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SELF-EFFICACY PERCEPTIONS OF MIDDLE SCHOOL READING TEACHERS IN  
MAJORITY MINORITY INCLUSIVE CLASSROOMS ON THEIR ABILITY TO  
ACHIEVE STUDENT SUCCESS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for  
the Degree Doctor of Education in the Graduate School  
of Texas Southern University

By

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Fall 2022

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By

Debra J. Lewis, Ed.D.

Texas Southern University, 2022

Associate Professor Viveca Grant, Advisor

According to the U.S. Department of Education National Center for Education Statistics (NCES, 2022), the number of students who require special accommodations in the classroom continues to increase. Because studies have shown that positive outcomes for students are directly linked to the self-efficacy of educators (Lotter et al., 2018; Neugebauer et al., 2019), educators who serve these populations must possess high levels of positive self-efficacy to handle the challenges associated with inclusive settings and specialized skills needed to achieve student success.

The purpose of this study, which was guided and supported by the Social Cognitive Theory (Bandura, 1986), was to examine teacher self-efficacy perceptions of their ability to achieve student success in majority-minority inclusive classrooms and analyze the relationships between self-efficacy perceptions and age, gender, race, years of experience, level of education, and certification status of the participants. In this quantitative study, the research design was Correlational. The researcher investigated middle school reading teachers' perceptions of their ability to achieve success. Data was collected via an online survey of the Teacher Self-Efficacy Scale (Bandura, 1999), a valid instrument,

coded and analyzed via SPSS utilizing the Multiple Regression statistical model. Data results showed significant relationships between personal demographic independent variables, age, gender, and race, ( $p < .001$ ) and combined personal and social demographic predictor variables, age, gender, race, years of experience, level of education, and special education certification status, ( $p < .001$ ) and the dependent variable, teacher self-efficacy perceptions of their ability to achieve student success in majority-minority inclusive classrooms.

**Key words:** Teacher self-efficacy, majority-minority, inclusive classrooms, student success

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## VITA

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## **DEDICATION**

I dedicate this dissertation to my beloved husband of 27 years, Rev. Michael Lewis, who was an exceptional partner, my confidant, best friend, love of my life, my number one cheerleader and supporter who inspired me to begin and continue this journey, went to glory on July 21, 2022, and my wonderful grandson, Master David James Harris alias “King David,” who got his wings September 9, 2022, challenged me to finish my degree after his “Pappa” and my “Hubby” passed away, My Momma, Lela Jo White, who will always be my Shero and was truly “The Original Diva.” There is no one like her. She taught me to believe in myself, always do my best, and live life to the fullest, as did my Aunties, Doris Jackson, Mildred White, and Delores Hill. Special thanks to Dr. Saha, who was my advisor until her passing in 2019. She inspired me to move forward in the program and follow my passion for Special Education. Even though they are all no longer with us, I feel their presence with me.

I, also, dedicate this dissertation to all my students, my church families who never fail to be there for me, my Pastor, Dr. Marcus D. Cosby, my children, Lela, Bob, and Dre, who are my driving forces, and my reasons for living, as well as my gorgeous granddaughter, Dionne, and my beautiful granddaughter, Regina, who made my life better just by being in it, my siblings, Greg & Barbara White, Michael White, Gloria Chapple, Velva & Vic Coaxum, Cynthia Kelley and their families, my extended family, and my dear friends who have all continually encouraged me to keep on striving to reach my goal.

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# CHAPTER 1

## INTRODUCTION

In 2020–21, the number of students ages 3–21 who received special education services under the Individuals with Disabilities Education Act (IDEA, 2004) was 7.2 million, or 15 percent of all public-school students, and the percentage of students served under IDEA was highest for American Indian/Alaska Native students (19 percent) and Black students (17 percent) (NCES, 2022). According to the U.S. Department of Education National Center for Education Statistics (NCES, 2016), the number of students with disabilities climbed to about 95% of students ages 6 to 21. These developments have resulted in a negative effect on reading achievement, especially in urban schools with majority-minority populations because the number of students who require special accommodations and/or modifications in these classrooms continues to increase (Rodriguez & Murawski, 2022, McLesky & Waldron, 2011). Therefore, educators who serve these populations are expected to possess high levels of positive teacher self-efficacy and confidence in their ability to handle the challenges associated with inclusive settings (Hott et al., 2022; Turnbull et al., 2017; Bryant et al., 2020; Mercer et al., 2011). Studies have shown that positive outcomes for students are directly linked to the self-efficacy of educators (Lotter et al., 2018; Neugebauer et al., 2019).

In the past, those with disabilities were placed in asylums, state hospitals, and institutions for the mentally ill (Rodriguez & Murawski, 2022). The Individuals with Disabilities Education Act (IDEA, 2004) was designed to ensure that students with disabilities receive the assistance they need to acquire an equitable education and prepare them for independent lives (Rodriguez & Murawski, 2022). To receive special education



assistance, students must meet the criteria for at least one of the 13 qualifying disability categories outlined by IDEA (2004) and the condition must impede their ability to learn (Rodriguez & Murawski, 2022; Turnbull et al., 2020).

The disabilities attributed to students who are taught in inclusive classrooms fall into these categories. The Specific Learning Disability (SLD) category consists of a certain group of learning challenges that impede a child's ability to read, write, listen, speak, reason, or do math (Rodriguez & Murawski, 2022) and some disabilities that fall under this category are Dyslexia, Dyscalculia, and Dysgraphia which is also called Written Expression Disorder. Dyslexia affects a child's ability to read with accuracy and fluency, spell, write, and comprehend, Dyscalculia causes individuals to have difficulty with math concepts, and Dysgraphia adversely affects writing skills and students with this disability makes grammar, punctuation, and other errors influenced by problems expressing their thoughts in written form (Rodriguez & Murawski, 2022).

Specific Learning Disability is the most common category under IDEA and in the 2018–19 school year around 33 percent of students who qualified for disability did so under this category (Rodriguez & Murawski, 2022) and attended public schools in inclusive classrooms. According to Rodriguez and Murawski (2022), the Other Health Impairment (OHI) category covers conditions that limit strength, energy, and/or alertness which impacts attention and executive function. Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common OHIs of students that receive instruction in inclusive classrooms (Hott et al., 2022). Students with ADHD are often unable to focus, stay in their seats, and control their emotions (Hott et al., 2022). Students with Attention Deficit

Disorder (ADD) suffer from many of the same issues as those with ADHD, except they are not hyperactive, and their main issue is their inability to pay attention and remain focused (Hott et al., 2022). According to Rodriguez and Murawski (2022), another common disability category of students in public school inclusive classrooms is Autism Spectrum Disorder (ASD), a developmental disability that can have mild to severe symptoms that manifest themselves as problems with social and communication skills and inappropriate behavior (Rodriguez & Murawski, 2022). These students can be brilliant and quite intelligent, but often lack the ability to communicate effectively and interact appropriately with others (Hott et al., 2022; Rodriguez & Murawski, 2022). Many of the students possess various mental health issues that fall under the Emotional Disturbance (ED) category which includes Anxiety Disorder, Schizophrenia, Bipolar Disorder, Obsessive-Compulsive Disorder, and Depression (Rodriguez & Murawski, 2022). Additional mental issues are part of the Intellectual Disability category, previously referred to as Mental Retardation, which refers to students with low intellectual ability, and poor communication, self-care, and social skills. The Traumatic Brain Injury (TBI) category which is for students who have suffered blunt force trauma, accident, or injury to their brain that has taken away various cognitive abilities.

Even though not as many students who attend inclusive classrooms have been placed in the following categories, they are, also, being taught in inclusive classrooms. These categories include Speech/ Language Impairment which pertains to challenges with speech or language, i.e., stuttering, pronunciation, articulation, voice, and fluency when speaking, and can also affect listening, writing, calculating, and comprehension; Visual Impairment which includes blindness and eyesight problems, partial sight, or loss

of sight that cannot be corrected with eyeglasses or contacts (Rodriguez & Murawski, 2022). Lastly, students with hearing aids and hearing loss but are not deaf are placed in the Hearing Impairment category, students who suffer from extreme or severe hearing and vision impairments are placed in the Deaf-Blindness category, students who have physical impairments that cause mobility problems, i.e., Cerebral Palsy, fall into the Orthopedic Impairment category; whereas, students with more than one qualifying disability are placed into the Multiple Disabilities category (Rodriguez & Murawski, 2022). Except for children with visual and severe impairments that require extensive assistance, students with these various types of disabilities are being educated in inclusive classrooms with traditional students (Bryant et al., 2017).

### **13 IDEA Categories of Qualifying Disabilities (Rodriguez & Murawski, 2022)**

1	Autism	8	Orthopedic Impairment
2	Deaf-Blindness	9	Other Health Impairment
3	Deafness	10	Specific Learning Disability
4	Emotional Disturbance	11	Speech or Language Impairment
5	Hearing Impairment	12	Traumatic Brain Injury
6	Intellectual Disability	13	Visual Impairment, Including
7	Multiple Disabilities		Blindness

### **Statement of the Problem**

Inclusive education in most public schools is not producing the desired results of academic and social achievement needed to produce positive results for students (Gottfried, 2014; Kauffman et al., 2017; McLeskey & Waldron, 2011). In most cases, the general education teacher, who is not appropriately trained, nor special education

certified, is in the classroom alone with the students, and is responsible for all instruction (Kauffman et al., 2017). In their opening statement, Gal et al. (2010), begin their article by saying, “Teachers in general education classrooms are expected to cope with students with diverse needs, but they might not always be ready or sufficiently supported to meet these challenges” (p. 89). Often general education teachers are not prepared to effectively educate students with disabilities, minority students, students with behavioral and emotional problems, i.e. Attention Deficit Hyperactivity Disorder, Behavior Disorder, Emotional Disorder and Oppositional Defiant Disorder (Hott et al., 2017, Kauffman et al., 2017; Bryant et al., 2017). Thus, because of inadequate training and preparation of general education teachers in special education pedagogy, teachers are often overwhelmed and unable to effectively educate students in majority-minority inclusive classrooms (Bryant et al., 2017).

The current issues in reading achievement are that technology and increasing literacy requirements make reading skills crucial to student success (Gordon et al., 2019). Subsequently, the trajectory for success or failure begins in early childhood, and students with ineffective reading skills and knowledge are at a disadvantage (Gordon et al., 2019). Statistics show that too many children have poor reading skills, especially minority children, with about 33% of U.S. 4<sup>th</sup> graders reading below the basic level (Gordon et al., 2019). In addition to low reading skills, almost 20% of students encounter severe reading problems before 3<sup>rd</sup> grade, and 80-85% of students with learning disabilities primary problem is in reading (Gordon et al., 2019). Due to No Child Left Behind (2001), many

students are passed on to the next grade until they reach middle or high school (Gordon et al., 2019). Consequently, this population of students does not possess the academic and reading skills to stay in school and they drop out (Gordon et al., 2019).

Low reading skills and other issues in the education system have attributed to the continued existence of The School-to-Prison Pipeline and The Achievement Gap (McCarter, 2017; DeAmbrogi, 2018). The School-to-Prison Pipeline is the imaginary path that leads to incarceration for many students and those most impacted are minority students, students with disabilities, and students who are in the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community (McCarter, 2017). The number of prison spaces needed is calculated by the number of students who are considered at risk which is based on the probability of failure attributed to students based on test scores, disability status, and socioeconomic disadvantages (McCarter, 2017). The School-to-Prison Pipeline has been made worse by the new approach to discipline in schools of “no tolerance” or “zero tolerance” which has grown significantly since the 1990s and the number of students being railroaded into juvenile delinquency and the criminal system has grown steadily with it (McCarter, 2017). The School-to-Prison Pipeline is a set of policies, i.e., police presence, zero tolerance, suspensions, physical restraint, and other stringent regulations that keep students from acquiring a good education (Elias, 2013). Many of the students involved in the School-to-Prison Pipeline have disabilities or difficulties in their classrooms, schools, families, and living environments that are ignored by the education system (Elias, 2013). Zero tolerance is the main cause of the increase in arrests and

referrals to the juvenile system of mainly minority students and students with disabilities who are placed in a position to fail and put on the fast track to prison (Carter, 2016; Elias, 2013).

Zero or no tolerance refers to extremely harsh discipline policies that call for punishment and in-school and out-of-school suspensions (McCarter, 2017). Students are labeled at risk and expelled from school when they have problems with following rules and regulations (McCarter, 2017). At risk refers to the probability of failure attributed to students based on academic, disability, and socioeconomic status (McCarter, 2017). Since many minority students and students with disabilities have behavioral and emotional problems that are caused by their environment or their disability, they are the victims of these policies (McCarter, 2017). Per DeAmbrogi (2018), the School-to-Prison Pipeline is the reason many more African American and Hispanic students than White, Asian, and other students drop out of school and become pawns in the hands of an unjust criminal system. Students who become a part of the criminal justice system early in life and fail to graduate from high school are more likely to experience negative circumstances, i.e., imprisonment, drug abuse, low-paying jobs, and a low quality of life (McCarter, 2017). The School-to-Prison Pipeline starts in the classroom where at-risk students are sent to the office and/or suspended regularly (McCarter, 2017) which results in students spending an excessive amount of time out of class, missing vital learning experiences, and making failing grades. Yet, the classroom is also the place where this trajectory can be stopped by the teacher who implements tolerance, possesses high levels of teacher self-efficacy, and practices Response-to-Intervention (RTI), a three-tier method of

intervention that involves working with students, whole group in Step 1, small groups in Step 2 and individually in Step 3 (Elias, 2013).

Also, teachers can institute behavior modification and monitoring techniques which could involve a Behavior Plan or time-outs in the classroom to reflect and come back to instruction, in conjunction with empathy, compassion, and other policies that will help students never enter the School-to-Prison Pipeline (Elias, 2013; Hott et al., 2022). Even though allowing at-risk students to remain in class may be difficult for general education teachers, those who cultivate high levels of teacher-self-efficacy can help students stay in class and acquire a good education that can lead them to a better life (Bryant et al., 2017; Elias, 2013). Even though it is challenging, teachers have the power to keep students in the class by using responsive techniques instead of zero tolerance (Elias, 2013). These same policies can be adopted to help decrease and eliminate the Achievement Gap.

The Achievement Gap begins in the third grade because students are first tested at this grade level (Ballenger, 2019). The differences between African American (AA), Hispanic, American Indian, White, Asian, and other students are demonstrated by academic achievement scores with AA and Hispanic students at the bottom and White and Asian students at the top (Ballenger, 2019). The School to Prison Pipeline and zero tolerance both attribute to its continuance (Ballenger, 2019). Even though there has been countless research, discussions, attention, and new policies developed to combat these two issues, i.e., differentiation and rigor, the Achievement Gap and School to Prison Pipeline continue to exist and increase in majority-minority public schools (Ballenger, 2019).

The federal No Child Left Behind Act (NCLB, 2001) promised to improve the education system in America and reduce the Achievement Gap. The purpose of NCLB (2001) was to improve federally funded schools. This new system was made mandatory to receive federal funding but instead of improving public schools and helping impoverished and minority students, NCLB has made things worse for public schools (Meier et al., 2004). NCLB has hurt poor and minority students, led to an increase in new private and charter schools with exuberant fees to attend and exclusive entrance requirements, and made schools and classrooms focus more on testing and test preparation rather than student learning, which has led to teachers who are required to teach-to-the-test (Meier et al., 2004). All these problems have major impacts on teacher self-efficacy and student success and are a reality in majority-minority inclusive classrooms where teacher self-efficacy perceptions attribute to the success or failure of students (Lotter et al., 2018).

### **Purpose of the Study**

The purpose of this study was to determine self-efficacy perceptions of teachers in majority-minority middle school inclusive classrooms which represent an underserved community of students and offer viable solutions and analyze the relationships between self-efficacy perceptions and age, gender, race, years of experience, level of education, and certification status of the participants. Specifically, this study is concerned with how a reading teacher's self-efficacy, particularly perceptions of their ability to successfully accomplish goals for attention, retention, reproduction, and motivation in their students, affect student success in middle school inclusive reading classes.



Therefore, this study focused on the self-efficacy of the teachers by examining their perceptions of their ability to achieve student success because the perceived self-efficacy, whether positive or negative, of teachers, is triggered by their past experiences and internal and external factors that determine their behaviors and these behaviors directly affect the learning outcomes of their students (Bandura, 1993; Lotter et al., 2018; Neugebauer et al., 2019).

### **Significance of the Study**

Research studies have shown that academic success is attainable through effective teaching, which is directly linked to the self-efficacy of educators and positive outcomes for students (Lotter et al., 2018; Neugebauer et al., 2019). The presence of self-efficacy in teachers has been shown to positively impact academic achievement, while the lack of teacher self-efficacy has been shown to negatively impact academic achievement (Lotter et al., 2018; Neugebauer et al., 2019). The stronger the perceived self-efficacy, the higher the goal or challenges people will set for themselves, and the firmer their commitment to them (Bandura, 1993). Teachers who believe in themselves and their ability to achieve success with their students, tend to set higher standards and expectations for their students (Bandura, 1993). The phenomenon that occurs in this exchange is that students will rise to meet the expectations that are set for them or perform at low levels when that is all that is required of them (Bandura, 1993).

This study will strengthen the findings regarding the impact of teacher self-efficacy on student success (Lotter et al., 2018; Neugebauer et al., 2019). Due to its sensitive nature, current research is deficient in this area. Additional research in this area is vital to the development of initiatives and programs that prepare general education teachers for

inclusive classrooms. Also, there is very little research on teacher self-efficacy that pertains to majority-minority inclusive classrooms. This population of students is an underserved community of learners whose test scores and problematic school and classroom environments often do not lead to success but disappointment and failure for the students and teachers (Ballenger, 2019). This study is not a replication of a previous study because it focuses on a very specific subset of teachers, reading teachers in middle school majority minority inclusive classrooms. This research can potentially improve minority student success, help eliminate the School-to-Prison Pipeline and reduce the Student Achievement Gap.

The researcher believes this research will be beneficial for curriculum and program development for Educator Preparation Programs (EPPs), Alternative Certification Programs (ACPs) and professional development programs administered by local schools, universities, school districts, etc. prepare PK-12 educators, specifically inclusive classroom teachers in majority-minority classrooms. The findings of this research study will help teacher preparation programs develop teachers who are effective in inclusive classrooms. It can, also, be used to advocate for teacher aides in inclusive classrooms and serve as a catalyst to increase the number of teachers with high levels of positive self-efficacy to ensure that middle school students in majority-minority inclusive classrooms are successful in reading achievement, academics, and life. This goal can be accomplished by utilizing this research as a clarion call for change.

Additional research is needed to further analyze the relationship between teacher self-efficacy and academic outcomes. The focus should be on reading achievement, for students in K-12 majority-minority inclusive classrooms, because reading affects all other

subjects and when a student has difficulty reading, they will usually struggle in every other discipline (Gordon et al., 2019). Teacher self-efficacy and academic achievement research studies geared toward K-12 students in majority-minority inclusive classrooms should be conducted on other subjects, i.e., Math, Science, and Social Studies. The realization of the importance of teacher self-efficacy is paramount to the success of students (Lotter et al., 2018; Neugebauer et al., 2019). Therefore, this research study can be used to help promote the progress and success of minority students, specifically African American, Hispanic, and students with disabilities. This research is also significant because it will potentially benefit educators, students, parents/guardians, curriculum developers, educator preparation programs, administrators, and all those involved in the PK-12 educational system.

### **Research Questions**

The study was guided by the following research questions:

1. Do personal demographic variables (age, gender, African American, White, Asian, Hispanic, and other race) have any predictive power regarding the perceived self-efficacy scores of middle school reading teachers of majority-minority inclusive classrooms?
2. Do social demographic variables (Bachelors, Masters, and Doctoral degrees, years of experience, and SPED certification status) have any predictive power regarding the perceived self-efficacy scores of middle school reading teachers of majority-minority inclusive classrooms?

3. Do personal and social demographic variables combined have any predictive power regarding the perceived self-efficacy scores of middle school reading teachers of majority-minority inclusive classrooms?

### **Hypotheses**

- H1: There is a statistically significant relationship between personal demographics, teacher age, gender, and race, and the perceived self-efficacy of middle school reading teachers of majority-minority inclusive classrooms on their ability to achieve student success.
- H2: There is a statistically significant relationship between social demographics, teacher years of experience, level of education, SPED certification status, and the perceived self-efficacy of middle school reading teachers of majority minority inclusive classrooms on their ability to achieve student success.
- H3: There is a statistically significant relationship between personal and social demographic variables, teacher age, gender, race, years of experience, level of education, SPED certification status, and the perceived self-efficacy of middle school reading teachers of majority-minority inclusive classrooms on their ability to achieve student success.

### **Definitions of Variables and Terms**

The following terms are defined for use in this study.

#### ***Inclusive Classrooms***

These are classes where regular students and students with disabilities are taught in the same classroom. Students with disabilities are students who qualify under the

Individuals with Disabilities Education Act (IDEA, 2004) for special education services based on their meeting the criteria for one or more qualifying disabilities that hinder their ability to have a successful learning experience without assistance, do not allow them to learn at the same level of their peers, or impedes them from learning and/or students with or without a disability who qualify under the 504 Education Act to receive accommodations and modifications that allow them to successfully achieve equity in education. Special education is specialized training and services geared towards ensuring students with disabilities receive an equitable education.

### ***Majority Minority Schools***

These are schools in areas that predominately educate minority students, specifically African American and Hispanic students. These schools traditionally service at-risk and lower socioeconomic level populations. At risk is the label given to students who are determined to be at risk of failing or not completing their K-12 education and is based on several factors including, grades, test scores, disability status, behavior, environment, home life, socioeconomic status, and race/ethnicity.

### ***Self-efficacy***

Self-efficacy refers to an individual's perceptions and beliefs in their capacity to execute behaviors necessary to produce specific outcomes and reflects their confidence in their capability of controlling their motivation, behavior, environment, and actions (Bandura, 1977, 1986, 1997).

### ***Teacher's Belief in Student Success***

For the purpose of this study, student success is the teachers' beliefs in their ability to be successful in their efforts to teach students which is measured by mastering

content, reading on level, possessing higher level critical thinking skills, and making passing scores on campus, local, state, and regional tests.

### ***Teacher Self-Efficacy Perceptions***

Teacher self-efficacy perceptions can be defined as the perceived ability or capability a teacher attributes to themselves, regarding their ability to achieve student success, in relation to their quality of teaching and expertise in content delivery, classroom management and pedagogy (teaching skills).

### **Organization of the Study**

This empirical research study is organized into five chapters. Chapter 1 includes an introduction, statement of the problem, purpose of the study, significance of the study, research questions, hypotheses, and definitions of variables and terms. Chapter 2 consists of a literature review related to teacher self- efficacy.

Chapter 3 provides the research methodology regarding the study. This section includes the research design; population, instrumentation, data collection, data analysis procedures; and limitations of the study.

Chapter 4 presents analysis of the data and the examination of hypotheses. Finally, chapter 5 provides a summary, discussion, conclusions, implications, and recommendations for further research.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **Introduction**

The purpose of this study was to determine self-efficacy perceptions of teachers in majority-minority middle school inclusive classrooms which represent an underserved community of students and offer viable solutions and analyze the relationships between self-efficacy perceptions and age, gender, race, years of experience, level of education, and certification status of the participants.

This chapter includes the theories associated with self-efficacy and inclusion, current issues in reading achievement and teacher self-efficacy, historical and current perspectives on inclusion, including its advantages and disadvantages, teacher self-efficacy and its relationship to age, gender, race/ethnicity, years of experience, education level, SPED certification status, majority-minority schools, classrooms, and reading achievement. All findings that fit the criteria for the study were examined and included in this research study.

#### **Theoretical Framework for Teacher Self-efficacy**

This research study was principally guided by Bandura's Social Cognitive Theory (1986). Bandura (1997) describes self-efficacy as the "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 2). The perceived self-efficacy, whether positive or negative, determines their behaviors, and these behaviors directly affect the learning outcomes of their students (Bandura, 1993; Lotter et al., 2018; Neugebauer et al., 2019). The stronger the perceived self-efficacy, the higher the goal or challenges people will set for themselves, and the firmer their

commitment to them (Bandura, 1993).

According to the Social Cognitive Theory (Bandura, 1986), different circumstances will have a bearing on the self-efficacy that is utilized in response to situations, surroundings, and other individuals. The desired outcomes and the reactions of various individuals will be based on their personal motivation, emotions, thoughts, and environment (Bandura, 1986). Because self-efficacy beliefs are susceptible to these and other factors, they are directly related to personal opinions and will influence actions, perceptions, and goals (Bandura, 1986). Self-efficacy is normally determined by inquiring individuals to share their conclusions about their level of capability, strength, confidence, and ability to successfully accomplish certain tasks (Bandura 1997; Pajares, 1996).

Specific to educational relationships between teachers and students, Bandura's Social Learning Theory was later changed to the Social Cognitive Theory (SCT) because his research supported modeling as a successful method for training teachers and introducing new teaching strategies into classrooms (Dev et al., 2017). Modeling involves learning by observing and duplicating the pedagogy of the teacher who models expert skills, possesses high levels of self-efficacy, and demonstrates confidence in their ability to deliver instruction, execute tasks, and illicit desired behaviors in the classroom (Dev et al., 2017). Teachers who have mastered modeling, witness successful duplication of their techniques and strategies in students which increases the ability, knowledge, and understanding of the students, and any novice teachers being taught the techniques, content, or expected behaviors (Dev et al., 2017). In educational settings, i.e., schools, classrooms, field trips, libraries, etc., self-efficacy refers to a student or teacher's



self-confidence to be a contributing factor in the development of students and new teachers in ways that will propel them to achieving goals, i.e., exhibiting exceptional teaching skills for teachers and making good grades, mastering content, passing tests, and graduating students (Dev et al., 2017). According to Bandura (1986), students learn how to control themselves and exhibit certain behaviors through observations. Therefore, the relationship between a student and their teacher is important to student success (Dev et al., 2017).

This study focused on the self-efficacy perceptions of teachers in majority-minority inclusive classrooms by examining teacher self-efficacy through the lens of the teacher and determining its relationship to student success. Other theories address teacher self-efficacy, but the SCT theory specifically pertains to student and teacher interactions and outcomes. Therefore, the Social Cognitive Theory (Bandura, 1986) was chosen for this research study and helped the researcher produce findings that add to the body of knowledge in this area.

### **Theories Associated with Inclusion and Student Achievement**

Inclusive education promotes empathy, encourages acceptance of students with disabilities, and advocates for stakeholders, teachers, other students, parents, administrators, etc., to understand how important these behaviors are to the success of an inclusive education program (Harmon & Jones, 2005). Often a program will fail or succeed based on the attitudes and actions of the teachers and students and how they interact and relate to students with disabilities (Bryant et al., 2017; Harmon & Jones, 2005). One of the educational theories that supports inclusive education, is Eisenberg's Theory of Prosocial Behavior. Per Eisenberg (1982), people are more productive when

they experience the satisfaction associated with putting the needs of others before their own. It is through these experiences that children become more prosocial (Eisenberg, 1982; Rushton, 1980).

***Eisenberg's Theory of Prosocial Moral Reasoning - 5 Levels of Reasoning***

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<b>Level</b>	<b>Description/Orientation</b>	<b>Characteristics</b>
Level 1	Hedonistic, Self-focused	Motivated by selfish gain
Level 2	Needs-based	Consideration of others' feelings and needs
Level 3	Approval/Stereotyped	Tries to gain approval
Level 4	Self-reflective/Empathic	Judgements include sympathetic feelings
Level 5	Internalized Stage	Based on internal values/moral development

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Being in a classroom with students with disabilities allows regular students and teachers to experience satisfaction associated with putting the needs of others (the students with disabilities) before their own, and causes them to become more prosocial, empathetic, and understanding toward students with disabilities (Eisenberg, 1982). Prosocial is defined as doing something that is good for other people or society as a whole and the 5 levels of reasoning in Eisenberg's Theory (Eisenberg, 1986) are as follows: First children are only prosocial when it benefits them (Level 1); next, they are not empathetic (Level 2); then they begin to develop empathy (Level 3); after that, they begin to consider how others feel and understand their behaviors (Level 4); last, children

reach the last level (Level 5) where they have a well-developed sense of empathy and a desire to help others (Harmon & Jones, 2005).

The stakeholders in direct contact with the students with disabilities, the teachers, and regular students, play a huge role in making inclusive education successful in classrooms and schools (Turnbull et al., 2020; Harmon & Jones, 2005). In classrooms where students and teachers practice responsive techniques and possess a willingness to assist students with disabilities, the teaching environment improves for the teacher, and the learning experience is enhanced for students with and without disabilities (Eisenberg, 1982; Harmon & Jones, 2005; Gay, 2002; Turnbull et al., 2020).

Per Harmon and Jones (2005), safety and achievement are two areas that are paramount problems in inclusive classrooms. When students feel their safety is threatened, experience feelings of inferiority, or are unable to achieve success, they tend to internalize their emotions or act out which drastically affects the classroom climate and sense of community and adversely affects the achievement of all students in the classroom (Harmon & Jones, 2005; Turnbull et al., 2020). Another educational theory that addresses the problems associated with inclusive education is Erikson's Psychosocial Theory which has Eight Stages of Psychosocial Development (Harmon & Jones, 2005).

### *Erikson's Eight Stages of Psychosocial Development*

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Age	Description	Stage of Development
0-18 months	Infant	Trust vs. Mistrust
18 months-3 years	Toddler	Autonomy vs. Shame and Doubt
3-5 years	Pre-Schooler	Initiative vs. Guilt
6-12 years	Grade-Schooler	Industry vs. Inferiority
13-21 years	Teenager	Identity vs. Role Confusion
22-39 years	Young Adult	Intimacy vs. Isolation
40-65 years	Middle-Aged Adult	Generativity vs. Stagnation
65+ years	Older Adult	Integrity vs. Despair

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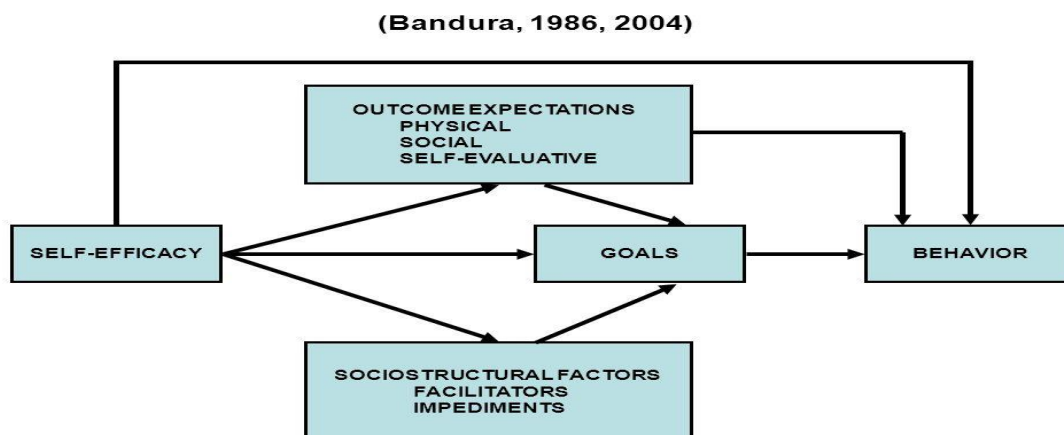
He utilized the Industry vs. Inferiority Stage (6 to 12yrs old) where mastery and competence are achieved by experiencing success and recognition of accomplishments (Harmon & Jones, 2005). Feelings of inferiority occur when the child finds challenges too difficult and fails (Harmon & Jones, 2005). In this new climate of differentiation and rigor, the teacher must do a balancing act to ensure that students are challenged but not to the degree that the students are overwhelmed (Bryant et al., 2017). Consequently, the safety and academic success of a classroom are threatened when students and teachers do not feel safe or do not believe they can be successful in the classroom this is an issue for teachers who have trouble teaching students with disabilities and students who

experience failure (Harmon & Jones 2005; Bryant et al., 2017). In his findings, Erickson brings to light the importance of developing a community in the classroom where it is safe to allow the expression of ideas, feelings, and opinions, and everyone is allowed to attain goals of achievement (Harmon & Jones, 2005). One technique that is extremely successful with students with disabilities is to assign goals that are attainable to build student confidence and gradually increase the level of difficulty to engage students and allow them to experience success at each stage (Mercer et al., 2011; Turnbull et al., 2020).

### **Teacher Self-Efficacy**

Self-efficacy refers to a person's belief in their ability to perform certain behaviors and the degree of confidence they possess in their capability to monitor their motivation, behavior, social environment, actions, and reactions to achieve certain goals and outcomes (Bandura, 1977, 1986, 1997). Teacher self-efficacy is a teacher's perceived ability or capability they attribute to themselves, regarding their ability to achieve student success, in relation to their quality of teaching and expertise in content delivery, classroom management, and pedagogy or teaching skills (Bandura, 1977). The concept of self-efficacy was developed by Bandura (1977) as the level of confidence that someone assigns to their ability to successfully carry out behaviors required to reach certain goals and outcomes. Later, it evolved to refer to the belief or perception that a person possesses the specific skills needed in certain situations to achieve certain byproducts and these perceptions affect the procedures they actualize, cognitively and motivationally, when making decisions about practices and procedures (Bandura, 1997). According to Bandura (1997), self-efficacy perceptions consist of positive prior experiences carrying out tasks,

duties, etc., that were considered successful experiences, observing someone who was an expert at the performance of the particular action, the belief of others that the individual can effectively complete the task and, the state of mind of the person at the time the self-efficacy perceptions were shaped in them. All these factors and more play integral parts in the development of self-efficacy. Also, the perception of how well the objectives were mastered is key to self-efficacy. Bandura (1986) considered self-reflection a major component of self-efficacy because it allows people to examine their performance and make necessary changes to their thought processes and methods if they are not achieving the desired results. These self-evaluations include perceptions of self-efficacy, that is, "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1986, p. 2). These beliefs regarding personal proficiency affect behavior in several ways because they influence decisions individuals make to not engage in trying to accomplish objectives they have not mastered to avoid failure (Bandura, 1986) and since a person's self-perception about their abilities, self-efficacy, influences what they are willing to attempt to do, it is a very important component of the Social Cognitive Theory.

**Figure 1***Social Cognitive Theory Design*

Adapted from Bandura (2004).  
*Health Education & Behavior*, 31, 143-164.

This research study examined the presumed influence of individual reading teachers' self-perceptions of competence and how it motivates them to achieve goals, set expectations, raise the bar for achievement, and strive for excellence. These are all products of teachers' beliefs in their ability to reach goals for themselves and their students because individuals who believe they are capable of certain achievements, exhibit behaviors consistent with that mindset (Bandura, 1997). Self-efficacy hinges on someone's beliefs and perceptions of their capability to achieve certain results (Bandura, 1997).

Teacher self-efficacy (TSE) refers to the beliefs of teachers regarding their ability to successfully reach established goals in class (Veldman et al., 2017). Furthermore, relationships between schoolteachers and their students cover several areas which include improving the learning of weak students, challenging excellent students, helping students acquire social skills, reaching out to withdrawn students, promoting relationships

between your students, assisting students with emotional development, and inspiring all students to do their best, and strive for success in and out of the classroom (Veldman et al., 2017). According to Zee and Koomen (2016), teacher self-efficacy perceptions differ for various types of tasks, students, and classroom circumstances. Tschannen-Moran and Woolfolk-Hoy (2001) examined three pertinent classroom factors, self-efficacy concerning instructional strategies, classroom management, and student engagement. These three areas were found to be important measures of teacher self-efficacy (Brouwers & Tomic, 2000; Skaalvik & Skaalvik, 2007) and classroom quality (Ryan et al., 2015). Teachers usually have high expectations, goals, and aspirations of achievement regarding the teaching field and being an excellent teacher, but not all teachers believe they can realize them (Veldman et al., 2017; Bryant et al., 2017)). A teacher's confidence or perceptions about being able to realize these aspirations is a substantial part of a teacher's self-efficacy. General research on teachers' self-efficacy has shown some other items as influential on the level of teacher self-efficacy that a teacher perceives for themselves, i.e., student achievement, pre-service and in-service teacher development (Chesnut & Burley, 2015), teachers' negative feelings about staying in the classroom due to mitigating circumstances (Tschannen-Moran & Woolfolk-Hoy, 2001, 2007; Woolfolk-Hoy & Davis 2006) and teachers' readiness to learn and incorporate new policies and practices into their classrooms (Wheatley, 2000, 2002). There are so many variables that influence teacher self-efficacy. Teacher self-efficacy is important to this research study because it is directly related to teachers' pedagogical skills and their willingness or reluctance to include students with disabilities in their classrooms based on their perceptions of their ability to achieve student success with all students (Yakut, 2021).



Indeed, student achievement has been shown to have a definite and ongoing relationship with teacher self-efficacy (Lev et al., 2018). In the research study conducted by Caprara et al. (2006), the researcher examined the teachers' self-efficacy beliefs about how they felt about their job as an educator to investigate the relationship between their self-efficacy notions to job satisfaction and student achievement. Self-efficacy surveys were distributed to over 2000 teachers at Italian junior high schools and measured against student achievement based on their final grades over two years. Results showed a significant statistical relationship between teacher self-efficacy beliefs and job satisfaction and student achievement (Caprara et al., 2006).

When teachers possess expertise and positive self-efficacy, they use effective teaching techniques and practice excellent pedagogical skills, which serves as a catalyst for increased motivation and academic achievement in their students (Caprara et al., 2006; Tschannen-Moran & Woolfolk-Hoy, 2001). However, studies have shown that inclusive education in most public schools is not producing the desired results of academic and social achievement (Kauffman et al., 2017). In most cases, the general education teacher, who is not appropriately trained, nor special education certified, is in the classroom alone with the students and responsible for all instruction (Kauffman et al., 2017). Nevertheless, research studies have shown that academic success is attainable through effective teaching, which is directly linked to high levels of self-efficacy in educators and positive outcomes for students (Lotter et al., 2018; Neugebauer et al., 2019). The presence of self-efficacy in teachers has been shown to positively impact academic achievement, while the lack of teacher self-efficacy has been shown to

negatively impact academic achievement (Lotter et al., 2018; Neugebauer et al., 2019). Thus, more recently, the levels of teachers' generic confidence operationalized as self-efficacy has attracted substantial research attention in both western and eastern countries (Yakut, 2021).

### **The Importance of Teacher Self-Efficacy**

Self-efficacy has been defined in terms of people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance (Bandura, 1986, p. 391). Moreover, teacher self-efficacy is the personal belief system of a teacher about their perceived capability to achieve classroom goals and objectives (Bandura, 1993; Lev et al. 2018). Thus, teacher self-efficacy (TSE) is viewed as a teacher's perceived analysis of their capability to master procedures and actions required to successfully perform and have a positive influence and impact on student mastery of content (Lev et al., 2018). Therefore, teacher self-efficacy beliefs reflect their insight about personal teaching capabilities, mindset, and expected outcomes based on personal abilities to complete various teaching tasks (Lev et al. 2018). Teachers with high levels of self-efficacy were said to have superior pedagogical skills, while those with low levels of self-efficacy received lower ratings (Lev et al. 2018). According to Lev et al. (2018):

Numerous studies have found that TSE is associated with teaching behaviors and with student achievement and motivation (Caprara et al., 2006; Guo et al., 2012; Klassen et al., 2011; Pajares, 1996; Ross, 1998; Tschaonnen-Moran et al., 1998). (p. 2)

In addition to these findings, a study conducted by Zee and Koomen (2016) stressed that teacher self-efficacy had a direct impact on classroom procedures, i.e., instruction, organization, and empathy, students' motivation, and academic achievement, and teachers' emotional well-being which includes job satisfaction, commitment, coping, and retention, as well as burnout stress, and attrition. While teacher self-efficacy indirectly influences teacher well-being and sense of achievement, it directly impacts student achievement (Zee & Koomen, 2016).

Research studies that examined teacher self-efficacy showed its importance to student success and demonstrated a significant relationship between self-efficacy and positive outcomes and experiences for students (Klassen et al., 2011; Wyatt, 2014). Research on teacher education, effectiveness, and personality determined that teachers' self-efficacy perceptions are crucial to emotional and physical health, influence their level of satisfaction with the teaching profession because it guides instruction and promotes student success (Caprara et al., 2006; Klassen & Tze, 2014). The importance of their perceptions about their abilities is evident in the incorporation and use of technology in their classrooms, as many teachers are reluctant to utilize technology and there is a significant relationship between teachers' self-efficacy regarding computers, their willingness to use computers, and the amount of time they utilize computers and other technology to instruct their students (Teo, 2011). This component is significant because computers are vital tools in the world of education in the 21<sup>st</sup> century, especially in relation to our global economy and job market, making teacher self-efficacy with technology very important for today's classrooms. It has been established by various researchers that teacher self-efficacy perceptions lead to effective classroom

management, student engagement, and general instruction (Skaalvik & Skaalvik, 2010; Tschannen-Moran & Woolfolk-Hoy, 2001). These findings support Bandura's (1997) conclusions about self-efficacy because teacher self-efficacy affects everything that goes on in the classroom and is vital to student success.

### **Teacher Self-efficacy and Age**

Lesha (2017) conducted a study to examine teachers' self-efficacy perceptions and beliefs and their relationship to age by utilizing the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001). Eight hundred fifty teachers responded, and the results showed a statistically significant relationship between age and teacher self-efficacy. The results of the study revealed as age increased, teacher self-efficacy increased in student engagement, instruction strategies, and in classroom management (Lesha, 2017). Different research has yielded different conclusions on the impact of age on teacher self-efficacy perceptions, some determined that it has a significant effect on it and others concluded that it did not influence self-efficacy. Bandura (1995) attributed the differences in life management at different ages to be the cause of variations in self-efficacy and not the actual age of the teacher, but he states in his research, "there are differences in self-efficacy beliefs during the life of an individual by the period in which they are in their lives and how they manage the situations which they face during these periods" (Lesha, 2017, p. 224). In their research, Ghanizadeh and Moafin (2009) discovered a statistically significant relationship between age and self-efficacy. Their study focused on age and pedagogical success and determined that older teachers have higher levels of self-efficacy and are more confident in their ability to achieve student success (Ghanizadeh & Moafin, 2009). On the other hand, other research studies found

that younger teachers have stronger self-efficacy beliefs and perceptions, possess higher expectations for their students, and expect more from their students (Edward & Robinson, 2012; Smits & Bosscher, 1998).

Per Avramidis et al. (2021), the literature associated with teacher self-efficacy is inconsistent and has led researchers to look at other variables that may or may not have an impact on it, i.e., gender, age, teaching experience, prior experience in inclusive settings, and training. Sokal & Sharma (2014) found that the only variable that continuously had a positive influence on teacher self-efficacy was training. Yet, Schwab (2018) concurred with the findings of Sokal & Sharma (2014) and found training emerged as positively influencing teacher self-efficacy and discovered contradictory results have been reached about all other variables, including age.

In their study, Veldman et al. (2017) did not find any significant relationships between teacher self-efficacy and age. They attributed these results to the probable decrease in teacher self-efficacy happening in a small number of individuals in the participating sample of the population Veldman et al., 2017).

### **Teacher Self-efficacy and Gender**

In Perera's et al. (2019) research study on teacher self-efficacy profiles, there were several implications associated with gender and profile membership, based on the different characteristics assigned to each profile. Results showed that female teachers were least likely to generalize, be highly inefficacious, possess low self-efficacy, and significantly more prone to be moderate-globally, instructionally confident, highly efficacious, student engagement efficacious, and demonstrate medium to high levels of teacher self-efficacy in instruction and student engagement (Perera et al. 2019). This is

supported by an earlier research study that reported women as having higher levels of teacher self-efficacy than men (Drudy, 2008). This is a byproduct of higher confidence levels of female teachers due to gender role societal conditioning that exists and causes parents, teachers, administrators, and other stakeholders in the education system to have more favorable reactions to women teachers (Drudy, 2008). Based on culturally shared expectations about gender-appropriate professional roles, those involved in the education system may have more favorable reactions to female teachers' demands and efforts to achieve positive student outcomes (Drudy, 2008).

According to Lent et al. (2002), the differences in the beliefs of others affect the development of self-efficacy perceptions in males and females because it can lead to differences in skill development and performance standards. However, female teachers were less likely to be in profiles characterized by high levels of self-efficacy for student engagement whereas other levels of self-efficacy beliefs were low. Although this may seem at odds with gender-socialization perspectives and cultural expectations for the social roles of females, it may lead them to have stronger self-efficacy beliefs for engaging students (Ross et al., 1996). Because women are primarily in the role of caregiving, such expectations may have more relevance for self-beliefs concerning teachers' capability to carry out their roles in general (Perera et al., 2019).

Wahyudiati et al. (2020) researched the impact on the self-efficacy, level of education, and gender of preservice chemistry teachers. The research concluded that the male and female student teachers have positive attitudes toward learning chemistry, but decisive actions are needed to improve preservice teachers' self-efficacy in classroom management, especially in inclusive settings where students with Attention Deficit

Hyperactivity Disorder (ADHD) are participants in the classroom (Wahyudiati et al., 2020). Also, to lessen student teachers' and other teachers' inherent biases toward student gender, with more favorable attitudes shown towards female students, and less favorable attitudes toward the assignment to certain disabilities, i.e., ADHD and other behavioral diagnoses, course instructors of education preparation and training programs should stress specific behaviors associated with students who have ADHD, such as inattention, inability to focus for extended lengths of time, impulsivity in speech and actions, and give explicit instructions to teachers with specific teaching strategies and lesson plans that include accommodations and modifications and differentiated techniques (Wahyudiati et al., 2020). In addition to course lectures, teachers should receive additional training, i.e., classroom observations, placements in inclusive classrooms, peer and instructor evaluations, mock teaching demonstrations with immediate feedback, and discussions with current teachers in inclusive classroom settings, social workers, occupational and speech therapists, psychologists, and other disability service providers (Wahyudiati et al., 2020). Labeling students carries a negative connotation and stigma, especially for girls with ADHD and increasing teacher self-efficacy would help to satisfy the need to lessen the stigma that accompanies ADHD in our society (Mueller et al., 2012).

The goal of inclusive education is to improve student success despite manifestations of ADHD or other symptoms in the classroom (Lee et al., 2018). This research study investigated preservice teachers' self-efficacy beliefs in managing an inclusive classroom involving students with symptoms of ADHD. The participants in the study were 137 preservice teachers, undergraduate students majoring in education

programs, at a public university in Hong Kong between 18 and 30 years old with an average age of 22 years old. The sample consisted of more females, 109, than males, 28. Most of those in the sample received at least one inclusive and special educational course with an average of 30 hours of inclusive and special education training. Results showed no significant differences based on age or gender, the number of applicable courses, and hours of training in special education and inclusive pedagogy, but a significant difference was found based on the participant's year in the program and level of experience (Lee et al., 2018). These findings support the narrative that the effects of student gender and labels have an impact on teachers' self-efficacy beliefs in their ability to manage inclusive classrooms (Lee et al., 2018; Wahyudiati et al., 2020). Based on these findings, it is important for education and health professionals to offer preservice teachers in-depth information about ADHD that will help them develop effective classroom management techniques, procedures, and skills, which will allow them to possess high levels of teacher self-efficacy in inclusive classroom environments (Lee et al., 2020).

Scherer and Siddiq (2015) investigated the impact of gender differences, specifically the belief of competence or self-efficacy perceptions of teachers regarding computers and technology usage in their classrooms. Results of their research showed a statistically significant relationship between the self-efficacy of males and females with men being more confident in their ability to use computers for instructional purposes (Scherer & Siddiq, 2015).

### **Teacher Self-efficacy and Race/Ethnicity**

Thierry et al. (2020) research study investigated teacher characteristics associated with the enactment of a social-emotional learning (SEL) curriculum, known as Settle Your



Glitter for prekindergarten through first-grade teachers with the race/ethnicity of participating teachers consisting of 52% African American, 30% White, 18% Hispanic teachers from seven schools who were the subject of observations and evaluations while delivering the new lessons and the observations were used to evaluate the quality of their initial lesson deliveries utilizing the new concept (Thierry et al., 2020). Teachers involved in the study were required to report on their progress regarding the guide at the end of the first month and rate their self-efficacy relative to classroom management of behavior while those observing rated them on student interaction, emotional and instructional assistance, and classroom organization (Thierry et al., 2020). Multiple regression analyses indicated that instructional support was the only variable with significant findings as a positive predictor of effective lesson delivery of the new curriculum and self-efficacy for classroom management (Thierry et al., 2020). Years of teaching experience and teacher race also yielded significant results as positive indicators of teacher adherence to the implementation guidelines and schedule (Thierry et al., 2020). Findings showed teachers with greater classroom management self-efficacy and more teaching experience before the new lessons had higher levels of an agreement following the instruction, and White teachers were more prone to adhere to the schedule than Hispanic teachers (Thierry et al., 2020).

Clark (2020) states that the demographic of teachers today have not seen the same shift as the student demographics have demonstrated. The population of schoolteachers in the US is still primarily White and middle class with little or no exposure to other

ethnicities or social classes during their youth (Causey et al., 2000). Researchers have found that teachers will usually form their ideas about students based on their own life experiences and not necessarily based on actual experiences with others who are culturally or linguistically diverse (DeCastro-Ambrosetti & Cho, 2011). Another area of interest is the self-efficacy teachers report about their ability to meet the needs of diverse learners before and after any diversity and multicultural education coursework. Research findings suggest that coursework has a positive influence on the perceptions a teacher has about his or her preparedness or teacher self-efficacy to teach diverse learners (Clark, 2020). In another study investigating student teacher self-efficacy, Bakari (2003) examined preservice teachers in educator preparation programs (EPP) at six universities and found statistically significant differences in cultural responsiveness, multicultural sensitivity, and willingness to teach African American students, which suggested that preservice teachers may need additional training and support in the areas of diversity, culturally responsive teaching practices and multicultural education before entering the classroom as a teacher of record.

In another study, Wiggins et al. (2007) examined self-efficacy perceptions of elementary school teachers in training programs who were required to complete coursework on diversity in conjunction with long-term field placements in schools with diverse populations. Results indicated that the longer the field experience, the more positive their beliefs and attitudes grew toward diverse learners. Knoblauch and Woolfolk-Hoy (2008) found in a variety of educational settings, including rural, urban, and suburban settings, students who completed their student teaching assignments increased their self-efficacy perceptions, especially those who worked in long-term placements with

diverse learners. In these findings, coursework and field experiences do positively influence teachers' self-efficacy (Clark, 2020).

Participants were teacher candidates who were invited to complete a survey after their educator preparation program (EPP) asking them to rate their perceived ability to effectively teach reading, address diversity issues and incorporate multicultural education and curriculum in their classroom (Clark, 2020). The study sample demographics were 94% female and 6% male, their race/ethnicity breakdown was 97% White, 2% Hispanic, .7% American Indian or Alaskan Native, .2% Asian, and .1% Native Hawaiian or Pacific Islander and their ages were 15% 18–21, 54% 22–25, 13% 26–30, 10% 31–40, and 6.7% 41–55 years old (Clark, 2020). The findings of the study revealed the most important element for teachers who teach diverse populations as field-based experiences and the other areas, i.e., age, race/ethnicity, and the number of reading and diversity courses taken did not produce significant differences in the self-efficacy perceptions of the reading teachers (Clark, 2020).

### **Teacher Self-efficacy and Years of Experience and Level of Education**

In their study, Perera et al. (2019), found teaching experience to be linked with profile membership, and determined that experienced teachers had a greater chance of being highly ineffective, having very low self-efficacy, or highly effective, having high self-efficacy, than student engagement inadequacies. (Perera et al., 2019). Even though these results seem contradictory, they are in line with findings associated with teacher experience considerations because they show that greater years of experience may be associated with two different teacher outcome groups, teachers who have high levels of self-efficacy and teachers who exhibit low levels of self-efficacy in conjunction with

getting older, becoming disengaged with the teaching profession and no longer participating in professional development or other activities as they prepare to retire (Huberman, 1989; Klassen and Chiu, 2010); and teachers with high levels of teacher self-efficacy perceptions who manage to maintain their drive and ambition in their career as an educator and remain highly capable in their ability to carry out their responsibilities by drawing on their years of experience in the mastery of goals and objectives (Bandura, 1997). This divided teacher population standpoint is consistent with Bandura's (1997) position that the perceived decrease in self-efficacy beliefs in later years may not pertain to all teachers. These findings are in alignment with Huberman's (1989) teacher career development model, which suggests that some teachers at later career stages may experience a resurgence of vision, vigor, and vitality.

A research study conducted by Sehgal et al. (2017) drew on Bandura's (1977) concepts regarding self-efficacy to determine if teachers' beliefs or perceptions of their ability, or perceived teacher self-efficacy, is an important factor in their ability to be effective in achieving student success. The study used student evaluations of teacher effectiveness to determine if self-efficacy has a significant effect on teacher effectiveness, find out how self-efficacy perceptions are formed by teachers, and investigate the impact of school administrators and other teachers on the self-efficacy perceptions of the teachers evaluated in the study (Sehgal et al., 2017). Work experience, age, education level, and certification status, referred to as academic qualifications in this study, have been positively associated with teacher self-efficacy in previous studies (Phipps et al., 2013; Shazadi et al., 2011). Another previous study found a significant, positive relationship between certification status and education level based on their

degree or degrees in certain fields, particularly in the field they teach, and student success (Darling-Hammond, 2000). Rockoff (2004) discovered that if he controlled for teacher quality and experience, students achieved better scores on reading tests. Teacher experience was one of the three factors shown to have a positive influence on student achievement in a study done by Clotfelter et al. (2007). Per Tschannen-Moran and Hoy (2007), novice teachers and experienced teachers demonstrated significant differences in teacher self-efficacy because experienced teachers' self-efficacy stems from mastery experiences derived from past teaching successes (Bandura (1997). Based on previous studies, Sehgal et al. (2017) determined that academic qualification, age, and work experience could influence their research study, so they included them as control variables. Age did not produce significant results, but academic qualification and work experience showed significant outcomes for the presence of positive teacher self-efficacy perceptions (Sehgal et al., 2017).

### **Teacher Self-efficacy and Level of Education**

Lev et al. (2018) investigated the impact of different situations on the relationship between teachers' perceptions of their ability to enhance their student achievement and students' ratings of their teachers' ability to deliver successful classroom instruction. This study demonstrated how the school level and the role of the teacher affect their level of teacher self-efficacy (Lev et al., 2018). Researchers discovered that the relationship between teacher self-efficacy perceptions and students' performance appraisals is greater in homeroom classes, mainly due to positive interpersonal relationships between the teachers and the students in high schools and junior high schools (Lev et al., 2018). For junior high school teachers who have low teacher self-efficacy, students' performance

was significantly lower than it was for junior high school teachers who have high levels of teacher self-efficacy, but for senior high school teachers, there were no significant differences (Lev et al., 2018). The researcher controlled for age, gender, and education and there were no statistically significant relationships between age and gender and teacher self-efficacy perceptions by teachers and students, but there were some significant findings regarding education level (Lev et al., 2018).

### **Teacher Self-efficacy and Special Education Certification**

With the increase in student enrollment in U.S. public K-12 schools, it is expected that the number of students with disabilities will also increase. Due to the passage of the Education for all Handicapped Children Act in 1975 which was replaced by the Individuals with Disabilities Education Act (IDEA, 2004), students with disabilities, who are able to stay in the general education classroom, sustain attention and complete tasks as outlined by the specifications and instructions of their Individual Education Plan (IEP) with minimal issues, are required to be educated in the least restrictive environment (LRE) which is normally the general education classroom. Students are to receive instruction in the general education classroom with their peers and should not be removed from their grade level and subject matter classrooms except in extreme cases where their disability prevents them from being taught with the other students (IDEA, 2004). This mandate increases the number of students that will be educated in inclusive classrooms where they are taught with regular students by the general education teacher assigned to the class (IDEA, 2004). This means that teachers who are entering the teaching profession and those who are already teaching should engage in concentrated training so they can be prepared with the appropriate knowledge, skills, strategies, and

self-efficacy to teach a diverse population of students, including those with various disabilities (Baumgardner, 2021). Teachers of various subjects are required to learn specialized content for their area of certification and pass certification exams to demonstrate mastery. However, teachers in inclusive classrooms do not have a mandated requirement to pass the special education certification exam (Baumgardner, 2021).

Therefore, teachers of inclusive classrooms often do not possess adequate pedagogical skills, special education knowledge of the various disabilities and techniques, strategies, and methods needed to achieve success in inclusive classroom settings, i.e., differentiation, scaffolding, chunking, response-to-intervention, and other methods utilized to deliver content that makes the learning environment equitable for all students (Baumgardner, 2021). Teachers' level of expertise in special education pedagogy, as measured by the practice state certification exams special education content knowledge and pedagogical skills scores, increased from pre- to post- in secondary pre-service teacher candidate learning and increased teacher candidates' self-efficacy when teaching students with disabilities but results indicated there was no relationship of growth between special education content knowledge and self-efficacy (Baumgardner, 2021). The research study did find that passage of the special education certification exam had positive outcomes regarding the self-efficacy perceptions of teachers' ability to be successful with students with disabilities and teachers who studied the coursework and passed the exam were more prepared for inclusive classrooms (Baumgardner, 2021).

### **Current Issues in Student Success in Reading Skills**

Research shows that technology and increasing literacy requirements make

reading skills crucial to student success (Gordon et al., 2019). Subsequently, the use of technology is often required in all classrooms, yet many educators are not adequately trained on how to use the technology and the high-stakes test-taking environment of our current educational system places more and more demands on students to have higher levels of literacy skills to meet or exceed standards mandated by state education departments, local districts, and schools (Gordon et al., 2019). Despite all the advancements made in our society related to science, technology, and health, one of the biggest challenges we still face is teaching all children to read proficiently regardless of race, ethnicity, or socioeconomic status. In recent decades, the student demographics in US schools have shifted and changed dramatically (Clark, 2020, p.1). The percentage of White school-age children (ages 5–17) in the United States decreased from 62% in 2000 to 53% in 2013, while the percentage of Latino school-age children increased during that same time from 16% to 24%. This shift in student demographics has resulted in Latinos surpassing Blacks as the largest racial/ethnic group other than Whites in the US (Clark, 2020). Therefore, teachers are expected to be prepared to teach students who bring an increasing amount of cultural, linguistic, and socio-economic diversity to the classroom (Clark, 2020). As Valencia et al. (2006) explained, today's teachers will face the most diverse group of students in history, and they are likely to find themselves teaching in high-poverty, low-achieving schools where most of the students are minorities who come from low socioeconomic homes and communities (Clark, 2020).

Statistics show too many children in K-12 public schools have poor reading skills (Gordon et al., 2019). This proposes a serious problem because reading skills affect all academic and non-academic subjects (Gordon et al., 2019). It is difficult to complete a



science experiment that has multiple steps or analyze a mathematical word problem that requires three steps to complete if literacy and reading skills are inadequate (Gordon et al., 2019). Since reading skills are crucial to the success or failure of individuals in our society, students with ineffective reading skills and knowledge are at a disadvantage (Gordon et al., 2019). These students are labeled at risk and make up the numbers used to determine how many prisons should be built to house this growing population of students (Gordon et al., 2019). This is called the “School-to-Prison Pipeline” and is associated with prisons being built for failing students (Bahena et al., 2012).

Decreasing reading achievement in inclusive classrooms is a very serious problem for all students because it contributes to students’ failing and high dropout rates (NCES, 2016, 2019). Per McLeskey & Waldron (2011), research has shown that schools continue to move toward educating students with learning disabilities in more inclusive settings, despite the controversy regarding inclusive placements and concerns related to program effectiveness and student achievement (McLeskey & Waldron, 2011; Zigmond, 2003; Zigmond et al., 2009).

Current reading statistics show about 33% of United States 4<sup>th</sup> graders read below the basic level, almost 20% encounter severe reading problems before 3<sup>rd</sup> grade, and 80-85% of students with learning disabilities primary problem is reading (Gordon et al., 2019). Statistical reports based on the State of Texas Assessment of Academic Readiness (STAAR) for 2019 and 2021 (testing was suspended for 2020 due to the COVID Pandemic), show similar results. The reports show 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade reading scores of African American and Hispanic students trending substantially below White and Asian reading scores and that most students are scoring below grade level. The most recent

scores reveal overall state scores where students met standards or better at 32% for 6<sup>th</sup> grade, 45% for 7<sup>th</sup> grade, and 46% for 8<sup>th</sup> grade. African American scores were the lowest at 23% with only a 1-point difference between African American and Hispanic scores. Hispanics scored 24%, Whites 50%, and Asians 69% in the meets and above category for 6<sup>th</sup> grade, African Americans 34%, Hispanics 37%, Whites 59%, and Asians 78% for the 7<sup>th</sup> grade meets and above category, and African Americans 34%, Hispanics 38%, Whites 60%, and Asians 77% for the 8<sup>th</sup> grade meets and above category. This shows the lingering existence of the Achievement Gap and the criteria which is used for the School to Prison Pipeline. The results for all grades and subjects illustrate the disparity between races. Scores of African American and Hispanic students are the lowest, Asians, and Whites have the highest scores. Asians have the highest scores, and African Americans have the lowest scores. Results for regular or traditional students and students with disabilities showed 12% of students with disabilities met standards or better, 44% of non-special education students met standards or above, 69% of students with disabilities did not meet standards, and only 29% of students without disabilities did not meet standards. These scores confirm the existence of issues with reading achievement. The problems associated with reading affect every area of the lives of students (Gordon et al., 2019). Therefore, students with below-level reading skills in elementary school often do not have a good quality of life because the trajectory for success or failure begins in early childhood (Gordon et al., 2019).

Reading achievement scores will not be analyzed in direct relationship to teachers' perceptions of their ability to achieve student success. Instead, the information about the disparity in reading skills between races and disability status is being shared in

conjunction with this study to shed light on the relationship between student success in reading and the teacher self-efficacy of reading teachers in majority-minority inclusive classrooms.

### **Special Education**

Special education refers to specialized services for students who qualify for special education services under The Individuals with Disabilities Education Act (IDEA, 2004). Students are required to meet the criteria for one or more of the thirteen qualifying disabilities and their condition(s) must impede their ability to have a successful learning experience without assistance, and/or exclude them from learning at the same level as their peers. This includes students with or without a disability who qualify under the 504 Education Act to receive accommodations and modifications that allow them to be successful in achieving an equitable education as other students. IDEA defines “special education” as specially designed instruction, at no cost to a student’s parents that meets the student’s unique needs in school (Turnbull et al., 2020, p. 11). IDEA (2004), also, states that special education includes related services and additional aids and services (Turnbull et al., 2020). Special education is not a place; It refers to specialized training and services geared toward ensuring students with disabilities receive an equitable education (Turnbull et al., 2020). For this study, it refers to those students with disabilities who have been assigned to inclusive classrooms.

### **Teacher Self-efficacy and Inclusion**

For this research study, inclusive education refers to the instruction of traditional/regular students and students with disabilities in the same classroom. Research showed most students benefit from inclusion (McLeskey & Waldron, 2011). A study by

Berg (2004) showed when done incorrectly, inclusive education is not beneficial for regular or special education students because it adversely affects their academic performance. Findings regarding the attitudes of general education and special education teachers reported by Avramidis et al., (2019, p. 53) are as follows:

The available literature suggests that general education teachers tend to hold mixed attitudes toward inclusion (Avramidis & Norwich, 2002; de Boer et al., 2011). While they have been repeatedly reported as supportive of the general idea and philosophy of inclusion, at the same time, they appear reluctant to implement it in their classrooms (Avramidis & Kalyva, 2007; Sharma et al., 2018).

Avramidis et al. (2019) compared the attitudes toward the inclusion of general education and special education teachers to determine if there were significant differences. Teachers of traditional classrooms held neither negative nor positive attitudes towards inclusion, while special education teachers demonstrated statistically significant positive attitudes towards inclusion, and general education teachers showed significantly lower self-efficacy perceptions in their ability to collaborate and develop and deliver inclusive instruction to their students than the special education teachers surveyed in this study (Avramidis et al., 2019). Furthermore, special education teachers demonstrated lower self-efficacy ratings about classroom management than general education teachers (Avramidis et al., 2019). The researchers in this study discovered significant relationships between the attitudes of general education and special education teachers toward

inclusive classrooms between implementing inclusive instruction in their classrooms, and collaborating with others, but not regarding classroom management (Avramidis et al., 2019).

There are many proponents and opponents of inclusive education. This research study examined teachers' perceptions of their ability to achieve student success with middle school students in inclusive classrooms where most of the students are African American and/or Hispanic, and many of the students qualify as needing special education assistance. This is an underserved community of students which makes up a large at-risk population of K-12 children.

### **Majority-Minority Classrooms**

Majority-minority classrooms are those that mainly service minority students. For this research study, teachers in schools where the students in the classrooms are Black and Brown were solicited, namely African American or of African heritage and Hispanic students. This demographic represents an underserved population of students due to the resurgence of segregation in the American school system which has resulted in the education quality for most students of color in America remaining fundamentally unequal (Donner & Dixson, 2013). Schools in America have been systematically resegregated due to White flight, school choice, charter and magnet schools with stringent entrance requirements, and private schools with exclusionary entrance restrictions, qualifications, and tuition fees (Donner & Dixson, 2013). Due to systematic injustices, most minority students attend resegregated public schools where they are educated with other minority students (Donner & Dixson, 2013; Yoon et al., 2022). Resegregation and built-in

inequities in the 21<sup>st</sup>-century educational system help keep the School-to-Prison Pipeline and the Achievement Gap alive in many schools in America (Donner & Dixson, 2013). Built-in inequities are less funding, older materials or no materials, large classroom sizes, high-stakes testing, zero tolerance discipline procedures, teachers who are not adequately trained to teach minority students, and the absence of Culturally Responsive Pedagogy (Gay, 2002; Donner & Dixson 2013). Examples of these types of schools in the Houston area are High School Ahead Academy, Lawson Academy, Worthing High School, Jack Yates High School, Houston Heights Academy, Harbach-Ripley Charter School, and the list goes on and on.

Another issue in majority-minority classrooms is the absence of multicultural pedagogy. Multicultural pedagogy embodies teaching practices that embrace diversity and multiculturalism and reject fear and racism (Prieto, 2018). According to Prieto (2018), many teachers experience fear regarding teaching diverse populations of students. Teachers in the United States of America are predominately White, middle and upper-middle-class, females who are afraid of minority students, and middle-class Black, Hispanic, and Asian females who do not relate to lower-class minority students or practice culturally responsive pedagogy (Gay, 2002). Teachers who do not have adequate training, knowledge, or positive self-efficacy as it relates to teaching minority students are in majority-minority inclusive classrooms and need to be trained on how to relate to diverse populations of minority students (Prieto, 2018).

Multicultural pedagogy that includes culturally responsive methods and materials is crucial to the education of this multicultural society (Prieto, 2018). The importance of including diverse content in courses taught in inclusive classrooms, and anxiety regarding

issues associated with teaching culturally diverse students are problems that need to be addressed to improve the educational system (Prieto, 2018, Gay 2002). Many educators still have serious concerns about teaching culturally diverse students and are not certain they should include culturally diverse content in their classes (Prieto, 2018). However, research revealed that with more knowledge and the acceptance of culturally diverse students, the attitudes of educators toward diverse students improved and they gained respect for the importance of the inclusion of diversity (Prieto, 2018).

Due to the emergence of a global society and the resegregation of public schools, 21<sup>st</sup> - century education stakeholders have a responsibility to embrace multicultural content and practice culturally responsive pedagogy in majority-minority classrooms because the achievement of students of color continues to be lower than other students (Gay, 2000). Teachers should practice culturally responsive pedagogy to improve the academic performance of minority students (Gay, 2000). Educators in inclusive classrooms need to change their way of thinking about multicultural education and adopt culturally responsive pedagogy (Gay, 2002).

The goal of multicultural pedagogy is to improve the underachieving performances of students of color (Prieto, 2018). The effective use of multicultural pedagogy will positively impact the lives of countless students of color (Gay, 2002). The utilization of multicultural pedagogy that includes culturally responsive methods and content is the answer (Gay, 2000). Multicultural Pedagogy includes teaching practices that specifically attend to the various students' cultural characteristics, such as values, traditions, language, communication, learning styles, and relationship norms (Gay, 2002). Culturally responsive pedagogy leads to the ultimate objective of multicultural education

for all and involves the use of the cultural characteristics, experiences, and perspectives of diverse students as instruments to effectively reach and teach students of various cultures (Gay, 2002).

Globalization of the population has prompted greater cultural and linguistic diversity (CALD) in communities and schools (Moloney & Saltmarsh, 2016).

Multicultural pedagogical skills are vital to the education of students in majority-minority classrooms because issues regarding the adequate education of minority students can be linked to the absence of culturally responsive pedagogy in urban schools, which is where most minority students receive their K-12 education (Gay 2000, 2002). According to Moloney & Saltmarsh (2016), successful teachers know their students and how they learn, and professors in educator preparation programs should evaluate the culture, learning, and teaching styles of the students they prepare to become teachers to determine if they possess the qualities needed to teach a very diverse student population .

Subsequently, an increasingly diverse population of students in schools has necessitated teacher education programs that include cultural and linguistic diversity because teachers need to possess the necessary teaching skills, and have the right attitude to achieve success in majority-minority classrooms (Moloney & Saltmarsh, 2016).

Cultural diversity is a global issue and school systems all over the world are having to adapt to increasingly diverse student populations (Prieto, 2018). According to Prieto (2018), new teachers still experienced mixed feelings of fear and anxiety regarding culturally diverse classrooms and the students had mixed feelings about it, too. The prevailing issue is that most teacher education programs focus on classroom management, curriculum delivery, and local standards, but do not provide culturally



responsive pedagogy and diversity training (Prieto, 2018). Therefore, prospective teachers should enter culturally diverse classrooms prepared to know their students' culture and learning styles, so they can be successful in educating the next generation of learners (Prieto, 2018; Gay 2002).

Another method that will help advance multicultural pedagogy in majority-minority classrooms is curriculum integration. According to Beane (1993, 1997, 2005), curriculum integration is a teaching strategy that involves meaningful learning organized around issues that are important to teachers and students. Wall and Leckie (2017) state that the curriculum should be challenging, exploratory, integrative, and relevant (National Middle School Association, 2010) and provide engaging, purposeful, relevant, and meaningful approaches to teaching and learning (Beane, 1993, 1997; Jacobs, 1989). Interdisciplinary and integrated are both used to describe integrating curriculum because it is a lesson delivery technique involving combining two or three content areas, i.e., math and science or reading, writing, and social studies (Wall & Leckie, 2017). Curriculum integration is a student-centered approach, rooted in the democratic process and utilized to enhance students academically, socially, and emotionally (Wall & Leckie, 2017). An interdisciplinary curriculum works well with culturally diverse students because they tend to appreciate real-world applications and experiences (Seemiller & Grace, 2017).

Curriculum is not keeping up with the rapid changes in our economy and our world (Desha & Hargroves, 2012, p. 1). Thus, educational systems face the challenge of accelerating the development of integrated curricula to educate and equip the next generation of qualified workers and leaders by incorporating best practices that will ensure their success (Desha & Hargroves, 2012). The most dominant concept of

curriculum is that it represents the content or subject matter taught by teachers and learned by students (Luenberg, 2011). Philip Phoenix defined curriculum as what is studied, the content, or the subject matter of instruction and the content includes everything the student is expected to learn to gain knowledge or competence (Luenberg, 2011). According to Luenberg (2011), most of our curriculum focuses on mastering certain content, especially with the climate of testing, testing, and more testing. The focus of most schools is on a standardized curriculum that students are expected to memorize, retain, and regurgitate on command, but to achieve maximum results, other items should be considered when developing a curriculum (Luenberg, 2011). Luenberg (2011) submits that curriculum should include content, learning experiences, behavioral objectives, a plan for instruction, and a non-technical approach. This way of looking at curriculum is revolutionary and involves looking at what is to be taught, how it is to be taught, teaching correct behavior, having a planned designed for the population being taught, and taking a more non-technical, philosophical, personal, and interesting approach (Luenberg, 2011). When looking at integrating curriculum for minority students, there is a myriad of best practices that yield effective results in 21<sup>st</sup>-century classrooms and align with Luenberg's (2010) philosophy of education. Commonly used integrated curriculum delivery methods involve a combination of reading, math and science or reading, social studies and writing, and sometimes, the arts (Moloney & Saltmarsh, 2016).

Most 21<sup>st</sup> -century learners in PK-12 majority minority classrooms are good with technology, hands-on, community-oriented, intrapersonal learners who are interested in the real-world application of what they are learning in school (Seemiller & Grace, 2017). Therefore, an effective teacher education program should teach teacher candidates to

value equity over equality to ensure equitable treatment is given to all students which encompass all aspects of the class, including culturally relevant content, talk time, grading, placement, and discipline (Gay, 2002). Research shows that these areas show a disparity in our educational system and our classrooms (Howard, 2010). Including diversity content in courses taught in majority-minority classrooms and addressing the anxiety regarding issues associated with teaching culturally diverse students, will improve the performance of culturally diverse students, especially African American and Latino students (Prieto, 2018; Gay, 2000; Gay, 2002). Ultimately, teacher self-efficacy perceptions impact the utilization of methods that will be most beneficial to majority-minority classrooms because they require expertise and additional effort from teachers to tailor the curriculum and instructional strategies to meet the needs of diverse learners. This study will focus on the self-efficacy perceptions of the reading teachers who service majority minority classrooms in Texas.

### **Historical to Present Perspectives of Inclusion**

In the 1800s, children with disabilities were treated like aliens and pushed into obscurity, institutionalized, or placed in separate schools or special education classrooms where they received little or no education (Harmon and Jones, 2005). The current educational system is rapidly moving forward with the implementation of inclusive classrooms for students with disabilities (IDEA, 2004). Therefore, many areas require examination regarding inclusive education and its effect on academic achievement. Research shows that when done properly, inclusive education can be beneficial to students (McLeskey & Waldron, 2011). Yet, when inclusion is not done properly, the consequences can be detrimental to students (Berg, 2004).

Studies have shown that inclusive education in most public schools is not achieving the desired results (Gottfried, 2014; Kauffman et al., 2017; McLeskey & Waldron, 2011).

One of the biggest problems is that the educational system and those who deliver inclusive education have become experts at manipulating the system and completing the proper paperwork, but not following through with the programs. The laws and standards for effective inclusive education are often never put into practice in classrooms and schools. Individual Education Plans (IEPs) and 504s (accommodations/modifications) are often ignored, and students are pushed through the system due to No Child Left Behind (2001). IEPs are individual plans written for each student with disabilities that outlines everything the student will need to be successful in the classroom, i.e., more time, lessons read aloud, pictures, etc. To have an IEP, a student must have at least one of the thirteen qualifying disabilities acceptable for the program. A 504 is an individual plan written for a student who may or may not have a qualifying disability but needs accommodations and/or modifications to be successful in the general education classroom.

Teachers are given IEPs and 504s for every student in their classrooms that has one at the beginning of the school year or semester. Except in cases where students with disabilities are assigned an aid or participate in pull-outs, the general education teacher delivers all the instruction and is responsible for carrying out the specified instructions (modifications, accommodations, etc.) for each student (McLeskey & Waldron, 2011). Per McLeskey and Waldron (2011), many schools continue to move toward educating students with learning disabilities in more inclusive settings, despite the controversy

regarding inclusive placements and concerns related to program effectiveness and student achievement (McLeskey, 2007; Zigmond, 2003; Zigmond et al., 2009). This has caused some to conclude that for students with learning disabilities, the “preferred service delivery model is full inclusion with co-teaching” (Zigmond et al., 2009, p. 196). Ultimately, the educational community determines what is going to work best for all students and develops an appropriate curriculum to promote success for every student (Paseka & Schwab, 2020).

Yet, research has shown that our current system of inclusive education is not working to achieve success for minority students in inclusive classrooms (Paseka & Schwab, 2020; McLeskey, 2017; Gottfried, 2014). To reach goals of inclusion in our classrooms, schools, districts, national and international educational systems, an inclusive education systematic approach and inclusive pedagogical skills and methods should be created, established, and implemented with fidelity (Paseka & Schwab, 2020). In the past, inclusive education focused only on students with disabilities, their specialized accommodations, modifications, and emotional and physical adaptations needed in the classrooms, and methods to include all supports needed for them to attend regular classes with traditional students (Paseka & Schwab, 2020), but now it has been transformed to include all students (Schwab, 2018).

### **Advantages of Inclusion**

O’Connor (2012) states that in 1975 Congress passed Public Law 94-142 (Education of All Handicapped Children Act), which is now known as IDEA (Individuals with Disabilities Education Act, 2004). Per IDEA (2004), every student is required to have the opportunity to complete their education in the Least Restrictive

Environment (LRE) which means students with disabilities are to be educated in regular classes to the maximum extent possible. IDEA (2004) states that placement of students with disabilities in special classes, separate schools, and other removals from the regular educational environment should occur only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved in the general education classroom (IDEA, 2004).

When programs are followed as prescribed, inclusive classrooms benefit all students. According to O'Connor (2012), inclusive education incorporates the participation of students with disabilities in a regular education classroom. Per Stern and Kysilka (2008), some educators have modified the regular education curriculum so that it enables some special education students to be included in regular classes throughout their school careers.

According to Smith et al. (2008), ableism is a form of discrimination or prejudice against individuals with physical, mental, or developmental disabilities that is characterized by the belief that these individuals need to be fixed or cannot function as full members of society, but many students with disabilities can function in regular classrooms and go on to function as full members of society. Ableism can directly affect students with disabilities based on the viewpoint of teachers about differences in their students (O'Conner, 2012). This issue can be tackled when schools focus on what is right and make sure students get an equitable education despite cognitive, physical, or social differences, and without any judgment from teachers (O'Conner, 2012). Additionally, inclusive classrooms should allow general education and special education teachers to work together, using collaborative teaching techniques, to ensure the needs of the

students are met (O'Conner, 2012). This type of classroom not only gives special education students the necessary support but also allows them to stay in the least restrictive environment (LRE) which, optimally, is in a general education inclusive classroom with students without disabilities (O'Conner, 2012).

### **Disadvantages of Inclusion**

The major problem with the current educational system's inclusion model is that what should happen, the regulations and procedures mandated by IDEA (2004), and what happens in classrooms are totally different in most schools. Students with disabilities are placed in classrooms with general education students where the teacher is usually not trained in special education instructional methods and practices and there is no aide or if there is an aid, the aid is also not trained in special education (SPED) pedagogy (Kauffman et al., 2017).

Constantinescu and Samuels (2016) argue that federal law regarding special education mandates that students with disabilities should be educated in classrooms with regular students. According to Constantinescu and Samuels (2016), researchers recently found that young children without disabilities are negatively affected when they are educated in the same classrooms as students with emotional and behavioral disabilities. Also, in looking at a nationally representative sample of students, researchers found that regular students in kindergarten and 1<sup>st</sup> grade who shared a classroom with students with emotional and behavioral disabilities had more absences, lower math, and reading scores, and were more likely to act out in the classroom and struggle with social skills (Constantinescu & Samuels, 2016). The study revealed having a classmate with an

identified emotional disability is associated with lower test scores in reading and math for kindergartners and first graders who do not have a disability, especially for African American and Hispanic students (Constantinescu & Samuels, 2016), and students in full-inclusion classrooms are affected more than those in partial inclusion classrooms.

The next problem faced in inclusive classrooms is that most general education teachers are not trained or equipped to deal with special education students and are often overwhelmed and unable to cope with the students, especially students with behavioral and emotional problems (Hott et al., 2022; Gal et al., 2010). Gal et al. (2010) found that teachers in general education classrooms are expected to cope with students with diverse needs, but they might not always be ready or sufficiently supported to meet these challenges. According to Gal et al. (2010), the various barriers to inclusive education success are separated into three categories, the child category, covering the various disabilities; the teacher category, covering teachers' attitudes; and the environment category, covering architectural, administrative, and programmatic factors. Specifically, Gal et al. (2010) examined: (1) whether teachers' attitudes towards inclusion of children with disability in their classes are affected by various teachers' personal characteristics; (2) how teachers' attitudes relate to their requirements of various environmental accommodations; and (3) how their requirements for accommodations differ in respect to four groups of children with different disabilities, learning, sensory/motor, Attention Deficit/Hyperactivity Disorder (ADHD), and emotional impairments. Teacher surveys were utilized. Ultimately, it was determined that teachers were concerned with dealing with students with disabilities, particularly those with behavioral problems, and having adequate resources to service those students (Gal et al., 2010).



The issue of inclusive education is quite contentious, and everyone has an opinion about it (Berg, 2004). Individuals who have not taught in an inclusive classroom are often advocates for inclusion because they do not realize the issues associated with inclusive classrooms (Berg, 2004). In his research, Berg (2004) looks at the advantages and disadvantages of inclusion. Berg (2004) begins by writing these words, “Over the past 20 years, there is nothing that causes more controversy among teachers, administration, and parents than inclusion.” Why is it so controversial? According to Berg (2004), “quite often teachers are put into inclusion classrooms without being given proper training, enough planning time, or an appropriate forum to voice their opinions, suggestions, and concerns” (p. 3).

Berg (2004) looks at it from three viewpoints, the disadvantages of inclusion for students with disabilities, regular students, and regular teachers. According to Berg (2004), socialization takes precedence over academics, and students with disabilities may need a special education environment because being with regular students often results in low self-esteem or low self-concept which causes students with special needs to feel depressed, overwhelmed, or inadequate. Last, but not least, students with disabilities may be harassed, teased, and called names by regular students which may cause stress and anxiety (Berg, 2004). For regular students, the more active environment with disruptions, and distracting activities may decrease their focus and ability to achieve academic progress which may produce feelings of resentment, bitterness, and jealousy because of the preferential treatment, modified assignments, one-on-one instruction, and other modifications made for students with disabilities (Berg, 2004). For regular teachers, the fear of failure, reluctance about giving up control of their classroom, frustration caused

by the lack of training and support on how to effectively teach students with disabilities, and not enough instructional planning/collaboration time may lead to frustration and negativity towards inclusive education and students with disabilities (Berg, 2004).

Berg (2004) contends that research shows that when inclusive education is not implemented properly, it has detrimental effects on all those involved in the program, school, and classroom. In his conclusion, when an inclusive education program is implemented without proper resources and training, there can be many negative effects on students with disabilities and regular education students (Berg, 2004). McLeskey and Waldron (2011) found, through their research, that while some elementary students with disabilities in full-time inclusion classrooms made significant educational progress, most of the students made very little academic progress, even when extraordinary resources were used to develop the programs.

In many cases, inclusion is not working (McLeskey & Waldron, 2011), but it was designed to achieve success for students with disabilities based on the practices and the guidelines given by IDEA (2004). However, inclusion can work if done properly and educators, schools, and districts are held to the principal outlines in IDEA (2004) that are in place to guarantee that children with disabilities receive an equitable education to those without disabilities in the least restrictive environment (LRE), which is usually the general education classroom (Bryant et al., 2017; Rodriguez & Murawski, 2022). This research will benefit all those who are involved in K-12 education. This includes students, parents/guardians, teachers, administrators, teacher preparation programs,

curriculum specialists, and everyone associated with the educational system, especially those who are associated with inclusive and majority-minority classrooms that service primarily African American and Hispanic students.

## **CHAPTER 3**

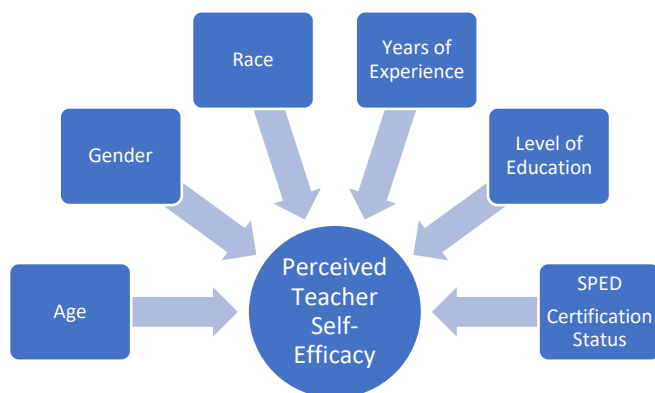
### **METHODOLOGY**

#### **Introduction**

The purpose of this study was to determine self-efficacy perceptions of teachers in majority-minority middle school inclusive classrooms which represent an underserved community of students and offer viable solutions and analyze the relationships between self-efficacy perceptions and age, gender, race, years of experience, level of education, and certification status of the participants. This chapter addresses the type of research design, population and sampling, instrumentation, validity and reliability of the instrument, the plan for data collection and statistical analysis, and the limitations of the study.

#### **Research Design**

The design chosen for this research is a correlational quantitative study because it describes the relationship between variables. This type of research design allowed the researcher to examine the relationship between two or more variables (Gay et al., 2011) using correlational statistics. The relationship between age, gender, race, years of experience teaching middle school, level of education, SPED certification status, and teacher self-efficacy perceptions of middle school reading teachers in majority-minority inclusive classrooms was examined in this study. The major weaknesses of this type of research study are the lack of cause-and-effect relationships between the variables, randomization, variable manipulation, and other control procedures. Strengths of this design include the ability to view the relationship among the variables in the study and make predictions (Gay et al., 2011).

**Figure 2***Correlational Design*

The statistical analysis that best fits the objectives of the study is Multiple Regression because it is used to determine whether there are any statistically significant predictive relationships between one dependent variable and several independent variables. The alternate hypotheses for this research study are as follows:

Ha1: There is a statistically significant relationship between teacher self-efficacy perceptions and age, gender, and race/ethnicity.

Ha2: There is a statistically significant relationship between teacher self-efficacy perceptions and level of education, years of experience, and SPED certification status.

Ha3: There is a statistically significant relationship between age, gender, race, level of education, years of experience, and SPED certification status.

**Population**

The targeted population for the research study was middle school reading teachers who teach students who are being educated in majority-minority inclusive classrooms, classrooms where students are predominately African American and Hispanic, and

students with disabilities are educated in the same class as regular/traditional students. The actual population for the study is middle school reading teachers in Texas. The total number of middle school reading teachers in Texas is 19,974 (Texas Education Agency In-Field and Out-of-Field Assignments by Grade Level and Subject Area 2021).

Approximately five percent of them, 999, teach in inclusive, majority-minority classrooms and a good sample size is 10% of the targeted population of 999 which is about 100 teachers. The sampling procedure used was criterion and snowball sampling which are both purposive sampling methods because the researcher aimed to utilize a targeted group that met the criteria for the focus of this research study. The schools utilized were middle schools where the teachers were in inclusive classrooms and the students in those classrooms were mainly minority students, specifically African American, Hispanic, or other underserved minority groups. Since the research was focused on this group, it was important to pay close attention to details when collecting the data to be sure the researcher retrieved data from the right population. This was crucial to the findings and outcomes of the study.

### **Instrumentation**

There was one survey used in this research study. The researcher utilized an existing Likert scale questionnaire called the Teacher Self-Efficacy Scale (Appendix A) created by Schwarzer et al. (1999) for which permission was granted to use by the creator (Appendix B). There are four major areas of teacher self-efficacy addressed in the questionnaire, job accomplishment, skill development, social interaction with students, parents, and colleagues, and coping with job stress, which are all vital for successful pedagogy (Schwarzer et al., 1999).

The questionnaire consists of ten questions that pertain to the dependent variable (outcome variable), teacher self-efficacy perceptions of their ability to achieve student success. Survey participants, also, completed a demographic sheet that provided the researcher with the independent variable (predictor variable) data which consists of age, race/ethnicity, gender, education level, years of experience, and certification status. Teachers were asked to complete the questionnaire and provide their demographic information. The data was compiled from various teachers in middle schools that educate majority-minority students in inclusive classrooms in Texas. The researcher attempted to survey about 200 participants to get an adequate sample size of approximately 100 individuals which is a good representation of the actual population of middle school Reading teachers of majority-minority classrooms in Texas.

To achieve validity, the instrument's number of items was reduced after pilot testing was done and the validity was proven by reducing the survey to ten questions. The primary focus during the reduction of the items was on optimizing the validity of the instrument rather than maximizing the internal consistency (Schwarzer et al., 1999, p.1). Reliability was, also, proven. They tested the reliability over two years. Reliability was established, and the results were as follows: Cronbach's Alpha in the three samples was found to be between .76, and .82, test-retest reliability resulted in .67 (N = 158), and .76 (N = 193) respectively, for one year. For two years, it was found to be .65 (N = 161), (Schwarzer et al., 1999, p. 1). Therefore, the researcher utilized this instrument which was proven to be valid and reliable for this research study.

## **Data Collection**

For this research study, data was collected from the teachers. The focus was on reading teachers of students in majority-minority inclusive middle school classrooms in various districts in Texas. Other data on student success and teacher demographic information was retrieved from reputable databases and reported to support this research, such as the U.S. Department of Education, The National Council of Educational Statistics (NCES), and the Texas Education Agency (TEA).

After receiving approval from the IRB (See Appendix C), data were collected for the dependent and independent variables from the teachers. The questionnaires were administered by the researcher online via Survey Monkey. This included all middle school reading teachers of students in inclusive classrooms with a majority-minority classroom population in Texas. The questionnaire was, also, distributed with a flyer that gave the specific criteria for survey participants with instructions to only complete the survey if they met the specified requirements. The researcher utilized connections with the Association of Texas Public School Educators (ATPE), Texas Association of Black School Educators (TABSE), Houston Association of Black School Educators (HABSE), and the National Association of Special Education Teachers (NASSET), and colleagues to locate and distribute questionnaires to the teachers that fit the criteria for the research study (See Appendix D).

## **Data Analysis Procedures**

The researcher collected and coded the data and then utilized Multiple Regression Analysis to determine the relationship between perceived teacher self-efficacy (dependent variable) and age, gender, race/ethnicity, years of experience,



education level, and special education certification status (independent variables). Teacher self-efficacy perceptions of their ability to achieve student success was measured based on their score which could range from 10-40 points, from 10 questions with responses of 1, 2, 3, or 4 based on a Likert scale. Age was divided into three groups, 20-34, 35-49, 50, and above. Race/Ethnicity pertained to whether the teacher is African American/African Heritage, Hispanic, White, Asian, or other. Gender was expressed in 3 groups, male, female, and LGBTQ-lesbian, gay, bisexual, transgender, or queer. The level of education was specified as Bachelor's, Master's, or Doctoral and reported as the highest level of education achieved by the date the survey was completed. Years of experience were reported as not just the number of years a teacher has taught, but the number of years they taught in middle school and recorded as, 1-5 years, 6-10 years, and 11 years or more. Special Education (SPED) certification status was divided into two categories, those who were SPED certified and those who did not have SPED certification.

The study covered all applicable districts in Texas by utilizing various teacher organizations. This approach eliminated the need for district or organization approval by allowing the teachers to decide whether they would participate in the study on an individual basis. Surveys were distributed and collected from March to October 2022. Due to COVID, all surveys were distributed and collected online via Survey Monkey. Metadata and computer internet protocols (IPs) were not collected to protect the anonymity of the participants. Because of their possible effects on teacher self-efficacy perceptions, the researcher controlled for years of experience, gender, race, and area of certification by including them in the study as independent variables. Each participant

was asked to provide their demographic information along with their survey and the data collected was included in the results of the study (Appendix E – Detail and Demographic Information).

Flyers were distributed to prospective survey participants (Appendix F – Survey Participant Recruitment Flyer). Teachers who met the research study criteria were provided with a statement of consent which explained the purpose and anonymity of the survey and served as proof of their informed consent (agreement based on knowledge of and purpose of the survey) to participate in the survey (Appendix G – Consent for Anonymous Survey). Also, each participant was asked to complete the Likert Scale Teacher Self-Efficacy Questionnaire via Survey Monkey and the data was collected, coded, and analyzed via Statistical Package for the Social Sciences (SPSS).

### **Limitations of the Study**

The limitations/delineations associated with this research study were limited access to teachers, time constraints, the standardized testing atmosphere prevalent in public majority minority inclusive classrooms, the different teaching styles of inclusive classroom teachers, and biases or preconceived notions of teachers regarding inclusion that may or may not affect their survey responses. The researcher attempted to lessen the impact of the problems associated with these limitations by presenting a survey with only 10 questions which did not require an excessive amount of time to complete and using Survey Monkey for online delivery of the questionnaire and demographic information sheet. The anonymous nature of the survey served as a deterrent to biases and preconceived notions by creating a safe space for the participants where they could be completely honest in their responses.

## **CHAPTER 4**

### **ANALYSIS OF DATA**

#### **Introduction**

The purpose of this study was to determine self-efficacy perceptions of teachers in majority-minority middle school inclusive classrooms which represent an underserved community of students and offer viable solutions and analyze the relationships between self-efficacy perceptions and age, gender, race, years of experience, level of education, and certification status of the participants.

#### **Focus of Study and Research Questions**

This study investigated the predictability of personal and social demographic factors on the self-efficacy perceptions of middle school reading teachers and their ability to achieve student success. Specifically, this study was concerned with the predictive power of the selected personal and social variables of age, gender, race, educational level, years of experience, and SPED certification status on the perceptions of middle school reading teachers regarding self-efficacy. The study answered the following questions:

1. Do personal demographic variables (age, gender, African American, White, Asian, Hispanic, and other race) have any predictive power regarding the perceived self-efficacy scores of middle school reading teachers of majority-minority inclusive classrooms?
2. Do social demographic variables (Bachelor's, Master's, and Doctoral degrees, years of experience, and SPED certification status) have any predictive power regarding the perceived self-efficacy scores of middle school reading teachers of majority-minority inclusive classrooms?

3. Do personal and social demographic variables combined have any predictive power regarding the perceived self-efficacy scores of middle school reading teachers of majority-minority classrooms inclusive classrooms?

### **Survey Participation**

Participants in the study were solicited purposively through Survey Monkey's digital survey format. Over 200 survey requests were deployed via email, text, and social media platforms, i.e. Linked-In, Instagram, Facebook, and Twitter to several organizations and individuals, i.e. National Association of Special Education Teachers (NASSET), Houston Independent School District (HISD), Dallas Independent School District (Dallas ISD), Fort Bend Independent School District (FBISD), Houston Association of Black School Educators (HABSE), Texas Association of Black School Educators (TABSE) and Association of Texas Professional Educators (ATPE). Of the 200 survey requests sent out, 104 middle school reading teachers completed the survey. Demographic data was self-reported by participants that provided consent to participate in the research. All 104 participants submitted a complete data set for the respective independent and dependent variables with no missing data.

### **Results**

The results section for the study was completed under three major sections. Section one compiled descriptive statistics for all participants involved in the study. Section two performed correlation analysis pertaining to the independent variables and the dependent variable in the simple linear regression model and standard multiple regression model. The last section, section three, examined the three null hypotheses involved in the study for evidence of statistical significance. The standard multiple

regression procedure was used to analyze the data collected in the study. All hypotheses were tested at the .05 level of significance.

### **Descriptive Statistics of Study Participants**

In this study, there were 104 middle school teachers of minority-majority inclusive classrooms that decided to participate in the online survey. The number of returned surveys out of the 200 survey requests was 104 equating to a response rate of 52%. All 104 were usable in the analysis for this study. The usable return rate is 100%. Each of the 104 returned usable surveys was accompanied by self-reported data of age, gender, race, years of experience, education level, certification status, and perceived self-efficacy of their ability to achieve student success in a middle school majority minority inclusive classroom. Descriptive statistics of the participants' age, gender, race, years of experience, education level, and certification status are described below.

**Age.** Participants in the study reported their age based on three categories, 20-34, 35-49, and 50 and above. Most of the participants were 35-49, 38, at 36.5% which was only a one participant difference from the 50+ age group, 37, which represented 35.6% of those who participated in the survey. The lowest age group was 20-34, 29, which represented only 27.9% of the survey participants. See Table 1 for these results.

**Table 1***Frequency Distribution of Participants by Age*


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Variable	Number	Percent
20-34	29	27.9
35-49	38	36.5
50+	37	35.6
Total	104	100.0

---

**Gender.** Participants in the study reported their gender which was grouped into three categories, male, female, and LBGTQ. The largest number of participants, 93, were female which accounted for 89.4% of the survey responders, 9 were male which was 8.7%, and 2 were LBGTQ, 1.9%. See Table 2 for these results.

**Table 2***Frequency Distribution of Participants by Gender*


---

Variable	Number	Percent
Female	93	89.4
LBGTQ	2	1.9
Male	9	8.7
Total	104	100.0

---

**Race.** Race was reported by the participants and divided into four categories, African American, Hispanic, Other, and White. The participants in the survey were African American, 73, 70.2%, Asian, 2, 2.0%, Hispanic, 4, 3.8%, and other, 4, 3.8%, and White, 21, 20.2%. These results show that the majority of the middle school teachers who participated in the survey were African American. See Table 3 for these results.

**Table 3**

*Frequency Distribution of Participants by Race*

Variable	Number	Percent
African American	73	70.2
Asian	2	2.0
Hispanic	4	3.8
Other	4	3.8
White	21	20.2
Total	104	100.0

**Level of Education.** The three levels of education of the survey results showed that 56.7%, 59, hold Master's degrees, 39.4%, 41 hold Bachelor's degrees, and only 3.8%, 4, hold Doctorate degrees. Over 50% of the sample population of teachers have Masters' degrees. Please see Table 4 for these results.

**Table 4***Frequency Distribution of Participants by Level of Education*


---

Variable	Number	Percent
<hr/>		
Level of Education		
Bachelors	41	39.4
Masters	59	56.7
Doctorate	4	3.8
Total	104	100.0

---

**Years of Teaching Middle School.** The participants who have taught middle school for 6-10 years and 11+ years was 23 and 25, 22.1%, and 24.0%. Most of them, 56, reported 0-5 years of middle school teaching experience which is 53.8% of the responders. Therefore, more than 50% of the teachers in the sample reported 0-5 years of experience teaching middle school. See Table 5 for the results.



**Table 5***Frequency Distribution of Participants by Years of Teaching*


---

Variable	Number	Percent
0-5	56	53.8
6-10	23	22.1
11+	25	24.0
Total	104	100.0

---

**Special Education Certification.** Out of the 104 survey participants, only 25, 24.0%, of them are SPED certified. The remaining participants, 79, 76.0%, are not SPED certified. See these results in Table 6.

**Table 6***Frequency Distribution of Participants by Certification*


---

Variable	Number	Percent
Special Education Certification Status		
Certified	25	24.0
Not Certified	79	76.0
Total	104	100.0

---

### **Mean and Standard Deviation Results**

The mean and standard deviation results for the independent variables and the dependent variable utilized in the standard multiple regression model were computed for this investigation. On average, middle school reading teachers were between the ages of 35 and 49 and had between 6 and 10 years of teaching experience.

Moreover, on average, the perceptions of middle school reading teachers regarding self-efficacy were 37.28. This indicated as a group, middle school reading teachers exhibited favorable perceptions regarding their ability to provide students with the reading skills necessary for them to achieve academic success in inclusive classrooms.

Additionally, the variable race was dummy coded into five new variables for this investigation. The variable African American race was coded “1” for African American and “0” for non-African American and the variable white race was coded “1” for White and “0” for non-white. Likewise, the variable Asian race was coded “1” for Asian and “0” for non-Asian; and for the variable Hispanic race, it was coded “1” for Hispanic and “0” for non-Hispanic. Finally, the variable other race was coded “1” for Other and “0” for non-Other.

Furthermore, the variable educational level was dummy coded into three distinct variables. The variable bachelor's degree was coded “1” for bachelor's and “0” for non-bachelor's and the variable master's degree was coded “1” for Master and “0” for non-Master. In addition, the variable doctoral degree was coded “1” for doctoral and “0” for non-doctoral. Also, the variable SPED certification status was dummy coded for this study and was coded “1” for Certified and “0” for non-certified.

**Table 7***Mean and Standard Deviation Results Regarding Independent and Dependent Variables*


---

Variable	Mean	Standard Deviation
Age	2.08	.79
Gender	.07	.32
African American	.73	.45
White	.23	.44
Asian	.01	.10
Hispanic	.05	.21
Other	.08	.27
Bachelors	.38	.48
Masters	.53	.50
Doctorate	.13	.44
Years of Experience	1.70	.83
SPED Certification	.26	.44
Self-Efficacy Score	37.28	29.87

---

**Correlation Results Between Independent and Dependent Variables**

Correlation results (See Table 8) were calculated among the two sets of demographic variables and the self-efficacy perception scores among middle school reading teachers. The Pearson Product Moment Correlation and the Point Biserial

Coefficient were used to determine the relationship between the quantitative and binary variables employed in this investigation.

Among the seven personal demographic variables tested in this investigation, only the variable White race was found to be significantly related to the perceptions of middle school reading teachers regarding self-efficacy. A positive relationship existed between White race and self-efficacy perceptions. No other personal demographic factors were found to be statistically related to middle school reading teachers' perceptions of self-efficacy.

**Table 8**

*Correlation Results Regarding the Independent Variables and Dependent Variable in the Regression Model*

---

Independent Variable	Criterion Variable
	Self-Efficacy Perception Score
<u>Personal Demographic</u>	
Age	.002
Gender	-.026
African American	.097
White	.360**
Asian	-.014
Hispanic	-.038
Other	-.049
<u>Social Demographic</u>	

Bachelors	-.092
Masters	.110
Doctorate	-.033
0-5 Years Teaching	-.062
SPED Certification	-.057

---

\*\*Significant at the .001 level

### **Examination of Hypotheses**

Ho<sub>1</sub>: There is no statistically significant relationship between personal demographic factors (age, gender, African American, White, Asian, and Hispanic race) and the self-efficacy perceptions of middle school reading teachers in majority-minority inclusive classrooms.

Presented in Table 9 are the standard multiple regression results pertaining to the relationship between personal demographic factors and the self-efficacy perceptions of middle school reading teachers in majority-minority inclusive classrooms. The regression model yields a multiple correlation of .631. The six personal demographic variables of age, gender, African American Race, White, Asian, and Hispanic race together accounted for 39.8 percent (adjusted = 36%) of the variance in the criterion variable perceptions regarding self-efficacy.

Moreover, a linear relationship was found to exist between personal demographic predictive of age, gender, African American, White, Asian, and Hispanic race, and the self-

efficacy perceptions of middle school reading teachers at the .001 level ( $F(6,97) = 10.674$ ,  $p < .001$ ). Additionally, when the variables age, gender, White, Asian, and Hispanic race were controlled, the variable African American race was found to contribute significantly to the self-efficacy perceptions of middle school reading teachers ( $t(97) = 6.538$ ,  $p < .001$ ). In addition, when the variables age, gender, African American race, Asian race, and Hispanic race were controlled, the variable White race was found to contribute significantly to the perceptions of middle school reading teachers regarding self-efficacy ( $t(97) = 7.899$ ,  $p < .001$ ).

Likewise, when the variables age, gender, African American race, White race, and Asian race, were controlled, the variable Hispanic race was found to contribute significantly to the perceptions of middle school reading teachers regarding self-efficacy ( $t(97) = 3.909$ ,  $p < .001$ ). Thus, null hypothesis one was rejected.

**Table 9**

*Standard Multiple Regression Results for the Relationship between Age, Gender, Race and Teacher Self-Efficacy Perceptions*

<b>Model</b>	<b>B</b>	<b>SE</b>	<b>Beta</b>	<b>T</b>	<b>P</b>
<b>(Constant)</b>	-20.446	10.737			
<b>Age</b>	-.147	2.981	-.004	-.049	.761
<b>Gender</b>	-2.299	7.860	-.025	-.292	.771
<b>African American</b>	55.852	8.543	.833	6.538	.000***
<b>White Race</b>	62.031	7.853	.925	7.899	.000***
<b>Asian Race</b>	51.440	26.795	.169	1.920	.058
<b>Hispanic Race</b>	53.428	13.667	.384	3.909	.000***

Note:  $R = .631$ ;  $R \text{ Square} = .398$ ;  $\text{Adjusted } R \text{ Square} = .360$ ;  $F = 10.674$ ;  $df = 6, 97$ ;  
 $P = .000^{***}$

Other race is the excluded reference/comparison group

\*\*\*Significant at the .001 level

Ho<sub>2</sub>: There is no statistically significant relationship between social demographic factors (Bachelor's, Master's, and Doctoral degree, years of experience, and SPED certification status) and the self-efficacy perceptions of middle school reading teachers in majority-minority inclusive classrooms.

A standard multiple regression statistical technique was calculated to determine the predictable relationship between social demographic factors and the self-efficacy perceptions of middle school reading teachers. As shown in Table 10, the regression model yields a multiple correlation of .150. The social demographic variables of bachelor's degree, Master's degree, doctoral degree, years of experience, and SPED certification status collectively explained 2.2 percent (Adjusted = 1.7%) of the variance in teachers' perceptions regarding self-efficacy.

Additionally, a linear relationship was not found to exist between the four social demographic factors of bachelor's degree, Master's degree, years of experience, SPED certification status and the self-efficacy perceptions of middle school reading teachers ( $F(4,99) = .570$ ),  $p > .05$ ) at the .05 level. Neither of the social demographic variables was found to contribute significantly to the perceptions of middle school reading teachers regarding self-efficacy. Therefore, null hypothesis 2 was not rejected.

**Table 10**

*Standard Multiple Regression Results for the Relationship between Education, Experience, Certification and Teacher Self-Efficacy Perceptions*

<b>Model</b>	<b>B</b>	<b>SE</b>	<b>Beta</b>	<b>T</b>	<b>P</b>
<b>(Constant)</b>	40.843	10.858			
<b>Education</b>					
<b>Bachelor</b>	-2.208	9.672	-.036	-.228	.820
<b>Masters</b>	6.100	9.405	.102	.649	.518
<b>Years of Experience</b>	-3.045	3.732	-.085	-.816	.417
<b>SPED Certification</b>					
	51.440	26.795	.169	1.920	.058

Note: R = .150; R Square = .022; Adjusted R Square = .017; F = .570; df = 4, 99; P = .685  
 Doctoral degree is the excluded reference/comparison group.

Ho<sub>3</sub>: There is no statistically significant relationship between personal and social demographic factors and the self-efficacy perceptions of middle school reading teachers in majority-minority inclusive classrooms.

Reported in Table 11 are the standard multiple regression findings concerning the predictable relationship between personal and social demographic variables and the self-efficacy perceptions of middle school reading teachers. The OLS regression model yielded a multiple correlation of .660. The ten personal and social demographic variables



combined accounted for 43.5 percent of the variance in the perceptions of middle school reading teachers toward self-efficacy.

Furthermore, a statistically significant linear relationship was found to exist between the personal/social demographic variables of age, gender, African American race, White race, Asian race, Hispanic race, Bachelor's degree, Master's degree, years of experience, and SPED certification status and the self-efficacy perceptions of middle school reading teachers ( $F(10, 93) = 7.165$ ,  $p < .001$ ) in majority-minority inclusive classrooms at the .001 level. The personal demographic variables of African American race ( $t(93) = 6.586$ ,  $p < .001$ ), White race ( $t(93) = 8.146$ ,  $p < .001$ ) were found to be independent predictors of the self-efficacy perceptions of middle school reading teachers. Consequently, null hypothesis three was rejected.

**Table 11**

*Standard Multiple Regression Results for the Relationship between Age, Gender, Race, Education, Experience, Certification Status and Teacher Self-Efficacy Perceptions*

<b>Model</b>	<b>B</b>	<b>SE</b>	<b>Beta</b>	<b>T</b>	<b>P</b>
<b>(Constant)</b>	-33.652	14.221			
<b>Age</b>	3.577	3.540	.095	1.010	.315
<b>Gender</b>	-2.407	7.807	-.026	-.308	.771
<b><u>Race</u></b>					
<b>African American Race</b>	57.020	8.658	.851	6.586	.000***

<b>White Race</b>	64.891	7.966	.968	8.146	.000***
<b>Asian Race</b>	48.819	26.835	.160	1.819	.072
<b>Hispanic Race</b>	54.285	13.815	.391	3.919	.000***
<b><u>Education</u></b>					
<b>Bachelor</b>	11.818	7.839	.193	1.508	.135
<b>Masters</b>	13.814	7.549	.232	1.830	.070
<b>Years of Exp.</b>	-3.547	3.271	-.099	-1.084	.281
<b>Certified</b>	-7.691	5.822	-.113	-1.321	.190

Note: R = .660; R Square = .435; Adjusted R Square = .374; F = 7.165; df = 10, 93; P = .000\*\*\*

(a) Other is the excluded reference/comparison group

(b) Doctoral is the excluded reference/comparison group

\*\*\*Significant at the .001 level

### **Summary of Hypotheses Tested**

There were three major null hypotheses tested in this investigation. All three hypotheses were examined to determine the relationship and the predictability of selected personal and social demographic factors on the self-efficacy perceptions of middle school reading teachers in majority-minority inclusive classrooms. Two of the three null hypotheses were found to be significant.

Personal demographic factors (hypothesis one) of age, gender, African American, White, Asian, and Hispanic race were found to be statistically linearly related to the self-efficacy perception of middle school reading teachers. The variables African American, White, and Hispanic race were independent predictors of the perceptions of middle school reading teachers regarding self-efficacy.

Additionally, the social factors (hypothesis two) of Bachelor's, Master's degree, years of experience, and SPED certification status were found not to be statistically related to the self-efficacy perceptions of middle school reading teachers. In addition, neither one of the social variables was found to be an independent predictor of middle school reading teachers' perceptions regarding self-efficacy.

Finally, the personal and social demographic factors (hypothesis three) of age, gender, African American, White, Asian, and Hispanic race, Bachelor's degree, Master's degree, years of experience and SPED certification status were found to be statistically significantly related to the self-efficacy perceptions of middle school reading teachers in majority-minority inclusive classrooms. Also, the personal and social demographic factors combined were found to explain 43.5 percent of the variance in the perceptions of middle school reading teachers regarding self-efficacy (See Table 12).

**Table 12**

*Summary of Hypotheses Tested*

<b>Hypotheses</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>F</b>	<b>df</b>	<b>Conclusion</b>
Ho <sub>1</sub> :	.631	.398	10.674***	6, 97	Significant
Ho <sub>2</sub> :	.150	.022	.570	4, 99	Non-Significant
Ho <sub>3</sub> :	.660	.435	7.165***	10, 93	Significant

\*\*\* Significant at the .001 level

## CHAPTER 5

### SUMMARY, DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to examine teacher self-efficacy perceptions of their ability to achieve student success in majority-minority inclusive classrooms and analyze the relationship between their self-efficacy perceptions and age, gender, race, years of experience, level of education, and certification status of the participants.

The research design employed in the study was a correlation research design. The analysis used both a simple linear regression and a standard multiple regression. One hundred four middle school reading teachers completed and returned the survey instrument. The Teacher Self-Efficacy Scale instrument was sent to research participants to collect the data. Excellent validity was previously established for the survey instrument.

The research study prompted the following null hypotheses based on the research purpose and questions involved in the study:

The Standard Multiple Regression technique was used to test hypotheses 1 through 3. All three hypotheses were tested at the .05 level of significance or better. The following findings were found from the results of the study.

1. The personal demographic variables of age, gender African American race, White race, Hispanic race, and Asian race were found to be statistically linearly related to the perceived self-efficacy scores of middle school reading teachers in majority-minority inclusive classrooms.

2. The personal variable white race was found to be an independent predictor of the perceived self-efficacy scores of middle school reading teachers in majority-minority inclusive classrooms.
3. The variable African American race was found to be an independent predictor of the perceived self-efficacy scores of middle school reading teachers in majority-minority inclusive classrooms.
4. The personal variable Hispanic race was found to be an independent predictor of the perceived self-efficacy scores of middle school reading teachers in majority-minority inclusive classrooms.
5. The social demographic variables of Bachelor's degree, Master's degree, years of experience and SPED certification status were found not to be significantly linearly related to the perceived self-efficacy scores of middle school reading teachers in majority-minority inclusive classrooms.
6. When personal and social demographic variables were combined, they were found to be significantly linearly related to the perceived self-efficacy scores of middle school reading teachers in majority-minority inclusive classrooms.

## **Discussion**

A significant finding from this research was the impact of race on the perceived teacher self-efficacy of middle school reading teachers in majority-minority inclusive classrooms. The differences between study participants with SPED certification, 25, and those without, 79, was significantly different which was not a surprise, but, surprisingly, SPED certification did not serve as a predictor for perceived teacher self-efficacy scores. It was no surprise that the study findings revealed that most of the middle school reading

teachers that participated in the study had only 0-5 years of experience teaching middle school, because of the high turnover rate for these positions. Age nor gender showed statistically significant relationships to perceived teacher self-efficacy scores. The researcher expected age, education level, years of experience, and SPED certification status to illicit statistically significant results, but race had the most statistically significant relationship to perceived teacher self-efficacy scores.

The impact of age on perceived teacher self-efficacy is consistent with the research conducted by Veldman et al. (2017) and Schwab (2018) where the researchers found no statistically significant relationship between age and self-efficacy. The insignificant findings for age are not supported by Lesha (2017) who determined that as age increased, teacher self-efficacy increased in the areas of student engagement, instructional strategies, and classroom management.

Gender did not have an impact on perceived teacher self-efficacy scores of middle school reading teachers of majority-minority inclusive classrooms in Texas. Even though there was no statistically significant relationship between gender and perceived teacher self-efficacy scores, females scored higher than male participants. A plausible explanation for these findings may be that female participants accounted for 91% of the respondents to the survey and tend to exhibit higher levels of teacher self-efficacy, except in the area of technology. This is not surprising because females continue to dominate the teaching profession, while men tend to take the administrative track to become principals and leaders in the educational system.

The findings of this study regarding age are consistent with the findings of Clark (2020) who found that the most important element for teachers who teach diverse

populations is field-based experiences and the other areas, i.e., age, and race/ethnicity, and the number of reading and diversity courses taken did not produce significant differences in the self-efficacy perceptions of the reading teachers but is in contrast to the significant findings of race on perceived teacher self-efficacy scores found in this study.

Race did have an impact on perceived teacher self-efficacy scores of middle school reading teachers of majority-minority inclusive classrooms in Texas. These finding did not correspond to prior research concerning these variables (Clark, 2020). Race had a surprising finding for its significant predictive power on perceived teacher self-efficacy scores.

The research study found that years of experience, education level and SPED certification status all had no significant relationship or predictive power to perceived teacher self-efficacy scores of middle school reading teachers of majority-minority inclusive classrooms in Texas. This researcher expected all three of these variables to yield significant results. Yet, it is interesting that certification status came very close to being significant,  $p=.058$ . This may be linked to the higher level of confidence of SPED certified teachers in inclusive classrooms.

## **Conclusions**

The following conclusions were found from the results of the study.

1. In general, any attempt to predict the perceived self-efficacy scores of middle school reading teachers in majority-minority inclusive classrooms should include personal demographic variables of age, gender, White race, African American race, Asian race, and Hispanic race.
2. It appeared that in this sample and the context of the set of personal

demographic variables, the White race was the strongest predictor of the perceived self-efficacy scores. Thus, White middle school reading teachers were found to have more favorable perceptions regarding self-efficacy.

3. African American middle school reading teachers were found to have the second most favorable perception regarding self-efficacy.
4. Personal demographic factors were found to explain 39.8 percent of the variance in the perceived self-efficacy of middle school reading teachers in majority-minority inclusive classrooms.
5. Asian and other middle school reading teachers were found to have less favorable perceptions regarding self-efficacy.
6. Hispanic middle school reading teachers were found to possess favorable perceptions regarding self-efficacy.
7. A regression model used to predict the perceived self-efficacy scores of middle school reading teachers in majority-minority inclusive classrooms should not include the social demographic factors of educational levels, years of experience, and SPED certification status.
8. Personal and social demographic variables, collectively, were found to account for 43.5 percent of the variance in perceived self-efficacy scores of middle school reading teachers in majority-minority inclusive classrooms.

### **Implications**

The following implications were established from the results of the study.

1. The relationship between age and perceived teacher self-efficacy scores of middle school reading teachers of majority-minority inclusive classrooms in



Texas advocate that universities need to work together to prepare and develop entry level reading teachers who are equipped with the skills to be successful in majority-minority inclusive classrooms in Texas, because 64.4%, 67 out of 104 participants, self-reported as being in the 20-49 age range.

2. The relationship between gender and perceived teacher self-efficacy of middle school reading teachers of majority-minority inclusive classrooms in Texas lacked predictive power. This finding suggests that gender is not a crucial component in increasing teacher self-efficacy.
3. The relationship between race and perceived teacher self-efficacy of middle school reading teachers of majority-minority inclusive classrooms in Texas revealed predictive power. Since race elicited a significant relationship ( $p < .001$ ) to perceived teacher self-efficacy, all races should be exposed to training targeted at increasing teacher self-efficacy. It was noticeable that White teachers reported higher levels of teacher self-efficacy than African American teachers. With reading scores steadily decreasing and the aftermath of the COVID-19 Pandemic, the high self-efficacy scores of most of the White and African American participants (Average Score: 37.2 out of 40) can be attributed to the Halo effect. However, the overwhelming statistical significance of race in this study indicates a need for diversity training and SPED pedagogical techniques geared towards preparing all races for majority-minority inclusive classrooms.

4. Finally, the relationships between years of teaching experience in middle school, level of education, SPED certification status, and perceived teacher self-efficacy scores of middle school reading teachers of majority-minority inclusive classrooms in Texas lacked predictive power. These findings suggest that teacher self-efficacy is influenced more by the values of the teachers than their credentials. Therefore, there is a need to cultivate teachers who value high levels of teacher self-efficacy to increase it in majority-minority inclusive classrooms.
5. The combination of age, gender, and race (Ho1) and all the predictor variables combined (Ho3) both revealed statistically significant relationships with self-efficacy perceptions of middle school reading teachers in majority-minority inclusive classrooms which implies that all teachers, regardless of their personal and social demographics, require assistance with acquiring the necessary skills to be successful in majority-minority inclusive classrooms.

### **Recommendations**

1. Additional training, i.e., classroom observations, placements in inclusive classrooms, peer and instructor evaluations, mock teaching demonstrations with immediate feedback, and discussions with current teachers in inclusive classroom settings, and other disability service providers (Wahyudiati et al., 2020).
2. Mandatory reading proficiency and fluency goals should be established with strict adherence policies and interventions in place at each grade level to

ensure that every child is reading on grade level before moving on to the next grade.

3. Mandatory SPED Certification and training in culturally responsive pedagogy should be instituted in all school districts to ensure teachers are prepared to meet the increasing demands of majority-minority inclusive classrooms.
4. Trained teachers' aides need to be mandatory in classrooms where there are two or more students with a qualifying disability, especially in instances where there are behavior challenges.
5. School districts need to install camera monitoring systems in classrooms because teacher and student behavior tends to improve during observations, whether digital or in-person.

### **Recommendations for Further Research**

The following recommendations are provided to broaden the findings of the study.

1. Studies need to be conducted to investigate whether teachers of other disciplines, i.e. math, science, and social studies, possess high levels of teacher self-efficacy.
2. Studies need to be conducted to determine the teacher self-efficacy of PK-5 reading teachers because the School to Prison Pipeline and the Achievement Gap begin at the 3<sup>rd</sup> and 4<sup>th</sup> grade level where high-stakes testing begins, and students are labeled at risk (of failure).
3. A study involving PK-12 teachers needs to be conducted to determine the

influence of concentrated training in majority-minority inclusive classroom methods which includes culturally responsive pedagogy, diversity sensitivity, and SPED knowledge and teaching techniques.

### **Final Comments**

The significant findings of this research study shed light on the issues associated with teacher self-efficacy in inclusive classrooms and offered practical solutions to improve reading achievement which directly affects academic achievement for students. The findings of this study can be utilized to improve the quality of education in majority-minority inclusive classrooms and produce students who will be contributors to our society instead of burdens on our society.

## **APPENDIX**

**APPENDIX A****TEACHER SELF-EFFICACY QUESTIONNAIRE (Schwarzer et al., 1999)**

1. I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students.
2. I know that I can maintain a positive relationship with parents even when tensions arise.
3. When I try really hard, I am able to reach even the most difficult students.
4. I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students' needs.
5. Even if I get disrupted while teaching, I am confident that the researcher can maintain my composure and continue to teach well.
6. I am confident in my ability to be responsive to my students' needs even if I am having a bad day.
7. If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students.
8. I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach well.
9. I know that I can motivate my students to participate in innovative projects.
10. I know that I can carry out innovative projects even when I am opposed by skeptical colleagues.

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(1) not at all true, (2) barely true, (3) moderately true, (4) exactly true

## APPENDIX B

### REQUEST AND APPROVAL TO USE INSTRUMENT

On Thu, 26 Aug 2021 at 03:11, Lewis, Debra J. <[Debra.Lewis@tsu.edu](mailto:Debra.Lewis@tsu.edu)> wrote:

Dear Dr. Schwarzer,

I would like to ask your permission to utilize your questionnaire on teacher self-efficacy in my research for my dissertation. It is published on this public page [http://userpage.fu-berlin.de/~health/teacher\\_se.htm](http://userpage.fu-berlin.de/~health/teacher_se.htm).

My research outline is attached for your review. I look forward to hearing from you.

Kindest regards,

**Debra Lewis, B.A., M.Ed.**

Doctoral Candidate/Warren Fellow

Current Contact Number: 512-573-4462 (Cell)

**From:** [Ralf Schwarzer](#)

**Sent:** Thursday, August 26, 2021 1:19 AM

**To:** [Lewis, Debra J.](#)

**Subject:** [EXT]: Re: Dissertation Questionnaire  
yes

<http://www.psyc.de/WORDPRESS/wordpress/requests/>

**Ralf Schwarzer**

Professor of Psychology

e-mail: [rschwarzer@swps.edu.pl](mailto:rschwarzer@swps.edu.pl)

e-mail: [ralf.schwarzer@fu-berlin.de](mailto:ralf.schwarzer@fu-berlin.de)

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[www.swps.p](http://www.swps.p)

**APPENDIX C**  
**IRB APPROVAL**

**February 2, 2022**

Good day, Debra Lewis!

This is to inform you that your protocol #ES065, "*Self-Efficacy Perceptions of Middle School Reading Teachers in Majority Minority Inclusive Classrooms on their Ability to Achieve Student Success*", is exempt from Institutional Review Board (IRB) full committee review. Based on the information provided in the research summary and other information submitted, your research procedures meet the exemption category set forth by the federal regulation 45CFR 46.104(d)(2):

***Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording)***

*PLEASE NOTE: (1) All subjects must receive a copy of the informed consent document, if applicable. If you are using a consent document that requires participants' signatures, signed copies can be retained for a minimum of 3 years or 5 years for external supported projects. Signed consents from student projects will be retained by the faculty advisor. Faculty is responsible for retaining signed consents for their own projects, however, if the faculty leaves the university, access must be made available to in the event of an agency audit. (2) Documents submitted to the Office of Research indicate that information obtained is recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subject; and the identities of the subjects will not be obtained or published; and any disclosures of the human subjects' responses outside the research will not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. The exempt status is based on this information. If any part of this understanding is incorrect, the PI is obligated to submit the protocol for review by the CPHS before beginning the respective research project. (3) Research investigators will promptly report to the CPHS any injuries or other unanticipated problems involving risks to subjects and others.*

**This protocol will expire February 2, 2025.**

Sincerely,



APPENDIX D  
ATPE REQUEST FOR PARTICIPANTS



ATPE

@OfficialATPE

Attn: middle school reading teachers of #txed, here's a chance to help a doctoral student with some research:  
[atpe.org/About-ATPE/New\\_\\_\\_\\_\\_...](http://atpe.org/About-ATPE/New_____...)



## APPENDIX E

### DETAIL AND DEMOGRAPHIC INFORMATION

#### **Detail and Demographic Information for Research Purposes**

Please answer the following questions:

Please provide the name of your school district:

Please specify your age group: 20-34 35-49 50+

What is your gender? Male/Female/LGBTQ/Other

What is your race/ethnicity?

African American or of African Heritage/Hispanic/White/Asian/American Indian/Other

What is your highest level of education? Bachelors, Masters, or Doctoral

How many years have you been a professional teacher at the middle school level?

0-5 6-10 11+

Are you Special Education Certified? Yes/No

Do you feel comfortable teaching students with disabilities? Yes/No

Are you in favor of inclusion classes where students with disabilities are taught with traditional students? Yes/No

**All information will be pooled and kept anonymous and confidential.**

## APPENDIX F

## SURVEY PARTICIPANT RECRUITMENT FLYER



**You are invited to participate in a research study.**

Dissertation Title: **Self-Efficacy Perceptions of Middle School Reading Teachers in Majority Minority Inclusive Classrooms on Their Ability to Achieve Student Success**

If you are a Middle School Reading Teacher in an inclusive classroom where traditional students and students with disabilities are taught together and the majority of the students in your classroom are minority students, i.e. African American/Hispanic/Other, and you teach in Texas, please read the Informed Consent and complete this on-line, anonymous, brief (10 multiple choice question) Teacher Self-Efficacy Questionnaire.

The objective of this research project is to document the range of inclusive classroom teachers' self-perceptions of their own abilities to maximize classroom engagement and student learning. All individual responses will remain anonymous. You will not be asked to supply your name or school. All information collected will be pooled for research purposes. If you have any questions or concerns about this research study, please contact me or the chair of my Dissertation Committee.

Debra Lewis, B.A., M.Ed., Ed.D. Doctoral Candidate  
College of Education, Department of Curriculum and Instruction  
Texas Southern University, Houston, Texas

[debra.lewis@tsu.edu](mailto:debra.lewis@tsu.edu)  
512-573-4462

Dissertation Chair: Dr. Viveca Grant  
[viveca.grant@tsu.edu](mailto:viveca.grant@tsu.edu)

## APPENDIX G

### CONSENT FOR ANONYMOUS SURVEY

#### **Self-Efficacy Perceptions of Middle School Reading Teachers in Majority Minority Inclusive Classrooms on Their Ability to Achieve Student Success January 21, 2022**

You are being invited to participate in a research study about the perceptions of educators on their self-efficacy as reading instructors of middle school students in majority minority inclusive classrooms. This research project is being conducted by Debra Lewis, Doctoral Student at Texas Southern University. The objective of this research project is to document the range of inclusive classroom teachers' self-perceptions of their own abilities to maximize classroom engagement and student learning. This study is being conducted with reading teachers in inclusive (traditional students and students with disabilities are taught in the same classroom) middle school classrooms that educate minority students in Texas. The survey is being administered online to current teachers of these classrooms.

There are no known risks if you decide to participate in this research study, nor are there any costs for participating in the study. The information you provide will help analyze current trends and provide viable solutions. The information collected from this study should provide benefits to students, parents, teachers, school districts, administrators, and other education professionals.

**This survey is anonymous. Your participation in this study is voluntary. If you choose to participate, do not write your name on the questionnaire. No one will be able to identify you. No one will know you participated in this study. Nothing you say on the questionnaire will in any way influence your present or future. If you choose to participate, your survey will be completed online. Your participation in the survey indicates you read this consent and are agreeing to participate in this anonymous survey.**

If you have any questions or concerns about completing the questionnaire or about being in this research study, you may contact me at (512) 573-4462 or at [debra.lewis@tsu.edu](mailto:debra.lewis@tsu.edu). My faculty advisor, Dr. Viveca Grant, can be reached at [viveca.grant@tsu.edu](mailto:viveca.grant@tsu.edu).

The Texas Southern University Institutional Review Board (IRB) has reviewed my request to conduct this research. If you have questions or concerns about your rights, you may contact the Office of Research at 713-313-4301, or via e-mail at [officeofresearch@tsu.edu](mailto:officeofresearch@tsu.edu).

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College of Education  
Texas Southern University  
3100 Cleburne  
Houston, Texas 77004

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