the participants were also informed that they have the freedom to withdraw from the research at any moment and to skip any questions they do not wish to answer.

During the data collection the participants were thoroughly informed and instructed which proves adherence to ethical guidelines and best practices by anonymizing the data. This means that personal identifying information that could potentially identify individuals were replaced with unique identifiers. As a data security measure, access to collected data was restricted only to the researcher.

3.6. Description of the Variables

3.6.1. Self-Efficacy Variables

3.6.1.1. Managing Behaviour

This variable evaluates the teachers' self-efficacy in managing and regulating student behavior. High scores refer to a strong conviction in their ability to maintain discipline and foster a positive learning environment.

3.6.1.2. Collaboration

The degree to which educators believe they can collaborate with one another is gauged by this variable. It covers things like participation in professional learning groups, co-teaching, and exchanging best practices.

3.6.1.3. Using Inclusive Practices

This variable evaluates how confidently teachers use instructional strategies to meet the unique requirements of every student, especially those who have special education needs. It displays their capacity for course modification and differentiated education.

3.6.2. Attitudinal Variables

3.6.2.1. Vision of Outcomes

This variable focuses on teachers' beliefs on the potential positive outcomes of inclusive education. It examines their expectations about the benefits of inclusive practices for the students.

3.6.2.2. Differentiation Practices

It examines teacher attitudes towards the use of differentiation techniques in the classroom. It reflects their views on modifying instructional strategies to meet the needs of each student.

3.6.2.3. General Practices

This variable focuses on teachers' overall support for inclusive practices.

3.6.2.4. Supports

This variable evaluates the beliefs of teachers on the availability and adequacy of support systems for inclusive education.

3.6.3. Demographic Variables

3.6.3.1. Country of Residence

It identifies where the teacher lives and works. It is used to compare the differences in self-efficacy and attitude towards inclusive education across different European countries.

3.6.3.2. Gender

It categorizes teachers based on their gender and is used to examine whether gender has an influence on teachers' self-efficacy and attitudes towards inclusive practices.

3.6.3.3. Educational Background

It groups the teachers based on the highest level of education they completed. It is used to understand if educational attainment affects teachers' attitudes and self-efficacy.

3.6.3.4. Age

This variable categorizes the teachers into different age groups and is used to assess if age differences impact self-efficacy and attitudes towards inclusive education.

3.6.3.5. Prior Training on Inclusive Education

This variable indicates if the teacher has received any training related to inclusive practices. It aims to assess the impact of Professional development on teachers' self-efficacy and attitudes towards inclusive education.

3.6.3.6. Knowledge of Local Legislation

This variable indicates if the teacher has knowledge about the policies regarding inclusive education. It is used to see if being knowledgeable improves self-efficacy and attitudes towards inclusive education.

3.6.3.7. Prior Experience in Inclusive Education

This indicates whether the teacher has prior experience working with inclusive practices. It is used to assess if experience with inclusive education impacts self-efficacy and attitudes towards it.

3.7. Data Analysis Procedure

According to Marshall et al. (2011), descriptive statistics make use of quantitative measures as a graphical tool to illustrate the characteristics of a set of results or raw data. This kind of representation guarantees a thorough comprehension of the unique characteristics of the group, which emphasizes the critical function of descriptive statistics in the field of data interpretation. The analysis started with a descriptive statistical approach to provide a general idea of the characteristics of the dataset on self-efficacy and attitudes across different dimensions of the dataset. These dimensions included managing behavior, collaboration, and using inclusive instruction for self-efficacy, vision of outcomes, differentiation, general practices, and supports for attitudes. Descriptive statistics, including means, standard deviations, and frequency distributions, were calculated to summarize these key variables.

Following the descriptive analysis, normality and homogeneity of variances were assessed to determine the suitability of parametric tests. The analysis of variance (ANOVA) approach allows to investigate the differences in means when research involves three or more groups (Quirk et al., 2012). As assumptions for ANOVA were not met, non-parametric Kruskal-Wallis and Mann-Whitney U tests were used to compare group differences. These tests are robust to violations of normality and homogeneity, making them suitable for this study. Bonferroni correction was applied to pairwise comparisons to control for Type I error. Box plots were used to visually represent score distributions among different groups.

In this study, to assess the differences in the places and attitude/self-efficacy, non-parametric Kruskal-Wallis and Mann-Whitney U tests were utilized to explore group differences and to carry out pairwise comparisons. Kruskal-Wallis test is a powerful test because it is influenced less by outliers than the ANOVA test (Rorden, 2007). To visually represent the score distributions among different groups, box plots were utilized. Mann Whitney U tests were conducted for pairwise comparisons of independent groups with Bonferroni correction so as not to inflate the Type 1 error rate (Armstrong, 2014).

3.8. Limitations of the Study

One limitation of the study may be the sample size. Given the limited time and difficulties caused by the nature of the target participants, who live in five different countries, the sample size was limited to 266. This sample size might have limited the extent of the diversity of perspectives. And this limited sample size could affect the generalizability and representativeness of the findings as well as the statistical power of analyses because it makes it difficult to identify small effects between groups.

Since the target population consisted of participants living in different countries, convenience sampling was used. According to Farrokhi and Hamidabad (2012), even though it is convenient for the researcher, because of being a non-probability sampling method, there is a presence of outliers. Outliers can impact reliability and

that affects the generalizability of the study. Thus, the results of the study are pinterpreted as some indicators and helpful insight for other studies instead of definitive. The results can serve as a starting point into the topic using other sampling methods and larger samples.

In surveys, it is always assumed that the participants respond to questions with honesty and the truth. However, whether the participants answer questions truthfully or not is a classic problem of survey methodology (Preisendörfer & Wolter, 2014). In the present study, an online survey was used for convenience because the participants live in different countries. This means they were not observed during their time responding to the survey. This might have affected the reliability of the study.

The use of self-report questionnaires may be susceptible to social desirability bias, where participants may tend to answer questions in a way that they believe is socially desirable rather than accurately reflecting their true beliefs or behaviors. This could potentially skew the results of the study. To mitigate this concern, future research could consider employing additional methods, such as interviews or observation studies, to triangulate the findings from the questionnaires. Additionally, careful wording of questionnaire items and clear instructions can help minimize the influence of social desirability bias.

CHAPTER 4

RESULTS

This chapter aims to present the results of the quantitative data analysis. The results are presented under three parts. First, the analysis of the first research question is displayed and explained. Then, the analysis of the second research question is presented and explained. Finally, the potential differences across subgroups such as gender, age, experience are explored.

4.1. How do foreign language teachers in five different European countries rate their self-efficacy in managing behavior, collaboration, and using inclusive instruction practices?

The table below summarizes the descriptive statistics for the three dimensions of the Self-efficacy scale for the entire dataset, including 266 language teachers from five countries in Europe. The 18 self-efficacy items were organized under three dimensions, namely Managing Behaviour (MAB), Collaboration (COL), and Using Inclusive Instruction (UII), as proposed by Sharma et al. (2012). The MAB, COL, and UII scores were computed by averaging the corresponding six items among the total of 18 items constituting the Self-Efficacy scale.

Descriptive statistics revealed that language teachers reported moderate to high self-efficacy across all three dimensions of the TEIP scale (M = 5.5 on a 7-point scale, range: 1 = Very strongly disagree; 7 = Very strongly agree). This finding suggests a generally positive perception of their ability to manage student behavior (M = 5.53, SD = 0.75), collaborate with colleagues (M = 5.46, SD = 0.79), and utilize inclusive instructional practices (M = 5.55, SD = 0.73). These results indicate a promising foundation for effective inclusive practices in European language classrooms.

Table 5. Descriptive Statistics of Language Teachers' Self-Efficacy across Different Dimensions

Scale	Dimension	N	Min	Max	Mean	Std. Dev.	Median	IQR
Self-efficacy	Managing Behaviour (MAB)	266	2.17	7	5.53	0.75	5.67	0.54
Self-efficacy	Collaboration (COL)	266	1.33	7	5.46	0.79	5.67	0.5
Self-efficacy	Using inclusive instruction (UII)	266	1.83	7	5.55	0.73	5.67	0.5

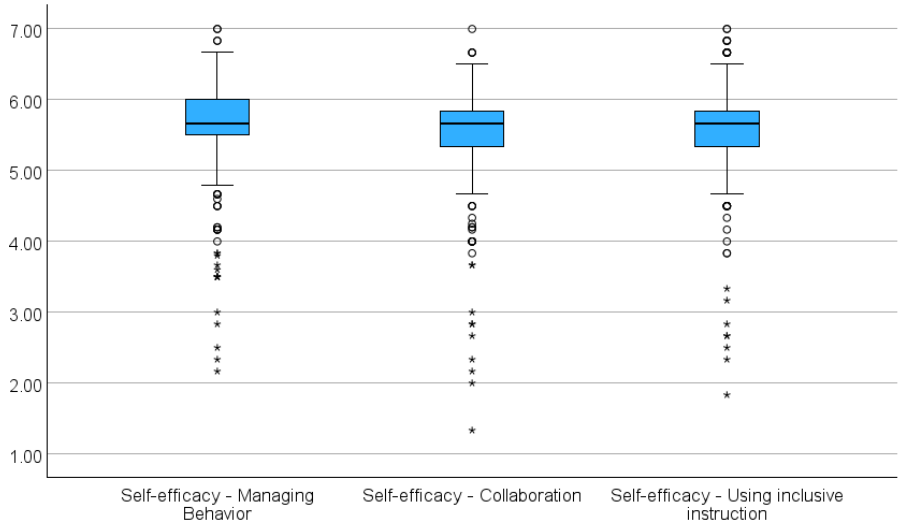

Figure 1. Distribution of Language Teachers' Self-Efficacy Scores across Different Dimensions

Figure 1 visually confirms the findings from the descriptive statistics (Table 5). Language teachers participating in this study reported generally positive self-efficacy regarding their ability to manage student behavior, collaborate with colleagues, and utilize inclusive instructional practices.

4.2. What are the prevailing attitudes of foreign language teachers towards inclusive education in five different European countries, specifically regarding their vision of outcomes, differentiation practices, general practices, and supports for inclusive education?

The table below summarizes the descriptive statistics for the four dimensions of the Attitudes towards Inclusive Education scale for the entire dataset, including 266

language teachers from five countries in Europe. The attitude items were organized under four dimensions, namely Vision of outcomes of inclusive education for all (VIS), Differentiation as it pertains to inclusive education for all (DIF), General practices of inclusive education for all (PRA) and Supports as they pertain to inclusive education for all (SUP). Each of these dimensions was reduced to three items, as proposed by Kielblock (2018). The scores for the VIS, DIF, PRA, and SUP dimensions were computed by averaging the three corresponding items in the Attitudes scale.

The descriptive statistics suggest that teachers tended to rate their attitudes towards inclusive education positively with a mean score of 5.57, indicating strong agreement with the corresponding items. The DIF and SUP scores were slightly lower than the other dimensions. A Friedman's ANOVA test indicated that this difference is significant, $\chi^2(3)=33.72$, $p < .01$. This significant difference among the dimensions indicated that while teachers view inclusive education positively, there may be some specific areas among dimensions of Differentiation and Supports toward which they feel less favorable. These nuanced differences may be important to recognize in terms of designing professional development plans and materials.

Table 6. Descriptive Statistics of Language Teachers' Attitudes towards Inclusive Education

Scale	Dimension	N	Min	Max	Mean	Std. Dev.	Median	IQR
Attitudes	Vision of outcomes of inclusive education for all (VIS)	266	2.33	7	5.59	0.75	5.67	0.67
Attitudes	Differentiation as it pertains to inclusive education for all (DIF)	266	2.33	7	5.36	0.85	5.33	1
Attitudes	General practices of inclusive education for all (PRA)	266	1.33	7	5.45	0.84	5.67	1
Attitudes	Supports as they pertain to inclusive education for all (SUP)	266	1.33	7	5.32	1.04	5.67	1

Teachers scored highest on the Vision of Outcomes (VIS) and General Practices (PRA) dimensions, with mean scores of 5.59 and 5.45 respectively. This suggests a strong belief in the overall value and benefits of inclusive education, as well as confidence in implementing general inclusive practices in the classroom. Figure 2 visually supports these findings.

The boxplots show that the medians for all dimensions are clustered around the upper end of the scale, indicating a generally positive attitude. However, the box for Differentiation (DIF) is slightly lower and wider compared to the others, suggesting more variability in teacher attitudes towards this specific dimension.

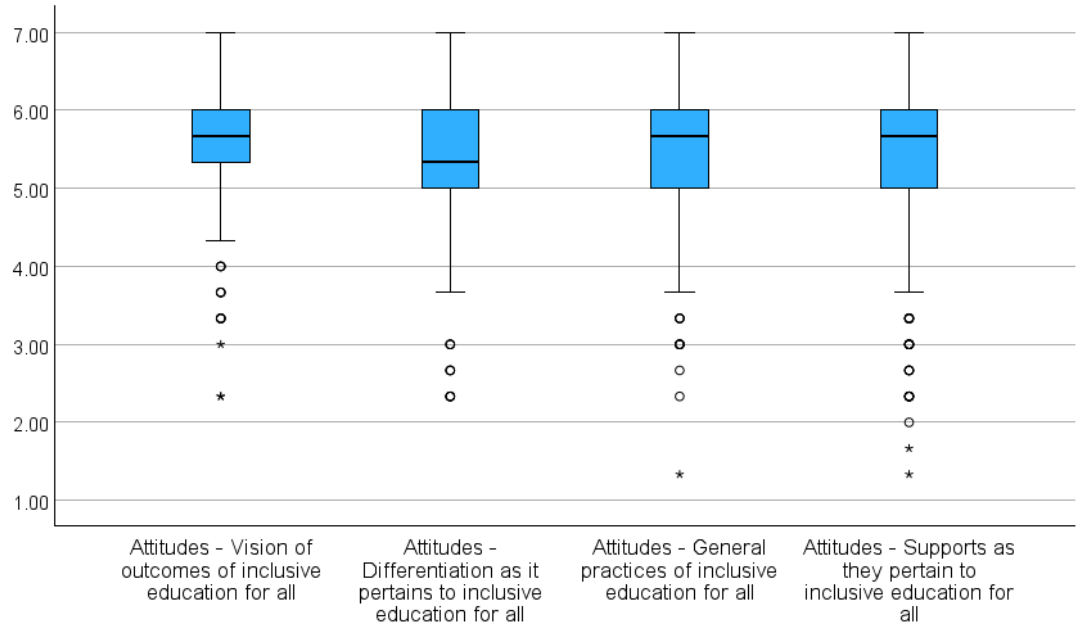

Figure 2. Distribution of Language Teachers' Attitudes towards Inclusive Education

4.3. Are there significant differences in the attitudes towards inclusive education and self-efficacy levels among foreign language teachers based on their country of residence, gender, educational background, and years of teaching experience?

This part aims to investigate the differences among subgroups and to see if there is any consistency and thus, improve the generalizability and specificity of the study.

4.3.1. Are there any differences among foreign language teachers from five different European countries in terms of their self-efficacy scores?

Table 7. Language Teachers' Self-Efficacy Scores Across Different Dimensions in European Countries

Country	Overall Mean	Managing Behavior (MAB)	Collaboration (COL)	Using Inclusive Instruction (UII)
Turkey	5.44	5.46	5.38	5.49
Ireland	5.31	5.42	5.30	5.20
France	5.14	5.20	5.09	5.13
United Kingdom	5.64	5.65	5.66	5.62
Spain	5.86	5.88	5.85	5.84

The overall means and means for each dimension of self-efficacy among language teachers from different countries are as follows: The overall mean self-efficacy score for language teachers from Turkey is 5.44, calculated by averaging the mean scores across all dimensions (MAB = 5.46; COL = 5.38; UII=5.49); Language teachers from Ireland have an overall mean self-efficacy score of 5.31 (MAB = 5.42; COL = 5.30; UII = 5.20);

For language teachers from France, the overall mean self-efficacy score is 5.14 (MAB = 5.20; COL = 5.09; UII = 5.13); In the United Kingdom, language teachers have an overall mean self-efficacy score of 5.64 (MAB = 5.65; COL = 5.66; UII = 562). Teachers from Spain exhibit the highest overall mean self-efficacy score of 5.86, calculated by averaging the mean scores across all dimensions (MAB = 5.88; COL = 5.85; UII = 5.84).

Since the data is skewed and the homogeneity of variance assumption is not met, teachers' self-efficacy scores from different countries were compared by using three separate non-parametric Kruskal-Wallis tests for the MAB, COL, and UII dimensions. The tests indicated that there are significant differences among teachers from different countries across all three dimensions (H (4) = 31.926, $p < .001$ for MAB; H (4) = 48.293, $p < .001$ for COL; H (4) = 35.692, $p < .001$ for UII).

Table 8. Kruskal-Wallis Test Results for Self-Efficacy Dimensions across Countries

Test Statistics[a,b]

	Self-efficacy - Managing Behavior	Self-efficacy - Collaboration	Self-efficacy - Using inclusive instruction
Kruskal-Wallis H	31.926	48.293	35.692
df	4	4	4
Asymp. Sig.	<.001	<.001	<.001

a. Kruskal Wallis Test
b. Grouping Variable: Country

Spanish language teachers reported the highest overall self-efficacy (mean = 5.86), followed by the UK (mean = 5.64), Turkey (mean = 5.44), Ireland (mean = 5.31), and France (mean = 5.14). Similar variations exist within each dimension (MAB, COL, UII). Spanish teachers reported the highest self-efficacy in all three dimensions, while French teachers reported the lowest. The Kruskal-Wallis test results in Table 8 confirm statistically significant differences ($p < .001$) in self-efficacy scores (MAB, COL, UII) among teachers from different countries. Figure 3 visually supports these findings.

Figure 3 below summarizes the distribution of MAB, COL and UII scores of the teachers from five different countries. show the self-efficacy of language teachers in five different European countries (Turkey, Ireland, France, Spain, and the United Kingdom) regarding three aspects: managing behavior, collaboration, and using inclusive instruction. Overall, teachers reported generally positive self-efficacy across all three aspects, with median values around 5 to 6. However, there is variability in responses, as indicated by the presence of outliers, which suggests a range of self-efficacy levels among the teachers in these countries.

Bonferroni corrected Mann Whitney U pairwise comparisons for the MAB dimension found significant differences between France and UK (U =-3.80, p<.01), France and Spain (U= -5 .24, p <. 01), Turkiye and Spain (U = -3.29, p < .01) and Ireland and Spain (U = -3.21, p <.01).

Bonferroni corrected Mann Whitney U pairwise comparisons for the COL dimension found significant differences between France and UK (U = - 4.73, p <.01), France

and Spain (U = -6.02, p <.01), Turkiye and Spain (U =- 3.67, p < .01), Ireland and Spain (U =-4.63, p <.01), and Ireland and UK (U =-3.34, p <.01).

Bonferroni corrected Mann Whitney U pairwise comparisons for the UII dimension found significant differences between France and Ireland (U = 3.60, p < .01), France and UK (U = -3.48, p < .01), France and Spain (U = -5.82, p < .01), and Turkiye and Spain (U = -3.40, p < .01).

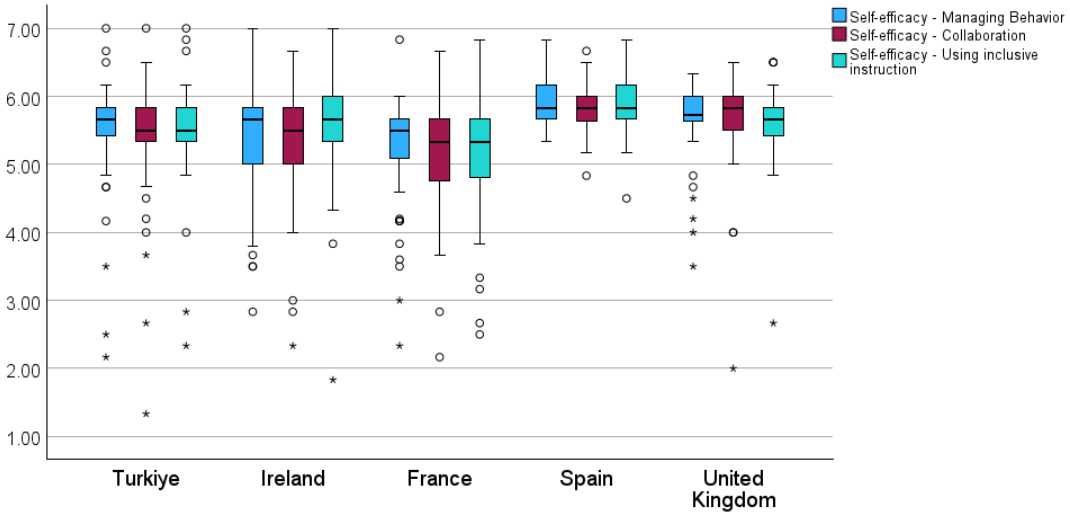

Figure 3. Distribution of Self-efficacy Scores by Country

4.3.2. Are there any differences among foreign language teachers from five different European countries in terms of their attitude scores?

Table 9. Language Teachers' Attitude Scores Towards Inclusive Education Across European Countries

Country	Overall Mean	Vision (VIS)	Differentiation (DIF)	General Practices (GAP)	Supports (SUP)
Turkey	5.34	5.49	5.24	5.39	5.24
Ireland	5.42	5.71	5.44	5.49	5.02
France	5.05	5.17	5.09	4.94	5.02
Spain	5.80	5.84	5.65	5.84	5.88
United Kingdom	5.56	5.72	5.30	5.64	5.57

The overall attitude score for Turkey is 5.34 across all dimensions (VIS = 5.49; DIF = 5.24; GAP = 5.39; SUP = 5.24). Language teachers from Ireland have an overall mean attitude score of 5.42 (VIS = 5.71; DIF = 5.44; GAP = 5.49; SUP = 5.02). For France, the mean attitude score is 5.05 (VIS = 5.17; DIF = 5.09; GAP = 4.94; SUP = 5.02). Spain has the highest overall mean attitude score of 5.80 (VIS = 5.84; DIF = 5.65; GAP = 5.84; SUP = 5.88). In the United Kingdom, language teachers have an overall mean attitude score of 5.56 (VIS = 5.72; DIF = 5.30; GAP = 5.64; SUP = 5.57)

Since the data is skewed and the homogeneity of variance assumption is not met, the scores for the teachers' attitudes towards inclusive education from different countries were compared by using four separate non-parametric Kruskal-Wallis tests for the VIS, DIF, PRA, and SUP dimensions. The tests indicated that there are significant differences among teachers from different countries across all four dimensions ($H(4) = 23.438$, $p < .001$ for Vision; $H(4) = 13.947$, $p = .007$ for Differentiation; $H(4) = 37.859$, $p < .001$ for General practices; $H(4) = 34.316$, $p < .001$ for Supports).

Table 10. Kruskal-Wallis Test Statistics for Attitude Dimensions across European Countries

Test Statistics[a,b]

	Attitudes - Vision of outcomes of inclusive education for all	Attitudes - Differentiation as it pertains to inclusive education for all	Attitudes - General practices of inclusive education for all	Attitudes - Supports as they pertain to inclusive education for all
Kruskal-Wallis H	23.438	13.947	37.859	34.316
df	4	4	4	4
Asymp. Sig.	<.001	.007	<.001	<.001

a. Kruskal Wallis Test
b. Grouping Variable: European Countries

Similar to self-efficacy, Spanish language teachers reported the most positive attitudes towards inclusive education ($M = 5.80$), followed by the UK ($M = 5.56$), Turkey ($M = 5.34$), Ireland ($M = 5.42$), and France ($M = 5.05$). These variations are also evident when examining each dimension (Vision, Differentiation, General Practices, Supports). Spanish teachers generally scored highest, while French

teachers scored lowest across most dimensions. The Kruskal-Wallis test results in Table 10 confirm statistically significant differences ($p < .001$) in teacher attitudes towards all four dimensions (Vision, Differentiation, General Practices, Supports) across countries. Figure visually supports these findings.

Figure 4 below visually confirms the findings from the descriptive statistics (Table 10). The box plots illustrate the attitudes of participants towards inclusive education across five European countries (Turkey, Ireland, France, Spain, and the United Kingdom) in four categories: vision of outcomes, differentiation, general practices, and supports for inclusive education. The Kruskal-Wallis Test results indicate significant differences in attitudes across these countries, with p-values less than 0.01 for all categories, reflecting variability in attitudes towards inclusive education among the respondents.

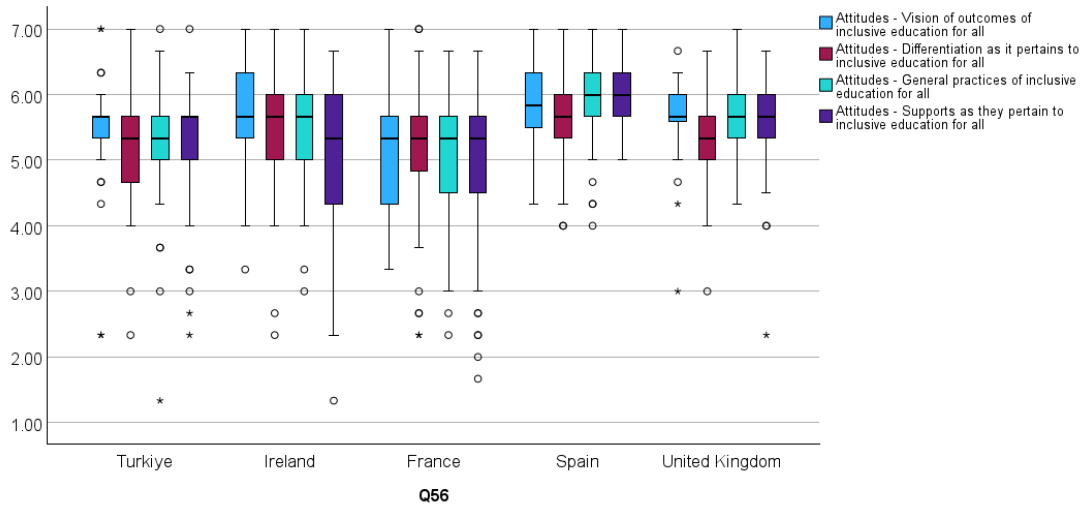

Figure 4. Distribution of Attitude Scores across European Countries

Bonferroni corrected Mann Whitney U pairwise comparisons for the VIS dimension and found significant differences between France and Ireland (U=3.44, p<.01), France and UK (U = -3.60, p < .01), and France and Spain (U = -4.23, p <.01).

Bonferroni corrected Mann Whitney U pairwise comparisons for the DIF dimension and found significant differences between France and Spain (U=-3.20, p<.01) and Turkiye and Spain (U = -2.82, p < .01).

Bonferroni corrected Mann Whitney U pairwise comparisons for the PRA dimension and found significant differences between France and UK (U = -3.61, p <.01), France and Spain (U = -5.77, p <.01), Turkiye and Spain (U = -4.21, p <.01) and Ireland and Spain (U = -2.94, p <.05).

Bonferroni corrected Mann Whitney U pairwise comparisons for the SUP dimension and found significant differences between France and UK (U = -2.98, p <.05), France and Spain (U = -5.16, p < .01), Ireland and Spain (U = -4.28, p < .01), and Turkey and Spain (U = -4.06, p < .01).

4.3.3. Are there any gender differences among foreign language teachers from five different European countries in terms of their self-efficacy scores?

Kruskal Wallis tests revealed no significant differences among gender groups in terms of their self-efficacy scores (MAB (H(3) = 5.721, p = .126), COL(H(3) = 4.429, p = .219), and UII (H(3) = 1.729, p = .631).

Table 11. Kruskal-Wallis Test for Self-Efficacy Scores by Gender

Test Statistics[a,b]

	Self-efficacy - Managing Behavior	Self-efficacy - Collaboration	Self-efficacy - Using inclusive instruction
Kruskal-Wallis H	5.721	4.429	1.729
df	3	3	3
Asymp. Sig.	.126	.219	.631

a. Kruskal Wallis Test
b. Grouping Variable: Gender

4.3.4. Are there any gender differences among foreign language teachers from five different European countries in terms of their attitude scores?

Kruskal Wallis tests revealed no significant differences among gender groups in terms of their attitude scores (vision of outcomes (H(3) = 1.935, p = .586), differentiation (H(3) = 3.488, p = .322), general practices (H(3) = 4.791, p = .188), and supports (H(3) = 6.940, p = .074.

Table 12. Kruskal-Wallis Test Statistics for Attitude Scores by Gender

Test Statistics[a,b]

	Attitudes - Vision of outcomes of inclusive education for all	Attitudes - Differentiation as it pertains to inclusive education for all	Attitudes - General practices of inclusive education for all	Attitudes - Supports as they pertain to inclusive education for all
Kruskal-Wallis H	1.935	3.488	4.791	6.940
df	3	3	3	3
Asymp. Sig.	.586	.322	.188	.074

a. Kruskal Wallis Test
b. Grouping Variable: Gender

4.3.5. Are there any differences among foreign language teachers from five different European countries from different age groups in terms of their self-efficacy scores?

Kruskal Wallis tests revealed a significant difference among age groups only for the Managing Behavior (MAB) dimension, H (3) = 9.01, p <.05.

Table 13. Kruskal-Wallis Test Statistics for Self-Efficacy Scores by Age Category

Test Statistics[a,b]

	Self-efficacy - Managing Behavior	Self-efficacy - Collaboration	Self-efficacy - Using inclusive instruction
Kruskal-Wallis H	9.014	7.298	2.555
df	3	3	3
Asymp. Sig.	.029	.063	.465

a. Kruskal Wallis Test
b. Grouping Variable: Age Category

The Kruskal-Wallis test result (p < .05) in Table 13 indicates a statistically significant difference in self-efficacy scores for managing behavior (MAB) across different age groups. The Kruskal-Wallis test results for Collaboration (COL) and Using Inclusive Instruction (UII) were not statistically significant (p > .05), suggesting no clear age-related pattern in self-efficacy for these dimensions. Figure 5 visually supports this, showing higher MAB scores associated with older age groups.

Figure 5 shows the distribution of MAB scores of the four age groups is provided below. The boxplot indicates that the difference is due to the higher MAB scores associated with higher age groups.

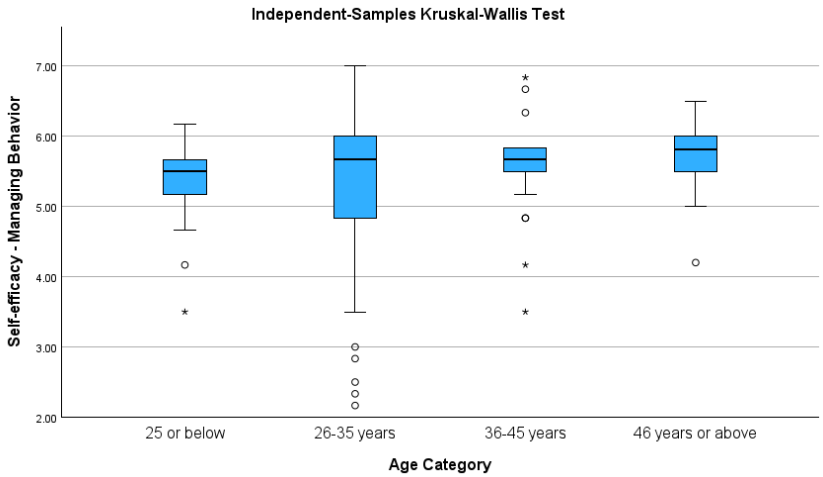

Figure 5. Distribution of Self-Efficacy Scores by Age Category

4.3.6. Are there any differences among foreign language teachers from five different European countries from different age groups in terms of their attitude scores?

Kruskal Wallis tests revealed a significant difference among age groups for the VIS ($H(3) = 12.950$, $p = .005$), PRA ($H(3) = 10.535$, $p = .015$) and SUP ($H(3) = 12.431$, $p = .006$) dimensions . The boxplots that show the distribution of VIS, PRA and SUP scores are provided below. The boxplots indicate that the differences are due to the higher VIS, PRA, and SUP scores associated with higher age groups.

The Kruskal-Wallis test results ($p < .05$) in Table 14 indicate statistically significant differences in teacher attitudes towards the Vision (VIS), General Practices (PRA), and Supports (SUP) dimensions of inclusive education across age groups. Figures 6, 7, and 8 visually support this, showing higher scores for these dimensions associated with older age groups. The Kruskal-Wallis test result for Differentiation (DIF) was not statistically significant ($p > .05$), suggesting no clear age-related pattern in teacher attitudes towards this aspect of inclusive education.

Table 14. Kruskal-Wallis Test for Attitudes Across Age Categories

Test Statistics[a,b]

	Attitudes - Vision of outcomes of inclusive education for all	Attitudes - Differentiation as it pertains to inclusive education for all	Attitudes - General practices of inclusive education for all	Attitudes - Supports as they pertain to inclusive education for all
Kruskal-Wallis H	12.950	2.298	10.535	12.431
df	3	3	3	3
Asymp. Sig.	.005	.513	.015	.006

a. Kruskal Wallis Test

b. Grouping Variable: Age Category

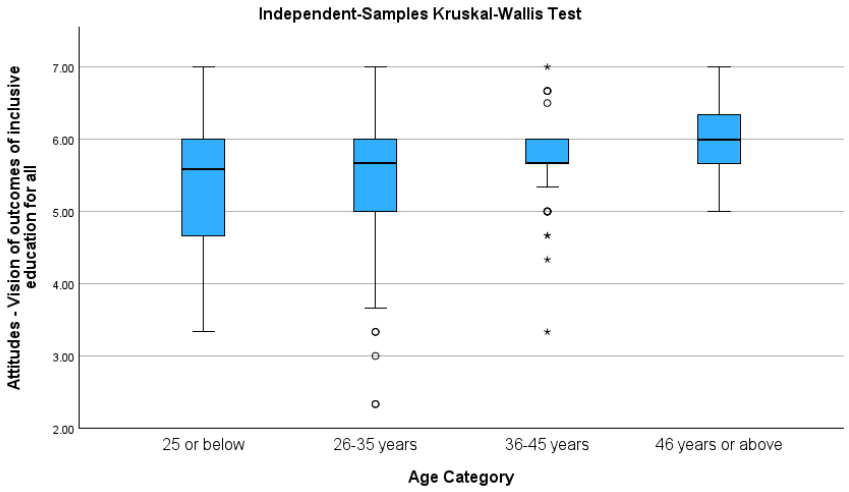

Figure 6. Distribution of Scores for the Age Category Variable in Vision Dimension

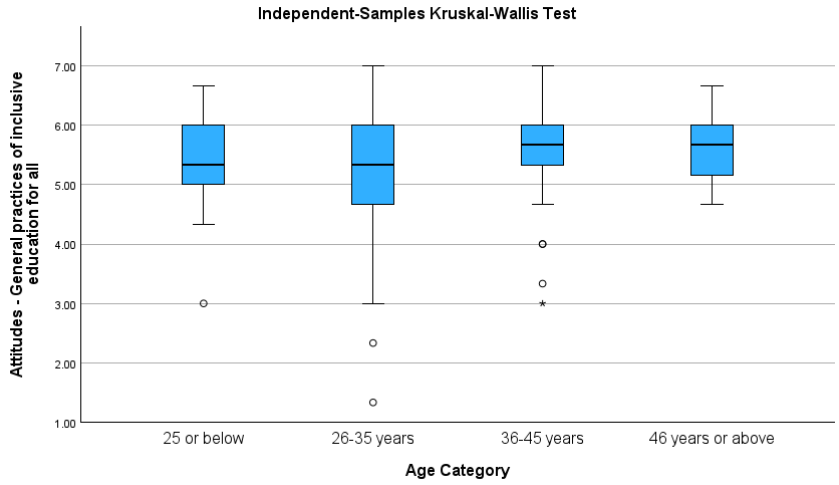

Figure 7. Distribution of Scores for the Age Category Variable in General Practices Dimension

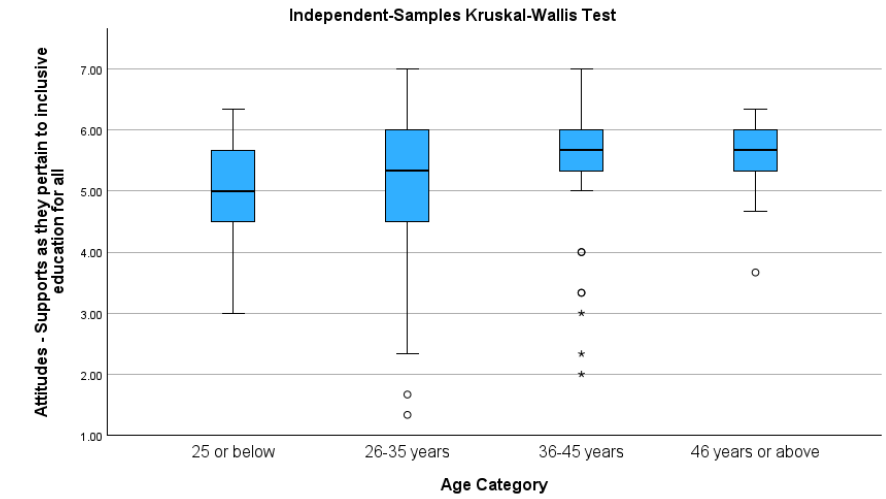

Figure 8. Distribution of Scores for the Age Category Variable in the Supports Dimension

As it can be seen in Figures 6, 7 and 8, younger age groups (25 or below and 26-35 years) tend to show slightly more variation in their responses compared to older age groups (36-45 years and 46 years or above).

Similar to the findings on self-efficacy in behavior management, the observed age differences in attitudes may be due to factors such as more experienced teachers, often associated with older age groups, may have witnessed positive outcomes of inclusive practices, leading to a more positive vision and confidence in implementing mainstream practices. Older teachers may have had more time to adapt and understand the need for support systems, while new teachers were still getting used to inclusive practices.

4.3.7. Are there any differences among foreign language teachers from five different European countries who had prior training on inclusive education in terms of their self-efficacy scores?

Kruskal Wallis tests revealed a significant difference among prior training groups for the Managing Behavior (MAB) (H = 8.615, df = 2, p = .013) and Collaboration (COL) (H = 9.609, df = 2, p = .008) dimensions. The boxplots suggest that these differences are due to higher self-efficacy scores associated with more prior training on Inclusive Education.

The Kruskal-Wallis test results ($p < .05$) in Table 15 indicate statistically significant differences in self-efficacy scores for Managing Behavior (MAB) and Collaboration (COL) based on prior training. Figures 9 and 10 visually support this, showing that teachers with more prior training tend to have higher self-efficacy scores in these dimensions. The Kruskal-Wallis test result for Using Inclusive Instruction (UII) was not statistically significant ($p > .05$), suggesting that prior training may not have a significant impact on self-efficacy in this area.

Table 15. Kruskal-Wallis Test for Self-Efficacy Scores Based on Training on Inclusive Education

Test Statistics[a,b]

	Self-efficacy - Managing Behavior	Self-efficacy - Collaboration	Self-efficacy - Using inclusive instruction
Kruskal-Wallis H	8.615	9.609	1.392
df	2	2	2
Asymp. Sig.	.013	.008	.499

a. Kruskal Wallis Test
b. Grouping Variable: Training on Inc. Ed.

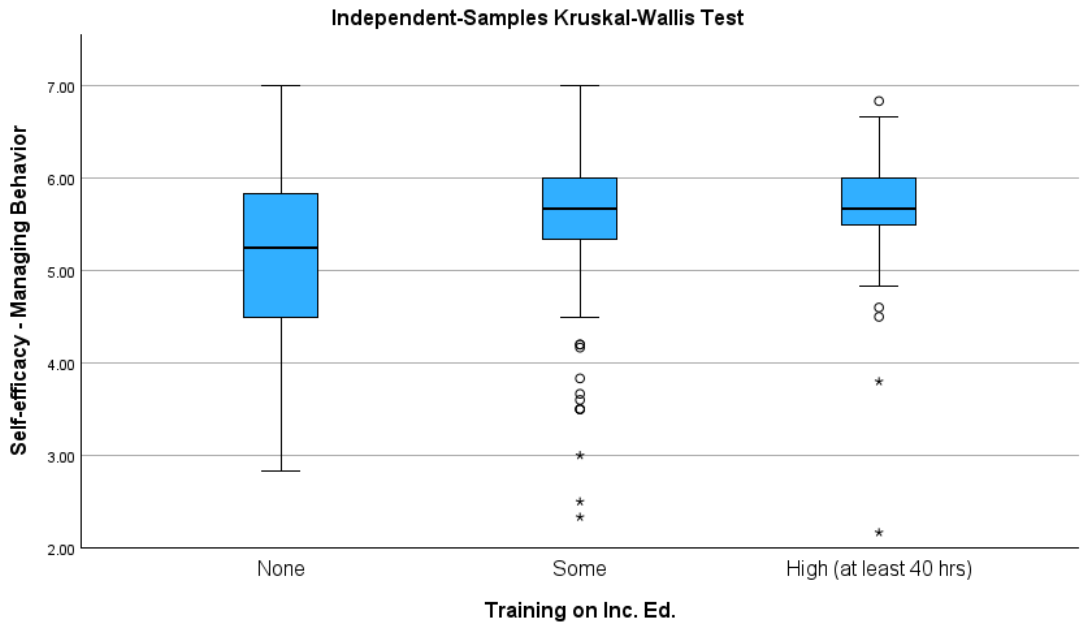

Figure 9. Distribution of Self-Efficacy Scores for Managing Behavior Dimension Based on Training on Inclusive Education

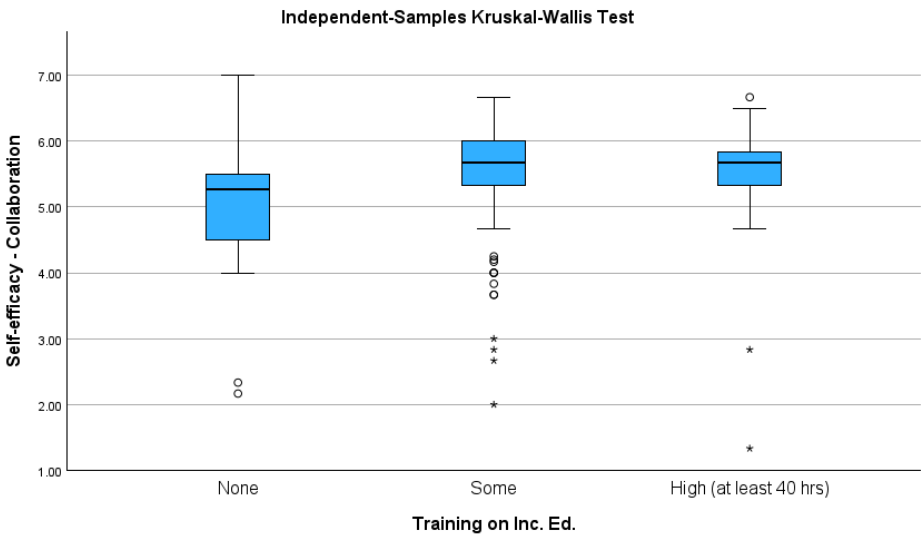

Figure 10. Distribution of Self-Efficacy Scores for Collaboration Dimension Based on Training on Inclusive Education

The box plots illustrate self-efficacy in managing behavior (Figure 9) and collaboration (Figure 10) based on the amount of training in inclusive education: none, some, and high (at least 40 hours). Generally, self-efficacy increases with the amount of training. Participants with no training show more variability and lower median scores compared to those with some or high levels of training. This suggests that training in inclusive education positively impacts self-efficacy.

The observed relationship between previous training and self-efficacy may be related to several factors such as training may result in increased confidence (self-efficacy) by equipping teachers with knowledge and skills for effective behavior management and collaboration. Training can familiarize teachers with specific strategies and techniques for inclusive practices, making them feel more prepared to deal with diverse classroom situations. Training experiences can be positive and promote a sense of self-efficacy by providing teachers with opportunities to practice and reflect on inclusive practices.

It is interesting to note that the training did not have a significant impact on self-efficacy to use inclusive education. There may be several reasons for this such as training programs may have focused more on behavior management and collaboration skills than on using specific teaching strategies. Using inclusive

teaching effectively may be a more complex skill that requires ongoing support and practice beyond initial training.

4.3.8. Are there any differences among foreign language teachers from five different European countries who had prior training on inclusive education in terms of their attitude scores?

Kruskal Wallis tests revealed a significant difference among prior training groups for the PRA ($H(2) = 6.754$, $p = .034$) and SUP ($H(2) = 22.029$, $p < .001$) dimensions. The boxplots suggest that these differences are due to higher attitude scores associated with more prior training on Inclusive Education.

The Kruskal-Wallis test results ($p < .05$) in Table 16 indicate statistically significant differences in attitude scores for General Practices (PRA) and Supports (SUP) based on prior training. Figures 11 and 12 visually support this, showing that teachers with more prior training tend to have more positive attitudes towards these dimensions. The Kruskal-Wallis test results for Vision (VIS) and Differentiation (DIF) were not statistically significant ($p > .05$), suggesting that prior training may not have a significant impact on attitudes towards these aspects of inclusive education.

Table 16. Kruskal-Wallis Test for Attitudes Scores Based on Training on Inclusive Education

Test Statistics[a,b]

	Attitudes - Vision of outcomes of inclusive education for all	Attitudes - Differentiation as it pertains to inclusive education for all	Attitudes - General practices of inclusive education for all	Attitudes - Supports as they pertain to inclusive education for all
Kruskal-Wallis H	1.970	.762	6.754	22.029
df	2	2	2	2
Asymp. Sig.	.373	.683	.034	<.001

a. Kruskal Wallis Test
b. Grouping Variable: Training on Inc. Ed.

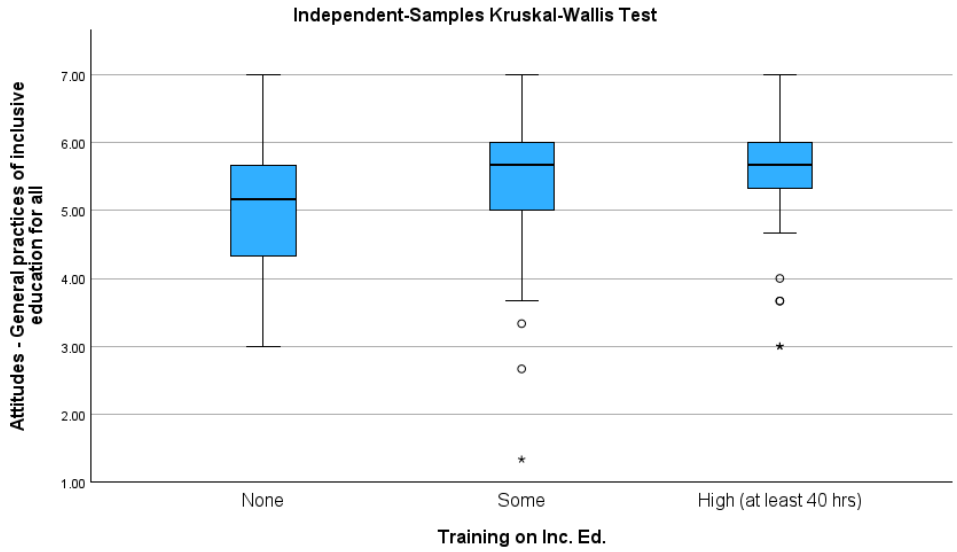

Figure 11. Distribution of Attitude Scores in General Practices Dimension Based on Training on Inclusive Education Levels

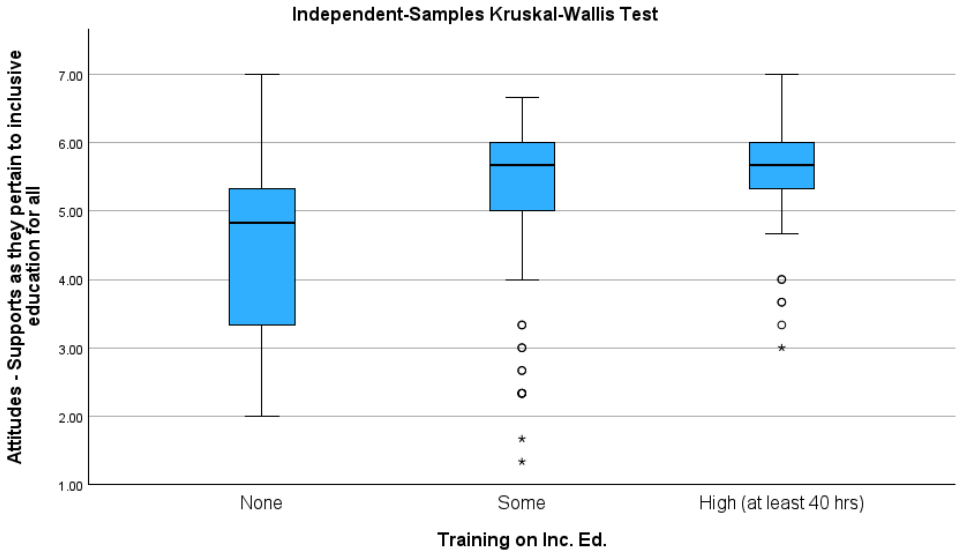

Figure 12. Distribution of Attitude Scores in Supports Dimension Based on Training on Inclusive Education Levels

The box plots illustrate the attitudes of participants towards general practices (Figure 11) and supports (Figure 12) in inclusive education based on the amount of training: none, some, and high (at least 40 hours). Generally, attitudes improve with more training. Participants with no training show more variability and lower median scores compared to those with some or high levels of training. This indicates that training positively impacts attitudes towards inclusive education.

The relationship between previous training and attitudes may be related to several factors, such as training may help teachers understand the benefits and importance of inclusive practices in general and the need for appropriate supports. Training can help equip teachers with practical skills and knowledge, making them more confident in implementing inclusive practices and comfortable in requesting or using available supports. By providing successful examples of inclusive practices, training programs can foster more positive attitudes towards their effectiveness.Some possible explanations for the lack of a significant impact of training on Vision and Differentiation attitudes such as Similar to self-efficacy, training programs may be less focused on the overall vision or differentiation strategies compared to specific practices and support systems. Teachers' fundamental beliefs about inclusion may have been less influenced by the training than practical skills and knowledge. Similar to self-efficacy to use inclusive education, differentiation may be perceived as a more complex area that requires ongoing support beyond initial training to fully develop positive attitudes.

4.3.9. Are there any differences among foreign language teachers from five different European countries who had knowledge about local legislation on inclusive education in terms of their self-efficacy scores?

Kruskal Wallis tests revealed a significant difference among prior training groups for the Managing Behavior (MAB) and Collaboration (COL) dimensions ($H(4) = 30.109$, $p < .001$ for MAB; $H(4) = 23.148$, $p < .001$ for COL). The boxplots suggest that these differences are due to higher self-efficacy scores associated with an increasing level of knowledge about local legislation on Inclusive Education.

The Kruskal-Wallis test results ($p < .001$) in Table 17 indicate statistically significant differences in self-efficacy scores for Managing Behavior (MAB) and Collaboration (COL) based on their knowledge of local legislation. Figures 13 and 14 visually support this, showing that teachers with greater knowledge tend to have higher self-efficacy scores in these dimensions. The Kruskal-Wallis test result for Using Inclusive Instruction (UII) was not statistically significant ($p > .05$), suggesting that knowledge of legislation may not have a significant impact on self-efficacy in this area.

Table 17. Kruskal-Wallis Test for Self-Efficacy Scores Based on Knowledge of Local Legislation on Inclusive Education

Test Statistics[a,b]

	Self-efficacy - Managing Behavior	Self-efficacy - Collaboration	Self-efficacy - Using inclusive instruction
Kruskal-Wallis H	30.109	23.148	7.646
df	4	4	4
Asymp. Sig.	<.001	<.001	.105

a. Kruskal Wallis Test
b. Grouping Variable: Knowledge of Local Legislation

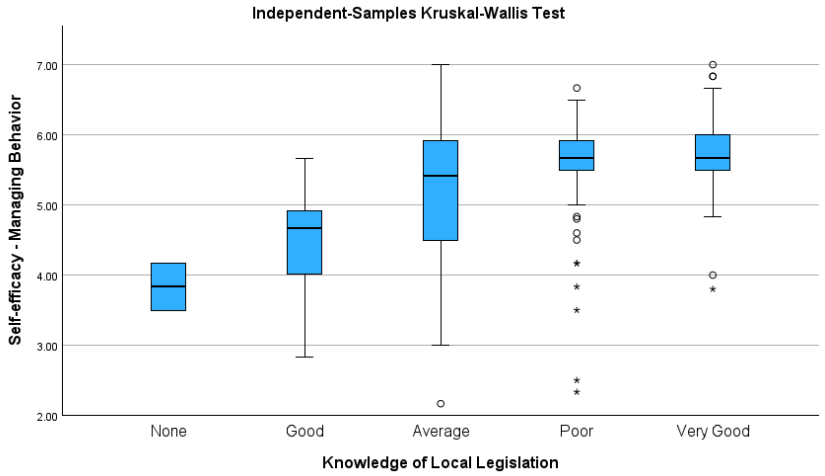

Figure 13. Distribution of Self-Efficacy Scores in Managing Behavior Dimension Based on Training on Inclusive Education Levels

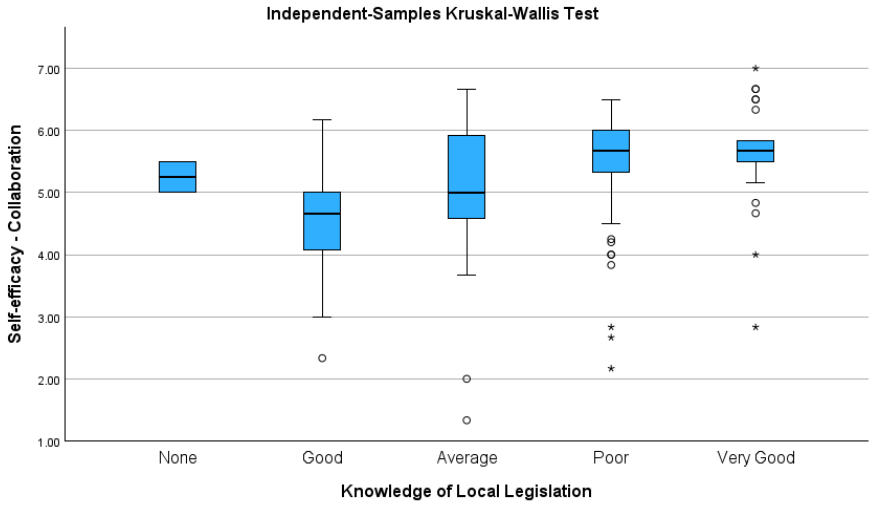

Figure 14. Distribution of Self-Efficacy Scores in Collaboration Dimension Based on Training on Inclusive Education Levels

4.3.10. Are there any differences among foreign language teachers from five different European countries who had knowledge about local legislation on inclusive education in terms of their attitude scores?

Kruskal Wallis tests revealed a significant difference among prior training groups for the PRA and SUP dimensions ($H(4) = 12.481$, $p = .014$ for PRA; $H(4) = 46.256$, $p < .001$ for SUP). The boxplots suggest that these differences are due to higher attitude scores associated with an increasing level of knowledge about local legislation on Inclusive Education.

The Kruskal-Wallis test results ($p < .05$) in Table 18 indicate statistically significant differences in attitude scores for General Practices (PRA) and Supports (SUP) based on knowledge of local legislation. Figures 15 and 16 visually support this, showing that teachers with greater knowledge tend to have more positive attitudes towards these dimensions. The Kruskal-Wallis test results for Vision (VIS) and Differentiation (DIF) were not statistically significant ($p > .05$), suggesting that knowledge of legislation may not have a significant impact on attitudes towards these aspects of inclusive education.

Table 18. Kruskal-Wallis Test for Attitude Scores Based on Knowledge of Local Legislation

Test Statistics[a,b]

	Attitudes - Vision of outcomes of inclusive education for all	Attitudes - Differentiation as it pertains to inclusive education for all	Attitudes - General practices of inclusive education for all	Attitudes - Supports as they pertain to inclusive education for all
Kruskal-Wallis H	8.919	3.869	12.481	46.256
df	4	4	4	4
Asymp. Sig.	.063	.424	.014	<.001

a. Kruskal Wallis Test
b. Grouping Variable: Knowledge of Local Legislation

The box plots illustrate attitudes towards general practices (Figure 15) and supports (Figure 16) in inclusive education based on the knowledge of local legislation.

Generally, attitudes improve with better knowledge of local legislation. Participants with no or poor knowledge show more variability and lower median scores compared to those with good or very good knowledge, indicating that familiarity with local legislation positively impacts attitudes towards inclusive education.

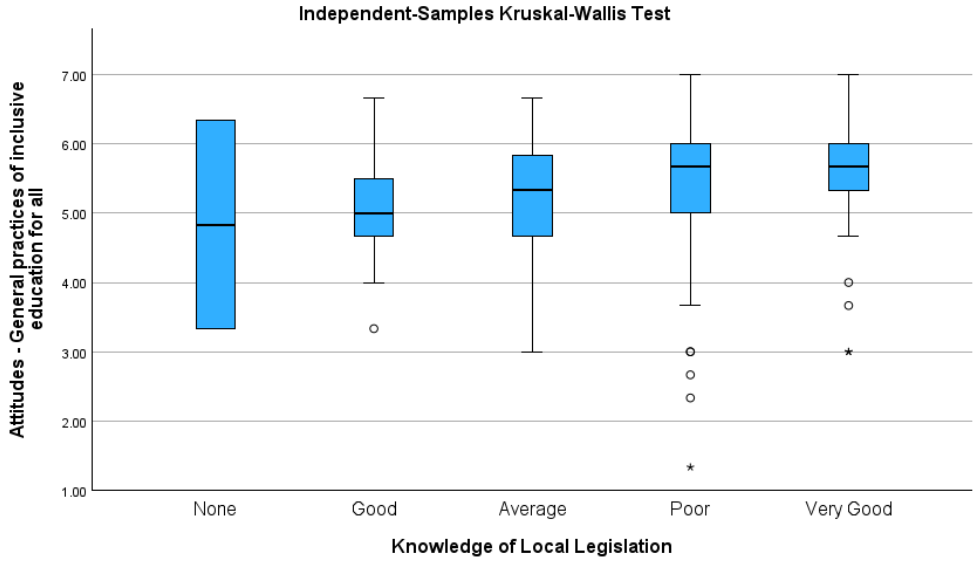

Figure 15. Distribution of Attitude Scores for General Practices of Inclusive Education Based on Knowledge of Local Legislation

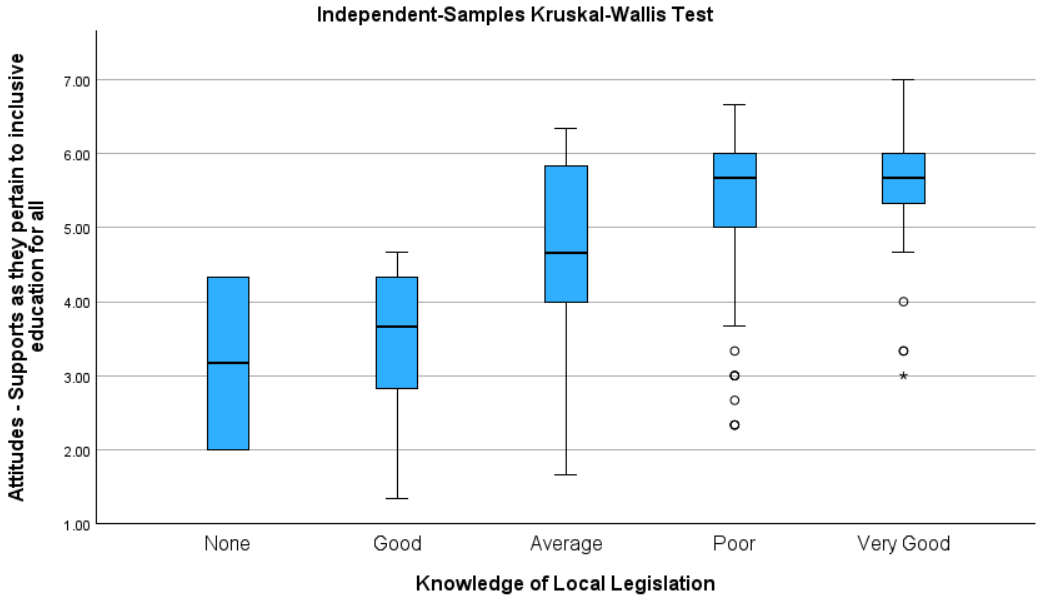

Figure 16. Distribution of Attitude Scores for Supports as They Pertain to Inclusive Education Based on Knowledge of Local Legislation

4.3.11. Are there any differences among foreign language teachers from five different European countries who had prior experience in inclusive education in terms of their self-efficacy scores?

210 of the 259 teachers reported that they had prior experience in inclusive education. Mann Whitney U tests comparing the self-efficacy scores of teachers who previously had or did not have inclusive education experience did not find any significant differences (Z = -.081, p = .935 for Managing Behavior; Z = -.896, p = .370 for Collaboration; Z = -1.311, p = .190 for Using Inclusive Instruction).

The data presented in Table 19 suggests that teachers with prior experience in inclusive education did not report statistically significant differences in self-efficacy scores compared to those without such experience. This finding applies to all three dimensions of self-efficacy measured in the study (Managing Behavior, Collaboration, Using Inclusive Instruction).

Table 19. Mann-Whitney U Test for Self-Efficacy Scores Based on Experience with Inclusive Education

Test Statistics[a]

	Self-efficacy - Managing Behavior	Self-efficacy - Collaboration	Self-efficacy - Using inclusive instruction
Mann-Whitney U	5107.000	4724.500	4531.000
Wilcoxon W	6332.000	5949.500	5756.000
Z	-.081	-.896	-1.311
Asymp. Sig. (2-tailed)	.935	.370	.190

a. Grouping Variable: Experience with Inc. Ed.

4.3.12. Are there any differences among foreign language teachers from five different European countries who had prior experience in inclusive education on inclusive education in terms of their attitude scores?

Similarly, no significant differences were observed in terms of these teachers' attitude scores (Z = -.986, p = .324 for Vision of outcomes; Z = -.308, p = .758 for Differentiation; Z = -1.921, p = .055 for General practices; Z = -1.422, p = .155 for

Supports). The data in Table 20 shows no statistically significant differences in teacher attitudes towards various aspects of inclusive education based solely on prior experience. This applies to all four dimensions of attitudes measured in the study (Vision, Differentiation, General Practices, and Supports).

Table 20. Mann-Whitney U Test for Attitude Scores Based on Experience with Inclusive Education

Test Statistics[a]

	Attitudes - Vision of outcomes of inclusive education for all	Attitudes - Differentiation as it pertains to inclusive education for all	Attitudes - General practices of inclusive education for all	Attitudes - Supports as they pertain to inclusive education for all
Mann-Whitney U	4687.000	5001.500	4252.000	4484.500
Wilcoxon W	26842.000	6226.500	5477.000	5709.500
Z	-.986	-.308	-1.921	-1.422
Asymp. Sig. (2-tailed)	.324	.758	.055	.155

a. Grouping Variable: Experience with Inc. Ed.

4.3.13. Are there any differences in self-efficacy scores among foreign language teachers from five different European countries based on their highest level of education completed?

Among the 264 teachers who responded to the question about the highest level of education they have completed, the distribution was as follows: 6 completed secondary school, 89 had bachelor's degrees, 168 had master's degrees and 1 of had a Ph.D. Because the majority of the sample had either a bachelor's or a master's degree, this variable is recoded as a binary variable for further analysis.

Kruskal-Wallis test comparing the self-efficacy scores did not find any significant differences ($H(3) = 6.893$, $p = .075$ for Managing Behavior; $H(3) = 4.753$, $p = .191$ for Collaboration; $H(3) = 1.149$, $p = .765$ for Using inclusive instruction).

The analysis suggests that there is no statistically significant difference in self-efficacy scores among language teachers based solely on their highest level of education completed (bachelor's vs. master's degree). The Kruskal-Wallis test results

in Table 21 show p-values greater than 0.05 (0.075, 0.191, and 0.765) for all three self-efficacy dimensions (Managing Behavior, Collaboration, Using Inclusive Instruction). In statistics, a p-value greater than 0.05 indicates that the observed difference is likely due to chance, and we cannot reject the null hypothesis of no significant difference. Having a bachelor's or master's degree may not directly translate into higher self-efficacy in managing student behavior, collaborating with colleagues, or using inclusive instruction practices. Other factors, like the content of coursework or specific experiences, might play a larger role. The small number of teachers with secondary education (6) and Ph.D. (1) limits the generalizability of the findings for these groups.

Table 21. Kruskal-Wallis Test for Self-Efficacy Scores Based on Highest Level of Education Completed

Test Statistics[a,b]

	Self-efficacy - Managing Behavior	Self-efficacy - Collaboration	Self-efficacy - Using inclusive instruction
Kruskal-Wallis H	6.893	4.753	1.149
df	3	3	3
Asymp. Sig.	.075	.191	.765

a. Kruskal Wallis Test
b. Grouping Variable: Highest Level of Education Completed

4.3.14. Are there any differences in attitudes toward inclusive education among foreign language teachers from five different European countries based on their highest level of education completed?

As it was done while identifying the relationship between self-efficacy and teachers' educational attainment, this variable is recoded as a binary variable for further analysis because the majority of the sample either has a bachelor's or a master's degree,

In terms of attitudes, teachers with master's degrees (Mean Rank=139.81) scored significantly higher than the teachers with bachelor's degrees (Mean Rank=119.49) in the Supports dimension, $U = 6792$, $z = -2.11$, $p < .05$. This finding suggests that

higher education levels may improve teachers' perceptions on inclusive education. The higher score among master's degree holders could be interpreted as the contribution of the depper understanding and appreciation of the support systems to implement effective inclusive education practices.

The Kruskal-Wallis test results in Table 22 show a statistically significant difference ($p < .05$) in attitudes towards Supports for Inclusive Education. Teachers with master's degrees (M) scored significantly higher (mean rank = 139.81) than teachers with bachelor's degrees (B) (mean rank = 119.49). There were no statistically significant differences in attitudes towards Vision, Differentiation, or General Practices based on education level ($p > .05$). The finding suggests that a master's degree might lead to a deeper understanding and appreciation of the support systems available for implementing inclusive education practices. This could contribute to more positive attitudes towards supports (e.g., feeling they are valuable and helpful). Some master's programs might have a stronger focus on inclusive education compared to bachelor's programs, leading to a greater emphasis on the importance of support systems. There could be other factors influencing attitudes towards supports, such as teachers' prior experiences or professional development opportunities, which were not explored in this analysis.

Table 22. Kruskal-Wallis Test for Attitude Scores Based on Highest Level of Education Completed

Test Statistics[a,b]

	Attitudes - Vision of outcomes of inclusive education for all	Attitudes - Differentiation as it pertains to inclusive education for all	Attitudes - General practices of inclusive education for all	Attitudes - Supports as they pertain to inclusive education for all
Kruskal-Wallis H	7.034	3.902	6.066	8.507
df	3	3	3	3
Asymp. Sig.	.071	.272	.108	.037

a. Kruskal Wallis Test
b. Grouping Variable: Highest Level of Education Completed

4.4. Summary of the Results

In the present research study on language teachers' self-efficacy and attitudes towards inclusive education in Europe, several key findings were highlighted.

Overall, language teachers reported high self-efficacy (5.5 out of 7) across all dimensions, indicating a strong agreement with the corresponding items. However, significant differences were observed among teachers from different European countries, with higher self-efficacy scores associated with certain countries. This was revealed through Kruskal-Wallis tests. Teachers from Spain had the highest scores in self-efficacy, with a mean of 5.86, while teachers from France had the lowest overall mean self-efficacy score of 5.14.

Language teachers from Europe also hold positive attitudes towards inclusive practices with a mean score of 5.57 across all dimensions. However, there are differences among countries. Similar to self-efficacy, teachers in Spain have the highest mean attitude scores with 5.80, while France has the lowest with 5.05. Kruskal-Wallis tests revealed significant differences among attitude levels.

There were no significant differences in self-efficacy scores between gender groups. This suggests that people from different genders consider themselves equally capable. However, age groups did show variations in self-efficacy, particularly in the Managing Behavior dimension, where higher age groups exhibited higher scores. This might indicate that teachers with more experience feel more confident in terms of classroom management. No significant difference was observed between genders, but older teachers showed higher self-efficacy, particularly in managing behavior.

Higher self-efficacy scores were observed for teachers with more prior training in inclusive education, particularly in the Managing Behavior and Collaboration dimensions. This emphasizes the importance of professional development programs. Similarly, teachers with more knowledge about local legislation on inclusive education exhibited higher self-efficacy scores across all dimensions. Knowledge of the legal framework of inclusive practices may help teachers feel clearer about the procedure, which improves their confidence in employing it. Finally, there were no significant differences in the self-efficacy levels of teachers when the highest level of education they completed were compared. This result indicates that educational attainment alone is not a decisive factor in terms of self-efficacy.

Moving on to attitudes towards inclusive education, no significant differences were observed in attitude scores between gender groups. Teachers generally held positive attitudes towards inclusion (M = 5.57). However, age groups did exhibit variations in attitude scores, particularly in the Vision of outcomes, General practices, and Supports dimensions for the higher age groups. This might indicate that considering generational differences could be helpful while planning professional development initiatives.

Similar to self-efficacy, teachers with more prior training in inclusive education demonstrated higher attitude scores, especially in the General practices and Supports dimensions. This might be because training helps teachers develop a better understanding of the dynamics of inclusive education. Furthermore, teachers with more knowledge about local legislation on inclusive education exhibited higher attitude scores in the General practices and Supports dimensions. This could be interpreted as teachers may feel more empowered to make decisions and utilize inclusive practices when they understand the legal frameworks which may improve their outlook on inclusive practices. Additionally, attitudes were found to be improved by the highest level of education that the teachers have completed. This might suggest that higher education can equip teachers with the theoretical knowledge that could help them recognize the value and significance of inclusive practices.

Overall, these findings suggest that factors such as country of origin, age, training in inclusive education, and knowledge of local legislation influence both self-efficacy and attitudes toward inclusive education among language teachers in five different European countries. Overall, this thesis provides valuable insights into factors that can empower language teachers to create inclusive learning environments for all students in Europe. By continuing to explore these areas and addressing potential country-specific variations, educators and policymakers can work towards more effective and equitable inclusive education across the continent.

CHAPTER 5

DISCUSSION

This chapter aims to interpret and explain the analysis. First, the results of the study are summarized and discussed in relation to previous studies. Then, possible implications of the study to be used in practice are discussed. Lastly, there are recommendations for future research.

5.1. Discussions of the Findings

Overall, the study provides an overall idea of language teachers' self-efficacy levels. The results reveal that language teachers tend to consider their self-efficacy quite high in all dimensions: Managing Behavior, Collaboration, and Using Inclusive Instruction. This highly efficacious perspective is consistent with previous research on teachers' self-efficacy toward inclusive practices (Ahsan et al., 2012; Braksiek, 2022; Ekins et al., 2016; Meidrina et al., 2017; Woodcock & Jones, 2020; Woodcock et al., 2023).

The findings revealed that teachers reported the highest level of self-efficacy in the Use of Collaboration and Inclusive Teaching. This is in line with previous research by Malinen et al. (2013), Engelbrecht & Savolainen (2018), and Chao et al. (2018), where teachers expressed confidence in implementing inclusive teaching strategies. In particular, Chao et al. (2018) identified collaboration as the domain with the highest self-efficacy scores. Overall, the findings of the study suggest that language teachers in Europe consider themselves highly efficacious. Ultimately, this study reveals insights into the self-perceptions of language teachers in Europe, emphasizing their mostly strong beliefs in their own effectiveness. These findings add to the expanding information based on teacher self-efficacy within the

framework of inclusive education, highlighting the significance of cultivating a strong sense of confidence and competence among educators.

The findings of present study reveal generally positive attitudes across all four dimensions measured: Vision, Differentiation, General Practices and Support. Although the scores for Differentiation and Support are slightly lower than those for Vision and General Practices, they still indicate a positive view. The scores for differentiation and support were slightly lower than vision and general practice. This positive attitude is in line with some existing literature (Everington et al., 1999; Forlin et al., 2007; Štemberger & Kiswarday, 2018). While the present study and some other studies suggest that teachers tend to have positive outlooks on inclusive practices, there may be specific areas where their perceptions are different. In the present study, the slightly lower scores for Differentiation and Support indicate potential areas to explore further. Understanding the differences might be helpful in the development of teacher training programs, improving teachers' attitudes related to inclusion. It is interesting that Engelbrecht and Savolainen (2018) report neutral levels of self-efficacy in their study on inclusive education. This apparent contradiction highlights the complexity of teachers' attitudes towards inclusion. As the findings of this study suggest, teachers may have positive general perspective. However, as the study by Engelbrecht and Savolainen (2018) suggests they may not always be fully confident in their ability to implement these practices effectively.

Even though there is some research supporting the findings of this study concluding that teachers have positive attitudes in relation to inclusive practices, there is also some research where the results are either inconsistent, neutral, or negative (Avramidis & Kalyva, 2007; Batsiou et al., 2008). For example, Ghanizadeh et al. (2006), assessed the attitudes of teachers toward inclusive classrooms and there were hardly any positive attitudes. In a study by Pearson et al. (2003), most teachers agreed that inclusion is about equality, and they felt positive about it. However, when asked about integration, they said it was a "burden." Researchers have found that educators with a favorable outlook on inclusion are more likely to modify their methods of support for students with different needs and positively impact their peers' views on including kids with special needs (Sharma et al., 2006; Nowicki &

Sandieson, 2002). This highlights the importance of understanding and addressing the attitudes towards inclusion to effectively support teachers in implementing inclusive practices in their classrooms.

When the differences among teachers from different countries in terms of their self-efficacy scores, significant differences were found in all dimensions: Managing Behavior (MAB), Collaboration (COL), and Using Inclusive Instruction (UII). In addition, the Bonferroni corrected Mann Whitney U pairwise comparisons provide a further understanding of these distinctions. Significant differences in MAB scores were observed between France and the UK, France and Spain, Turkey and Spain, and Ireland and Spain. Significant disparities in COL scores were noted between France and the UK, France and Spain, Turkey and Spain, Ireland and Spain, and Ireland and the UK. Furthermore, there were significant differences in UII scores observed between France and Ireland, France and the UK, France and Spain, as well as Turkey and Spain. Based on the data, it is evident that France regularly outperformed other countries in several comparisons across all three dimensions. Thus, it is possible that France has the greatest overall self-efficacy scores compared to the other countries analyzed. Based on the above comparisons, it seems that France frequently had lower results than other countries in all three dimensions. When the differences among the attitude levels of language teachers in different European countries, significant differences were found across four dimensions: Vision, Differentiation, General practices and Supports. Overall, once again, Spain appears to have the most positive attitude across multiple dimensions. Previous studies revealed that the country and the system that the countries have are factors influencing teachers' self-efficacy levels toward inclusive education (Engelbrecht & Savolainen, 2018; Hernandez et al., 2016; Malak et al., 2018).

The analysis of the differences between genders and self-efficacy and attitude scores indicated no significant differences among gender groups across all dimensions for both self-efficacy and attitudes. This suggests that, in this particular context, teachers of all genders hold similar views and confidence levels regarding inclusive practices. However, the research on gender as a factor in this area is not always consistent. Some studies, like San Martin et al. (2021), Shaukat et al. (2013), and Vez et al.

(2015), report higher self-efficacy and more positive attitudes towards inclusion among female participants. Conversely, Specht and Metsala (2018) found higher self-efficacy scores in males. As Wray (2022) highlights, the existing literature presents a mixed picture on the influence of gender. The inconsistencies can be explained using different factors. Firstly, gender roles and expectations can vary significantly across cultures. A study's findings might be specific to the cultural context in which it was conducted. Secondly, the specific demographics of the teacher population studied can influence the results. For instance, a study with a predominantly female sample might skew the results towards higher female self-efficacy/attitudes. And finally, the instruments used to measure self-efficacy and attitudes can also influence the results. Different instruments might tap into different aspects of these constructs.

The results of the analysis examining differences among teachers from different age groups in terms of their self-efficacy and attitude levels offer valuable insights into how age may impact educators' perceptions and beliefs. The investigation demonstrated a notable disparity in self-efficacy scores across different age groups, specifically in relation to the Managing Behavior (MAB) dimension. More specifically, there was a correlation between greater MAB scores and older age groups. These findings indicate that older teachers may possess a greater sense of confidence in managing classrooms in comparison to their younger colleagues. Nevertheless, there were no notable differences observed in self-efficacy scores for Collaboration (COL) and Using Inclusive Instruction (UII) among all age groups. Similarly, age groups exhibited significant disparities in attitude scores for the Vision of results (VIS), General Practices (PRA), and Supports (SUP) categories. Older age groups exhibited higher scores in VIS, PRA, and SUP, suggesting that older instructors tend to possess more favorable attitudes towards inclusive education outcomes, general practices, and support systems in comparison to younger teachers. Nevertheless, there were no notable disparities observed in attitude ratings for the Differentiation (DIF) dimension among various age groups. Study by Subban et al. (2021), on teachers' self-efficacy beliefs revealed that older participants overall had higher self-efficacy in terms of inclusive education. Similarly, according to Ekins et al. (2016), age was positively related to overall efficacy indicating that older

participants had higher self-efficacy levels. However, Engelbrecht and Savolainen (2018) found out that even though age was a significant factor affecting self-efficacy levels in Finland and older participants had higher scores, such a relationship was not found in South Africa. Thus, the research is mostly inconsistent. Vaz et al. (2015) concluded that age was a significant factor in attitudes, and teachers aged 55 or over had more negative attitudes towards inclusion. There might be different factors causing the inconsistencies such as generational differences, sample bias and cultural context. Teaching philosophies and approaches to classroom management might have evolved over time. Older teachers might have experience with more traditional methods, while younger teachers might be trained in newer inclusive practices. The specific age distribution of the teacher population studied can influence the results. A study with a predominantly older sample might skew the results towards higher self-efficacy/attitudes in older age groups. Cultural attitudes towards age and respect for experience might influence how teachers from different age groups respond to surveys.

The results of the analysis examining differences between teachers who had prior training on inclusive education and those who did not have it in terms of their self-efficacy and attitudes toward inclusive education revealed significant differences. Regarding self-efficacy scores, the dimensions of managing behavior and collaboration were significantly affected by prior training in inclusive education. Specifically, the teachers who received training on inclusive education tend to have higher self-efficacy compared to those with less or no prior training. Similarly, significant differences were observed in attitude scores among different training levels. Teachers who had 40 hours or more training in inclusive education reported feeling more positive toward inclusive education practices. These findings suggest that prior training on inclusive education may have a positive influence on both teachers' self-efficacy beliefs and their attitudes toward inclusive education practices and support systems. These findings are once again in line with the literature. Sharma et al. (2008) examined the impact of training on pre-service teachers' attitudes about inclusive education, and the study revealed that teachers started feeling significantly more positive toward inclusive education after receiving training. Moreover, teacher training and inclusive education have been found to be beneficial for teacher

confidence by studies (Forlin et al., 2014; Loreman et al., 2013). According to Wray et al. (2022), targeted training in inclusive education increases motivation for inclusive practices and as a result self-efficacy is increased as well.

Regarding self-efficacy scores on inclusive education, significant differences were observed among groups based on their knowledge of the local legislation in relation to inclusive education for managing behavior and collaboration dimensions. If the teacher has knowledge of local legislation, they rated their self-efficacy higher. Similarly, significant differences are revealed among groups based on their knowledge of the local legislation for General practices and supports dimensions in attitudes. Teachers who had some information on local legislation feel more positive about inclusive practices. In a systematic literature review by Wray et al. (2022), knowledge of local legislation has been found to be a significant demographic factor in many studies. Similarly, Ahsan et al. (2012), found knowledge of the local legislation to be a predictor of strong self-efficacy. Similar results were observed in different previous studies consistently (Chao et al., 2018; Ekins et al., 2016; Loreman et al., 2013) Therefore, informing teachers on the local legislation on inclusive education would help them feel more competent and more positive towards implementing inclusive practices.

The present study could not find any significant differences in self-efficacy and attitude scores among teachers with prior experience in inclusive education compared to those with no such experience. The results indicate no significant differences in self-efficacy scores for Managing Behavior, Collaboration, and Using Inclusive Instruction between the two groups. Likewise, no significant differences were found in attitude scores across dimensions, including Vision of outcomes, Differentiation, General practices, and Supports. Similarly, Alnahdi and Schwab (2021) could not also find any correlation between experience with inclusive education and levels of self-efficacy. However, focusing on experience with students with disabilities, many studies found prior experience and interaction with students with disabilities to be significant in terms of self-efficacy (Braksiek, 2022; Forlin & Sin, 2010; Loreman et al., 2013; Specht et al., 2016)

The present study did not reveal any notable differences across teachers' levels of education that they completed in any of the dimensions of self-efficacy. However, in terms of the attitudes toward inclusive practices, teachers with master's degrees were found to feel more positive than those with bachelor's degrees in the Supports dimension. This finding suggests that higher levels of education attainment may be associated with more positive attitudes toward inclusive education practices, particularly in terms of providing support. Conversely, Woodcock et al. (2023) could not find any differences in teachers' beliefs depending on their levels of qualification, despite the expectation that additional qualifications would benefit teachers. Similarly, Vaz et al. (2015) revealed that the level of education degree did not influence the attitudes of teachers towards inclusiveness. And in terms of self-efficacy, Masongsong et al. (2023) did not find educational attainment to be a factor affecting teachers' sense of self-efficacy.

5.2. Implications for Theory and Practice

This study explored language teachers' self-efficacy and attitudes towards inclusive education, with a focus on identifying the most influential factors. The findings revealed that behavior management and collaboration had the strongest impact on self-efficacy. These results suggest that teacher education programs could benefit from a targeted approach that prioritizes developing skills and strategies for effective classroom management and collaboration. Such an approach recognizes the importance of developing a sense of community and collaboration among teachers. This approach can increase teachers' self-efficacy, equipping them to implement inclusive practices more effectively. The study suggests that the inclusion of methods such as role-play exercises, case studies and peer mentoring programs can be particularly useful in developing these competencies. This targeted approach to teacher education is in accordance with the increasing acceptance of the interrelationship between self-efficacy, collaboration, and the successful implementation of inclusive practices. By encouraging trust and a sense of shared responsibility within the teaching community, these programs can strengthen teachers to create more inclusive learning environments for all students. Further

research could examine the specific content and effectiveness of training programs addressing collaboration and classroom management skills. Furthermore, investigating the long-term impact of such programs on teacher self-efficacy and student outcomes in inclusive classrooms would provide valuable insights. This kind of targeted approach where a sense of collaboration and community among teachers, and the effect of changes in the self-efficacy of teachers ia acknowledged, could empower teachers to implement inclusive practices. For example, role-playing exercises, case studies, or peer mentoring programs could be effective methods for developing these competencies.

The present study found knowledge of legislation to be an important factor affecting teacher attitudes and self-efficacy toward inclusive education. Professional development workshops and seminars where the teachers reflect on how legislative requirements impact their practice could be offered to enhance teachers' awareness and understanding of local legislation. This could be an essential step to empower teachers to make well-informed decisions and advocate for inclusive education policies. This proactive approach not only benefits teachers in their professional development but also contributes to the advancement of inclusive education practices within the broader educational landscape.

Teachers from different countries have different scores on self-efficacy and attitudes towards inclusive education. Cross-cultural collaboration and knowledge-sharing among teachers from different European countries could be helpful in learning from each other and sharing perspectives, experiences, and best practices. This could especially help novice teachers navigate through challenges and build confidence in their abilities to meet the needs of diverse students. Additionally, policymakers should allocate resources and prioritize financing for teacher training, professional development, and support services.

5.3. Recommendations for future research

The data was collected from language teachers with the help of an online survey, and an exclusively quantitative type of data was collected. To have a deeper

understanding of the results, future research could benefit from the incorporation of mixed method of research to elaborate on the results of quantitative data to explore the underlying reasons behind the collected data.

This study utilized a quantitative approach using an online survey to collect data on language teachers' self-efficacy and attitudes towards inclusive education. While the quantitative data provided valuable insights, especially on the factors that most influence self-efficacy (Managing Behavior and Collaboration), future research could benefit from a mixed methods approach.

Based on the valuable insights gained from this study, future research may benefit from combining two key elements: a longitudinal design and the inclusion of student perspectives. Additionally, a longitudinal design for the research could offer valuable insights into the dynamic nature of the factors under investigation if implemented. For instance, in light of the study's findings that prior training significantly influences both attitude and self-efficacy levels, conducting pre- and post-training assessments following inclusive education training for teachers could illuminate the impact of such interventions. Subsequent interviews with the teachers would further elucidate the mechanisms through which the training contributes to their attitudes and self-efficacy.

Additionally, the examination student aspect could be beneficial. By gathering data from students who are taught by teachers who exhibit high self-efficacy and positive attitudes towards inclusive education, as well as the ones taught by teachers with lower levels of self-efficacy and attitudes, a comparative analysis could help researchers dive deeper into the impact of teacher attitudes and self-efficacy on their students.

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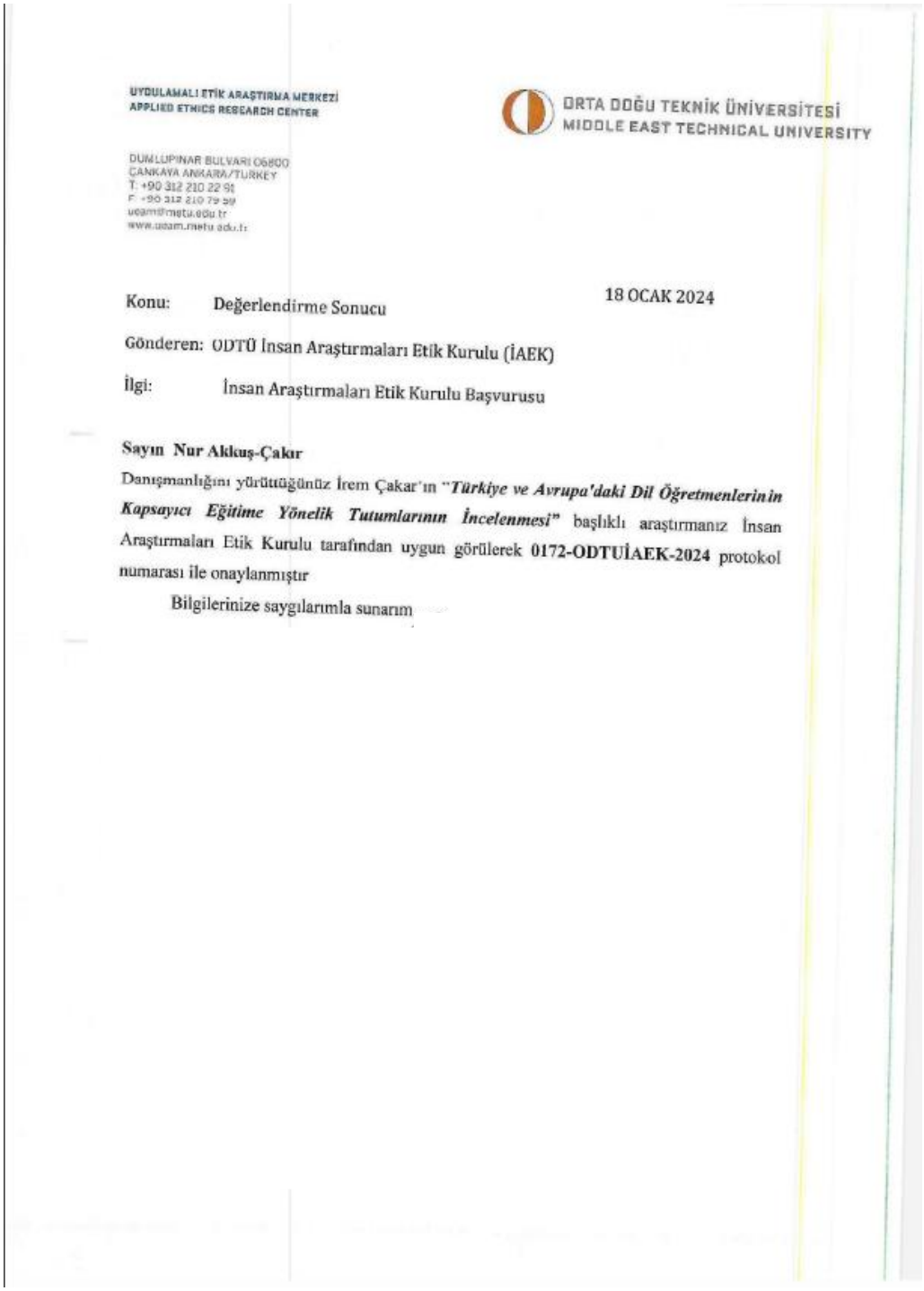
APPENDICES

A. APPROVAL OF THE METU RESEARCH AND ETHICS COMMITTEE



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ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

18 OCAK 2024

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Nur Akkuş-Çakır

Danışmanlığını yürüttüğünüz İrem Çakar'ın ***"Türkiye ve Avrupa'daki Dil Öğretmenlerinin Kapsayıcı Eğitime Yönelik Tutumlarının İncelenmesi"*** başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek **0172-ODTUİAEK-2024** protokol numarası ile onaylanmıştır

Bilgilerinize saygılarımla sunarım

B. RESEARCH VOLUNTARY PARTICIPATION FORM

This study is conducted by Irem Çakar, a graduate student in the Department of Educational Sciences at Middle East Technical University (ODTÜ). This form has been prepared to inform you about the research conditions.

What is the Purpose of the Study? The aim of this research is to examine the attitudes of language teachers towards inclusive education.

How Can We Ask for Your Assistance? Research data will be collected using a specialized scale presented to participants through an online form. The online form is designed to assess language teachers' attitudes towards inclusive education.

What You Need to Know About Your Participation: Participation in this study is entirely voluntary. You may refuse to participate or withdraw from the study at any time without facing any sanctions or penalties. If there are questions you do not wish to answer during the research, you can indicate that you prefer not to respond.

Data collected from participants in the study will be kept completely confidential, and data and identity information will not be matched in any way. Additionally, only researchers will have access to the collected data. While the results of this research may be used for scientific purposes, the identity of the participants will be kept confidential.

The scale questions used in this research do not include situations that may cause personal discomfort. However, if you ever feel uncomfortable for any reason, you are free to leave the study. In such a case, simply expressing your desire to leave the study will be sufficient.

If You Want More Information About the Study: Questions and comments about the study will be answered at every stage. Thank you in advance for participating in this study. If you would like more information about the study, you can contact Irem Çakar from the Department of Educational Sciences (Email:).

I have read the above information, and I am participating in this study entirely voluntarily.

Name Surname Date Signature

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C. ATTITUDE AND SELF-EFFICACY SCALE

	Attitudes towards Inclusive Education	-3	-2	-1	0	+1	+2	+3
Q1	Inclusion facilitates socially appropriate behaviour for all students.	☐	☐	☐	☐	☐	☐	☐
Q2	Inclusion will foster understanding of differences among students.	☐	☐	☐	☐	☐	☐	☐
Q3	Inclusive education ultimately leads to social inclusion.	☐	☐	☐	☐	☐	☐	☐
Q4	I am willing to adapt the curriculum to meet the individual needs of all students within inclusive classrooms.	☐	☐	☐	☐	☐	☐	☐
Q5	I feel differentiated adjustments can be carried out in an inclusive classroom.	☐	☐	☐	☐	☐	☐	☐
Q6	I am willing to adapt the assessment of individual students in order for inclusive education to take place.	☐	☐	☐	☐	☐	☐	☐
Q7	It is possible to organise classes in a way that is suitable for all students.	☐	☐	☐	☐	☐	☐	☐
Q8	I believe that any student can learn in an inclusive school if the curriculum is adapted to meet their individual needs.	☐	☐	☐	☐	☐	☐	☐
Q9	Good teachers can differentiate their practices so that they can teach all students in their class/es.	☐	☐	☐	☐	☐	☐	☐
Q10	I feel there are adequate personnel from outside school to support me to address the unique educational needs of all students.	☐	☐	☐	☐	☐	☐	☐
Q11	I feel there are adequate personnel within school to support me to address the unique educational needs of all students.	☐	☐	☐	☐	☐	☐	☐
Q12	I feel there are adequate resources to support me to address the unique educational needs of all students.	☐	☐	☐	☐	☐	☐	☐

	Self-efficacy to Implement Inclusive Education	-3	-2	-1	0	+1	+2	+3
Q1	I can make my expectations clear about student behaviour.	☐	☐	☐	☐	☐	☐	☐
Q2	I can accurately gauge student comprehension of what I have taught.	☐	☐	☐	☐	☐	☐	☐
Q3	I am able to calm a student who is disruptive or noisy.	☐	☐	☐	☐	☐	☐	☐
Q4	I can make parents feel comfortable coming to school.	☐	☐	☐	☐	☐	☐	☐
Q5	I am confident in my ability to prevent disruptive behaviour in the classroom before it occurs.	☐	☐	☐	☐	☐	☐	☐
Q6	I am confident in designing learning tasks so that the individual needs of all students are accommodated.	☐	☐	☐	☐	☐	☐	☐
Q7	I am able to provide an alternate explanation or example when students are confused.	☐	☐	☐	☐	☐	☐	☐
Q8	I can assist families in helping their students to do well in school.	☐	☐	☐	☐	☐	☐	☐
Q9	I am confident in informing others who know little about laws and policies relating to the inclusion of all students.	☐	☐	☐	☐	☐	☐	☐
Q10	I am able to get students to follow classroom rules.	☐	☐	☐	☐	☐	☐	☐
Q11	I can use a variety of assessment strategies (e.g., portfolio assessment, modified tests, performance-based assessment, etc.).	☐	☐	☐	☐	☐	☐	☐
Q12	I am confident in my ability to get students to work together in pairs or in small groups.	☐	☐	☐	☐	☐	☐	☐
Q13	I can control disruptive behaviour in the classroom.	☐	☐	☐	☐	☐	☐	☐
Q14	I am confident in my ability to get parents of all students involved in school activities of their students.	☐	☐	☐	☐	☐	☐	☐
Q15	I can collaborate with other professionals (e.g., itinerant teachers or speech pathologists) in designing educational plans for all students.	☐	☐	☐	☐	☐	☐	☐
Q16	I am confident when dealing with students who are physically aggressive.	☐	☐	☐	☐	☐	☐	☐
Q17	I can provide appropriate challenges for very capable students.	☐	☐	☐	☐	☐	☐	☐
Q18	I am able to work jointly with other professionals and staff (e.g., aides, other teachers) to teach all students in the classroom.	☐	☐	☐	☐	☐	☐	☐

D. TURKISH SUMMARY / TÜRKÇE ÖZET

Giriş

UNESCO (2017), herkesin kapsayıcı bir eğitim ortamına katılma ve bu ortamda eğitim öğretimini sürdürme için eşit fırsatları hak ettiğini belirtmektedir. Kapsayıcı eğitim, sunmuş olduğu öğrenci odaklı yöntemlerle ve bulunduğu çevreyi çeşitli gereksinimlere uyarlayan yapısıyla, tüm öğrencilerin akademik başarı elde etmesine ve gelişmesine yardımcı olur (Florian & Black-Hawkins, 2011; Vantieghem, 2023). Kapsayıcı eğitim adalet, sosyal bütünleşme ve aktif katılımı teşvik eder. Kapsayıcı eğitim, iş birliğini teşvik ederek, özelleştirilmiş öğretim sağlayarak ve özel gereksinimleri olan çocukların zamanında belirlenmesi ve desteklenmesini sağlayarak, tüm öğrencilerin eğitim hedeflerine ulaşmalarına yardımcı olur (Woodcock et al., 2022).

Taneri ve Özbek (2023), çeşitliliğin bir engel değil, eğitimi ve kapsayıcılığı artırma konusunda faydalı bir fırsat olarak görülmesinin önemini vurgular. Yeterli destek, kaynaklar ve öğretim yöntemleri kullanıldığında bu bakış açısının etkililiği artırılabilir. Bu koşullar altında her öğrenci hem akademik hem de kişisel başarıya ulaşabilecek yeteneğe sahiptir.

Bandura (1997), öz-yeterliliği belirli görevleri başarılı bir şekilde yerine getirme kapasitesine duyulan kişisel bir inanç olarak tanımlar. Bu kavram, bireysel deneyimler, başkalarında gözlemlenen eylemler ve sonuçları ve hatta kişinin duygusal durumu tarafından şekillendirilir. Artan öz-yeterlik, zorluklarla karşılaşıldığında daha fazla çaba harcanmasını, sürekli kararlılığı ve güçlü bir dayanıklılığı beraberinde getirir. Eğitim bağlamında bu, öğretim performansının da öz-yeterlilik düzeyinden etkileneceği anlamına gelir (Tschannen- Moran & McMaster, 2009).

Çalışmanın Amacı

Bu araştırma, tanımlayıcı bir yaklaşım benimseyerek, çeşitli coğrafi ve eğitimsel bağlamlarda kapsayıcı eğitimle ilgili belirli dinamikler ve zorlukların daha derinlemesine anlaşılmasını amaçlamaktadır.

Belirtilen amaçlar doğrultusunda bu çalışmanın odak noktasını aşağıdaki araştırma soruları oluşturmaktadır:

1. Beş farklı Avrupa ülkesindeki yabancı dil öğretmenleri, davranış yönetimi, iş birliği ve kapsayıcı öğretim uygulamaları konusundaki öz-yeterliliklerini nasıl değerlendiriyor?
2. Beş farklı Avrupa ülkesindeki yabancı dil öğretmenlerinin kapsayıcı eğitim konusundaki tutumları nelerdir?
3. Beş farklı Avrupa ülkesindeki yabancı dil öğretmenlerinin kapsayıcı eğitime yönelik tutumları ve öz-yeterlik düzeyleri, yaşadıkları ülke, cinsiyet, eğitim geçmişi ve öğretim deneyimi yıllarına göre farklılık gösteriyor mu?

a. Beş farklı Avrupa ülkesindeki yabancı dil öğretmenleri arasında öz yeterlilik puanları açısından farklılıklar var mı?
b. Beş farklı Avrupa ülkesindeki yabancı dil öğretmenleri arasında tutum puanları açısından farklılıklar var mı?
c. Beş farklı Avrupa ülkesindeki yabancı dil öğretmenleri arasında cinsiyet açısından öz yeterlilik puanları farklılık gösteriyor mu?
d. Beş farklı Avrupa ülkesindeki yabancı dil öğretmenleri arasında cinsiyet açısından tutum puanları farklılık gösteriyor mu?
e. Beş farklı Avrupa ülkesindeki farklı yaş gruplarından yabancı dil öğretmenleri arasında öz yeterlilik puanları açısından farklılıklar var mı?
f. Beş farklı Avrupa ülkesindeki farklı yaş gruplarından yabancı dil öğretmenleri arasında tutum puanları açısından farklılıklar var mı?
g. Daha önce kapsayıcı eğitim üzerine eğitim almış olan beş farklı Avrupa ülkesindeki yabancı dil öğretmenleri arasında öz yeterlilik puanları açısından farklılıklar var mı?
h. Daha önce kapsayıcı eğitim üzerine eğitim almış olan beş farklı Avrupa ülkesindeki yabancı dil öğretmenleri arasında tutum puanları açısından farklılıklar var mı?

i. Kapsayıcı eğitim konusunda yerel mevzuat bilgisine sahip olan beş farklı Avrupa ülkesindeki yabancı dil öğretmenleri arasında öz yeterlilik puanları açısından farklılıklar var mı?
j. Kapsayıcı eğitim konusunda yerel mevzuat bilgisine sahip olan beş farklı Avrupa ülkesindeki yabancı dil öğretmenleri arasında tutum puanları açısından farklılıklar var mı?
k. Kapsayıcı eğitim konusunda önceden deneyim sahibi olan beş farklı Avrupa ülkesindeki yabancı dil öğretmenleri arasında öz yeterlilik puanları açısından farklılıklar var mı?
l. Kapsayıcı eğitim konusunda önceden deneyim sahibi olan beş farklı Avrupa ülkesindeki yabancı dil öğretmenleri arasında tutum puanları açısından farklılıklar var mı?
m. Beş farklı Avrupa ülkesindeki yabancı dil öğretmenleri arasında tamamladıkları en yüksek eğitim seviyesine göre öz yeterlilik puanları farklılık gösteriyor mu?
n. Beş farklı Avrupa ülkesindeki yabancı dil öğretmenleri arasında tamamladıkları en yüksek eğitim seviyesine göre kapsayıcı eğitime yönelik tutumlar açısından farklılıklar var mı?

Araştırmanın Tasarımı

Bu çalışmada tarama yöntemi kullanılmıştır. Fowler (2013) tarafından tanımlandığı gibi tarama yöntemi, yapılandırılmış anketler veya görüşmeler kullanarak belirli bir nüfustan veri toplamaya yönelik sistematik bir yaklaşımdır. Bu yöntem, büyük bir insan grubunun tutumları, görüşleri, davranışları veya özellikleri hakkında nicel bilgi toplamak için kullanılır. Anketler, geniş nüfus hakkında sonuçlar çıkarmak için analiz edilebilecek verileri toplamak için güvenilir ve etkili bir yol sağladıkları için kullanılırlar.

Katılımcılar

Katılımcıların seçiminde kolay ulaşılabilir örnekleme stratejisi kullanılmıştır. Katılımcılar Avrupa'da İngilizce eğitimi vermiş olan 266 yabancı dil öğretmeninden oluşmaktadır. Katılımcılar arasında Türkiye'den 52 (%19,6), İrlanda'dan 54 (%20,4),

Fransa'dan 51 (%19,2), İspanya'dan 56 (%21,1) ve Birleşik Krallık'tan 52 (%19,6) öğretmen bulunmaktadır.

Veri Toplama Araçları

Yabancı dil öğretmenlerinin kapsayıcı eğitime ilişkin tutumlarını değerlendirmek için Stephan Kielblock (2018) tarafından geliştirilen Kapsayıcı Eğitime Yönelik Öğretmen Tutum Ölçeği kullanılmaktadır. Bu araç öğretmenlerin kapsayıcı eğitim uygulamalarına yönelik tutumlarını ölçmek amacıyla tasarlanmış olup öğretmenlerin kapsayıcı eğitim süreçlerine ilişkin algı ve inançlarını anlamayı amaçlayan araştırmacılar için değerli bir araç görevi görmektedir.

Yabancı dil öğretmenlerinin kapsayıcı eğitime yönelik öz-yeterliliğini değerlendirmek için Sharma vd. (2012) tarafından oluşturulan Kapsayıcı Uygulamalara Yönelik Öğretmen Öz-Yeterliğİ (TEIP) kullanılmıştır. Bu ölçek, eğitimcilerin kapsayıcı eğitimdeki öz-yeterlilik düzeylerini ölçmek amacıyla tasarlanmıştır.

Veri Toplama Süreci

Bu araştırmada veriler, anket kullanılarak çevrim içi toplanmıştır. Veriler İspanya, Türkiye, İrlanda, Fransa ve Birleşik Krallık'ta ikamet eden yabancı dil öğretmenlerinden toplandığı için bu, katılımcılar ve araştırmacıya kolaylık sağlamıştır. Katılım daveti çeşitli dijital platformlarda dağıtılmıştır. Bu platformlara sosyal medya, akademik forumlar ve profesyonel ağlar gibi birçok dijitak ortam örnek verilebilir. Bunun dışında Avrupa'daki dil öğretmenlerini hedef alan seminer ve dergilerin sosyal medya hesaplarına da ulaşılarak bağlantının paylaşılması istenmiştir. Katılımcılar, anketi internet bağlantısı olan herhangi bir yerden istedikleri zaman tamamlayabildikleri için esneklik avantajına sahip olmuşlardır. Yanıt oranlarını artırmak amacıyla periyodik hatırlatmalar paylaşılmıştır.

Veri Analizi

Veri setinin farklı boyutlarındaki öz yeterlilik ve tutumlara ilişkin özellikleri hakkında genel bir fikir sağlamak için analize tanımlayıcı istatistikler ile başlanmıştır. Bu temel değişkenleri özetlemek için ortalamalar, standart sapmalar ve

dağılımları içeren tanımlayıcı istatistikler hesaplanmıştır. Tanımlayıcı analizin ardından karşılaştırmalı analizler için parametrik bir test olarak ANOVA'ya yönelik varsayımların yerine getirilip getirilmediğine karar vermek amacıyla varyansların homojenliğini ve normalliğini değerlendirmek için varsayım testi yapılmıştır. ANOVA varsayımlarının tam olarak karşılanmaması nedeniyle grup farklılıklarını araştırmak ve ikili karşılaştırmalar yapmak amacıyla, yer ve tutum/öz-yeterlik arasındaki farklılıkları değerlendirmek amacıyla parametrik olmayan Kruskal-Wallis ve Mann Whitney U testlerinden yararlanılmıştır. Farklı gruplar arasındaki puan dağılımlarını görsel olarak temsil etmek için kutu grafikleri kullanılmıştır.

Bulgular ve Tartışma

Avrupa'da dil öğretmenlerinin öz yeterliliği ve kapsayıcı eğitime yönelik tutumları üzerine yapılan mevcut araştırma çalışmasında birkaç önemli bulgu vurgulanmıştır. Genel olarak, dil öğretmenleri tüm boyutlarda yüksek öz-yeterlik (7 üzerinden 5,5) bildirmişlerdir; bu da ilgili maddelerle güçlü bir anlaşmaya varıldığını göstermektedir. Ancak, farklı Avrupa ülkelerindeki öğretmenler arasında, belirli ülkelerle ilişkili olarak daha yüksek öz-yeterlik puanları ile önemli farklılıklar gözlemlenmiştir. İspanya'daki öğretmenler 5,86 ortalamayla öz-yeterlik açısından en yüksek puana sahipken, Fransa'daki öğretmenler 5,14 ile en düşük genel öz-yeterlik puanına sahip. Avrupa'daki dil öğretmenleri de tüm boyutlarda ortalama 5,57 puanla kapsayıcı uygulamalara yönelik olumlu tutumlara sahiptir. Ancak ülkeler arasında farklılıklar bulunmaktadır. Öz-yeterliğe benzer şekilde İspanya'daki öğretmenler 5,80 ile en yüksek tutum puanına sahipken, Fransa 5,05 ile en düşük tutum puanına sahiptir. Kruskal-Wallis testleri tutum düzeyleri arasında anlamlı farklılıklar ortaya çıkarmıştır.

Cinsiyet grupları arasında öz-yeterlik puanları açısından anlamlı bir fark bulunmamıştır. Bu, farklı cinsiyetlerden insanların kendilerini eşit derecede yeterli gördüklerini göstermektedir. Bununla birlikte, yaş gruplarında, özellikle daha yüksek yaş gruplarının daha yüksek puanlar sergilediği Davranışı Yönetme boyutunda, öz-yeterlik konusunda farklılıklar gözlemlenmiştir. Bu durum deneyim sahibi öğretmenlerin sınıf yönetimi konusunda kendilerini daha güvende hissettiklerinin bir göstergesi olabilir. Özellikle Davranışı Yönetme ve İşbirliği boyutlarında, kapsayıcı

eğitim konusunda daha önceden eğitim almış öğretmenlerin öz-yeterlik puanlarının daha yüksek olduğu gözlemlenmiştir. Bu, mesleki gelişim programlarının önemini vurgulamaktadır. Benzer şekilde, kapsayıcı eğitime ilişkin yerel mevzuat hakkında daha fazla bilgiye sahip olan öğretmenler, tüm boyutlarda daha yüksek öz-yeterlik puanları sergilemişlerdir. Bu da, kapsayıcı uygulamaların yasal çerçevesi hakkında bilgi sahibi olmanın, öğretmenlerin prosedür hakkında daha net hissetmelerine yardımcı olabildiğini ve bu da onların bu prosedürü uygulamaya olan güvenini artırdığını gösteriyor olabilir. Son olarak öğretmenlerin tamamladıkları en yüksek eğitim düzeyi karşılaştırıldığında öz-yeterlik düzeylerinde anlamlı bir farklılık bulunmamıştır. Bu sonuç, eğitim düzeyinin tek başına öz-yeterlik açısından belirleyici bir faktör olmadığını göstermektedir.

Kapsayıcı eğitimine yönelik tutumlara gelecek olursak, cinsiyet grupları arasında tutum puanlarında anlamlı bir farklılık gözlenmemiştir. Ancak yaş gruplarında, özellikle daha yüksek yaş grupları için Sonuçların Vizyonu, Genel Uygulamalar ve Destekler boyutlarında tutum puanlarında farklılıklar gözlemlenmiştir. Bu, mesleki gelişim çalışmalarını planlarken kuşak farklılıklarını dikkate almanın yararlı olabileceğini gösterebilir.

Öz-yeterliğe benzer şekilde, kaynaştırma eğitimi konusunda daha önceden eğitim almış öğretmenler, özellikle Genel Uygulamalar ve Destekler boyutlarında daha yüksek tutum puanları sergilemiştir. Bunun nedeni, kapsayıcı konusunda alınan eğitimin öğretmenlerin kapsayıcı eğitimin dinamiklerini daha iyi anlamalarına yardımcı olması olabilir. Ayrıca kapsayıcı eğitime ilişkin yerel mevzuat hakkında daha fazla bilgi sahibi olan öğretmenlerin Genel Uygulamalar ve Destekler boyutlarında tutum puanlarının daha yüksek olduğu görülmüştür. Bu, öğretmenlerin kapsayıcı uygulamalara bakış açılarını iyileştirebilecek yasal çerçeveleri anladıklarında karar verme ve kapsayıcı uygulamalardan yararlanma konusunda kendilerini daha yetkili hissedebilecekleri şeklinde yorumlanabilir. Ayrıca öğretmenlerin tamamlamış oldukları eğitim düzeyine göre tutumlarının geliştiği görülmüştür. Bu, yükseköğretimin öğretmenleri kapsayıcı uygulamaların değerini ve önemini anlamalarına yardımcı olabilecek teorik bilgilerle donatabileceğini öne sürebilir.

Genel olarak, bu bulgular menşe ülke, yaş, kapsayıcı eğitim eğitimi ve yerel mevzuat bilgisi gibi faktörlerin Avrupa'daki dil öğretmenleri arasında hem öz yeterliliği hem de kapsayıcı eğitime yönelik tutumları etkilediğini göstermektedir.

Öneriler

Veriler, anket yoluyla çevrimiçi olarak yabancı dil öğretmenlerinden toplanmıştır. Sonuçlara ilişkin daha derin bir anlayışa sahip olmak için gelecekteki araştırmalar, toplanan verilerin altında yatan nedenleri araştırmak amacıyla nicel verilerin sonuçlarını detaylandırmak amacıyla karma araştırma yönteminin dahil edebilir.

Ek olarak, araştırmanın boylamsal bir tasarımı uygulandığı takdirde araştırılan faktörlerin dinamik doğasına ilişkin değerli bilgiler sunabilir. Örneğin, alınan eğitimlerin hem tutum hem de öz-yeterlik düzeylerini önemli ölçüde etkilediği yönündeki çalışmanın bulguları ışığında, öğretmenlere yönelik kaynaştırma eğitimi sonrasında eğitim öncesi ve sonrası değerlendirmelerin yapılması bu tür müdahalelerin etkisine ışık tutabilir. Öğretmenlerle daha sonra yapılacak görüşmeler, eğitimin onların tutumlarına ve öz yeterliklerine katkıda bulunduğu alanları daha da aydınlatacaktır.

Ayrıca, kapsayıcı eğitime yönelik yüksek öz-yeterlik ve olumlu tutum sergileyen öğretmenlerin ders verdiği öğrencilerin yanı sıra öz-yeterlik ve tutum düzeyleri daha düşük olan öğretmenlerin öğrettikleri öğrencilerden veri toplayarak karşılaştırmalı bir analiz, araştırmacıların konuyu daha derinlemesine incelemesine yardımcı olabilir. Bu da öğretmen öz-yeterlik düzeyleri ve tutumlarının öğrenci üzerindeki etkisi konusunda faydali bilgiler ortaya çıkarabilir.

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