

Exploring Full-Service School teachers' self-efficacy within an inclusive education system

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Introduction

- ▶ This study forms part of an international collaborative research project among South Africa, Finland, China, Slovenia, Lithuania and England.
- ▶ The main purpose of this comparative project was to produce a knowledge base that sheds light on the nature of the development of inclusive education in different countries from a teacher's perspective.
- ▶ During Phase 1 of the international study, data were collected by using The Teacher Efficacy for Inclusive Practices (TEIP) scale (see Forlin *et al.*, 2011:50).
- ▶ The data on the South African teachers' self-efficacy indicated that many teachers experience a lack of self-efficacy in the implementation of inclusive education (Savolainen *et al.*, 2012:65).
- ▶ The data from the first quantitative phase indicated that many South African teachers experience a lack of self-efficacy in the implementation of inclusive education.

Purpose

- The purpose of this study was to explore teachers' sense of self-efficacy in teaching within an inclusive education system
- The focus of this paper will be on what influences full-service school teachers' sense of self-efficacy, either enabling or disabling them in terms of implementing inclusive education successfully

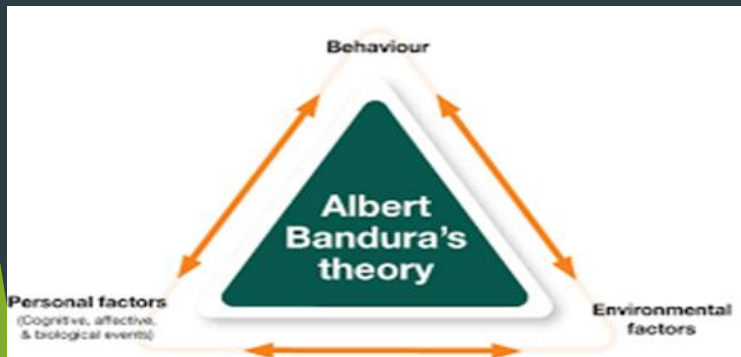
Research questions

- ▶ What is self-efficacy?
- ▶ What knowledge, skills and values are regarded as essential for teachers' sense of self-efficacy in inclusive education?
- ▶ What are the factors that enable or disable teachers' sense of self-efficacy to implement inclusive education successfully?
- ▶ What are the needs of teachers to be self-effective in an inclusive education system?
- ▶ Which recommendations can be developed to enhance teachers' self-efficacy in an inclusive education system?

Theoretical framework

Bandura's social cognitive theory

- ▶ Self-efficacy is best understood in the context of social cognitive theory (Maddux, 2000:6; Pajares, 2004; Redmond, 2010; Locke & Latham, 2002).
- ▶ Theory expounds the understanding, nature and causes of human behaviour and motivation (Skaalvik & Skaalvik, 2009:1059)



- ▶ Relevance for this study for an in depth understanding of what self-efficacy is and how it can be applicable to teachers (Bandura, 1977; 1986; 1988; 1999; 2005)

Bronfenbrenner's Bio-ecological framework

- Multi-dimensional modal of human development
- Levels of interactive systems
- Resulting in physical, biological psychological, social and cultural change, growth and development
- Human behaviour, experiences and actions cannot be understood if the contexts in which they occur are not considered (McCormick, 2006; Noonan & McCormick, 2006; Filler & Xu, 2008),
- The teacher does not exist in isolation from surrounding systems (role players the Department of Basic Education, learners, parents, the school, as well as community members, determine successful teaching)
- Bronfenbrenner's (1986; 1979; 1977) bio-ecological model for human development is applicable as a theoretical framework for this study, since various factors in the different system levels will be taken into consideration when data are collected and analysed.

Research design and methodology

A qualitative study within a constructivist research paradigm

Data collection methods:

- (1) Semi-structured individual and group interviews with teachers who took part in Phase 1
- (2) Collages
- (3) Field notes of a personal journal
- (4) Open questionnaires

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Sample selection and context

- ❖ Participants were purposely selected
- ❖ Two full-service schools from the same sample that completed the questionnaire in phase 1 (Referred to as school A and B)
- ❖ Specific criteria for selection;
 - ▶ *Teachers who had taken part in Phase 1 of the research project;*
 - ▶ *Qualified teachers currently working in these full-service schools and teaching within an inclusive education system/ setting/environment; and*
 - ▶ *Teachers who were willing and committed to participate in this study.*
- ❖ A total of 21 teachers participated in this research,
 - School A = 11 participants
 - School B = 10 participants

Interview schedule (Focus group and individual interviews)

- ▶ How do you feel about teaching within an inclusive education system?
- ▶ Tell me what the term teacher self-efficacy means to you?
- ▶ Tell me about the importance of self-efficacy for teachers?
- ▶ What do you think affects teachers' self-efficacy?
- ▶ What do you think can enhance teacher's self-efficacy?

Focus group interviews

- ▶ Semi-structured focus group interviews (2 from each school)
- ▶ 5 to 6 participants each focus group interview
 - ▶ School A (6 participants focus group 1 and 5 focus group 2 = 11)
 - ▶ School B (5 participants focus group 1 and 5 focus group = 10)
 - ▶ A total of 21 teacher participants

Individual interviews

- ▶ Semi-structured
- ▶ Face-to-face
- ▶ School A = 5 participants
- ▶ School B = 5 participants
 - ▶ Also completed the collage activity

Collages

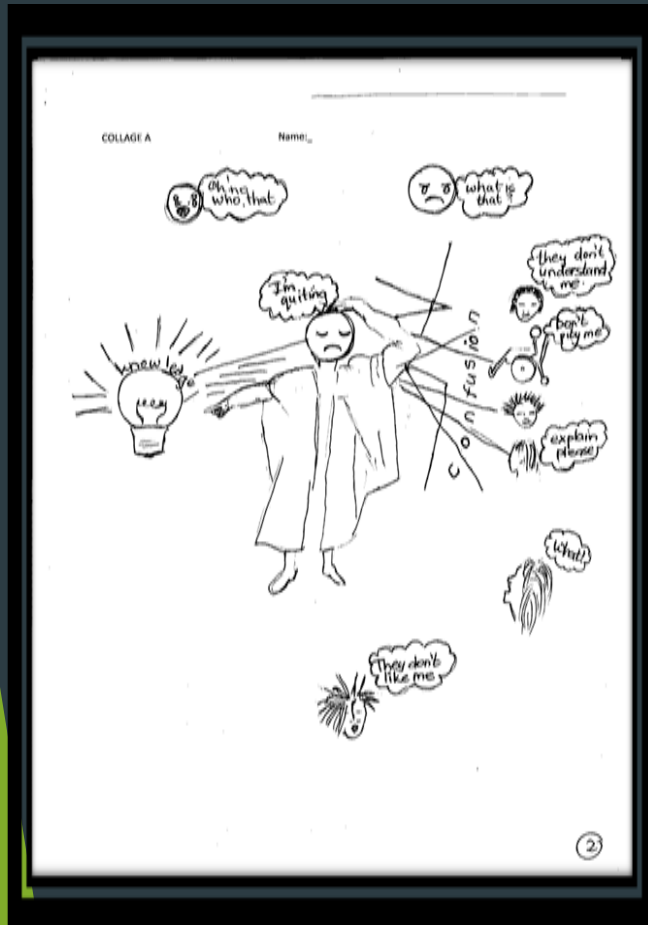
- ▶ During individual interviews :
- ▶ Participants got the opportunity to express their feelings about their self-efficacy in teaching within an inclusive education system.
- ▶ School A = 5 participants
- ▶ School B = 5 participants
- ▶ During the interviews about the collages I followed a certain process, since they had completed two collages.

Collages process

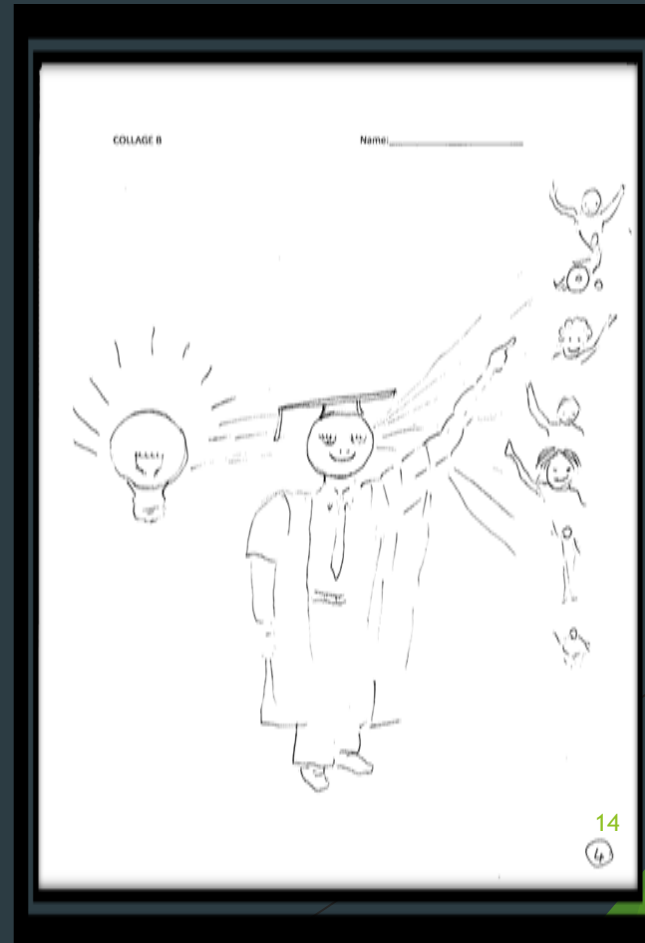
- ▶ First round I asked them “how they experienced the exercise?”,
- ▶ Secondly, “tell me about what every symbol or picture presented”? I for example pointed at something on the collage and asked: “Tell me about this here”?
- ▶ These first two rounds included the participant reflecting on one collage at a time, for example the first collage and then the second next, in the same individual interview.
- ▶ After they had reflected on each collage, in the third and last round, I placed the collages vertically next to one another in front of them, collage one on the one side and collage two on the other side.
- ▶ In order to gain more in-depth understanding of how teachers’ self-efficacy can be enhanced, I asked them “How can we go from collage A to collage B, what must happen for a teacher to make that progress?”
- ▶ This clearly helped them to reflect and think about ideas to enhance teachers’ self-efficacy, and therefore added to richer data in my research.

Example of a collage completed by a participant

Collage A Illustration of current sense of self-efficacy



Collage B: Illustration of optimal sense of self-efficacy to be



Open ended questionnaire

- ▶ Based on the findings of the previously mentioned data collection methods, suggested recommendations to enhance teachers' sense of self-efficacy were compiled.
- ▶ A qualitative open questionnaire was then designed based on these recommendations.
- ▶ Participants were asked to evaluate if the recommendations reflected the findings as well as the usefulness and appropriateness
- ▶ School A = 5 participants
- ▶ School B = 5 Participants

Data analysis

- ▶ Constant comparative analysis to identify patterns in the data which are arranged in relationship to one another.
- ▶ All statements relevant to the topic were identified
- ▶ Key words and descriptive phrases were used to make notes
- ▶ Codes were then put into categories
- ▶ Then organized into themes that could be compared between the different research questions.
- ❖ Trustworthiness
 - ▶ Triangulation, including the comparison of the different data sources to verify themes across all sources.

Findings

Categories and Themes



1. Defining teacher self-efficacy	2. Ecosystemic factors currently enabling teachers' self-efficacy	3. Ecosystemic factors currently disabling teachers' self-efficacy
<ul style="list-style-type: none">➤ Teacher self-efficacy as a concept➤ Low vs high teacher self-efficacy➤ Traits➤ Skills	<ul style="list-style-type: none">➤ School environment➤ Personal factors➤ Reinforcing external influences	<ul style="list-style-type: none">➤ Lack of knowledge and skills➤ Disabling factors as influenced by the Department of Basic Education➤ Disabling factors within the school system➤ Other discouraging external factors

Ecosystemic factors currently enabling teachers' self-efficacy

Discussion

1. School environment

- Learning through exposure
- Positive influences of others in the school
- Successful teaching strategies within the classroom.

2. Personal factors such as

- Own personal effort
- Personal background experience
- Religious views
- Significant others
- Positive views on inclusive education

3. Reinforcing external factors

- Current rewarding opportunities
- Continuous professional development

Conclusions

- Training opportunities which include more exposure to learners with barriers will enhance teachers' sense of self-efficacy
- Increased support from others within the school environment
- Personal effort from the teacher self, increases motivation. Significant others motivate and inspire
- Continuous professional development opportunities for professional and personal development need to be addressed as enabling factors, in order to develop and enhance teachers' sense of self-efficacy, within an inclusive full-service school.

Ecosystemic factors currently disabling teachers' self-efficacy

Discussion

1. Lack of knowledge and skills

- Lack of confidence in teaching
- The teacher as person as barrier
- Physical and psychological problems

2. Disabling factors as influenced by the Department of Basic Education

- Ineffective implementation of inclusive education
- Inadequate training
- Incompetent DBE leaders/managers
- Lack of support or acknowledgement from DBE
- Curriculum constraints

3. Disabling factors within the school system

- School management
- Lack of support and resources
- Peer relations
- Parents
- Overcrowded classrooms

4. Other discouraging external factors

- Negative influences from media
- Disrespect and false perceptions by society

Conclusions

- ▶ Increased and improved training on inclusive education and how to support learners with barriers, will therefore make teachers feel more confident in their teaching.
- ▶ Increased support from the DBE and school management, peer teachers and parents
- ▶ Opportunities to collaborate with other peer colleagues
- ▶ More positive comments from the media and appreciation from peer teachers, learners, parents, DBE and school management



▶ THANK YOU