

## Measuring Student Teachers' Self-Efficacy to Implement Inclusive Practice: Adaptation of the TEIP Scale and Intergroup Comparisons

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### Abstract:

A growing trend in countries with educational policies oriented toward humanistic education is the application of the idea of inclusion in schools, aimed at supporting all students without exception and fully accommodating their needs. This approach is supported, among other factors, by the preparation of future teachers during their undergraduate studies. In addition to developing their professional competencies as inclusive educators, it is essential to monitor how much they trust their ability to influence educational dynamics in response to various instructional situations associated with classroom management. The purpose of this paper is, on the one hand, to adapt the Teacher Efficacy for Inclusive Practices (TEIP) scale (Sharma et al., 2012) for a sample of teaching students at Pavol Jozef Šafárik University in Košice, and on the other hand, to analyze the factors affecting their ability to guide student behavior, collaborate with other educational stakeholders, and implement inclusive teaching practices. The research sample consisted of 141 master's degree students from the Faculty of Arts and the Faculty of Science at UPJŠ (average age  $AM=23.18$ ;  $SD=1.33$ ). To validate the research tool, we employed exploratory factor analysis (principal component analysis), as the obtained data did not correspond with the original model, which we tested using confirmatory factor analysis. Both the research instrument and its dimensions demonstrated optimal internal consistency. Considering the selected variables describing the research sample, we identified a statistically significant difference in the efficacy of student teachers in guiding student behavior (field of study), in conducting inclusive teaching (year of study, completed types of pedagogical practice), and in collaboration with other stakeholders of education (passing of the subject/subjects with the issue of inclusive education). Findings suggest that increasing students' self-efficacy in these areas requires attention to their mastery experiences in reflecting on the possibilities of professional preparation, with regard to their specialization in the humanities and sciences.

### Keywords:

efficacy, inclusive education, school, student teachers.