A Literature Review: Pre-service Teachers’ Self-efficacy to Deal with Student with Special Needs

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Two main questions that will be addressed in this article are:

a) What are some of the factors that influence levels of pre-service teachers’ self-efficacy in inclusive classrooms?

b) What are the changes of self-efficacy levels of pre-service teachers during pre-service programs?

### Results

The changes of self-efficacy level during pre-service program

Pre-service teachers’ self-efficacy levels changed during their preparation programs. In the first year, pre-service teachers were found to have a high self-efficacy level in inclusive education because they have less or no direct experience teaching students with special needs. Then self-efficacy dropped when they have their first direct teaching experiences in the real classroom.

### Discussion

1. The use of self report instruments do not capture the experience of student teachers during the learning process (Deemer and Minke, 1999), so it needs additional information from multiple data collection methods. This aligns with Dickstein (2013) who revealed that teacher candidates’ belief of self-efficacy were shaped by the organizational expectations of effective practices and how the institutions provide various systemic support to achieve the expectations. A longitudinal approach as Pendegraft and colleagues (2011) conducted would be the ideal method to capture the growth of self-efficacy, but the attrition number of participants would be the challenge.

2. The overestimation of pre-service students’ sense of efficacy in the first years of study was assumed as one of the reasons for the higher level of self-efficacy in these studies because the pre-service teachers have little or no interaction with real inclusive classrooms. This explanation is followed by structured observation, as well as self-efficacy in these studies because the pre-service teachers have little or no interaction with real inclusive classrooms. This explanation is followed by structured observation, as well as application of qualitative data were analyzed with rigorous protocols.

### Summary

This paper offers a detailed analysis of 21 studies that focus on self-efficacy of pre-service teachers in inclusive classrooms. Only 23% (n=5) of the reviewed studies offered some alternative strategies that can be applied to enhance high self-efficacy levels of pre-service teachers, and some of them discussed how to sustain these high levels in inclusive schools. However, some of the these studies revealed some key components of influential factors that can contribute to high levels of self-efficacy. In addition to this, knowing these factors would not be enough to improve and maintain a high level of self-efficacy for pre-service teachers to teach in inclusive classroom. For this reason, more studies with in-depth investigation about specific design of pre-service programs and how its impact to support and maintain a greater sense of self-efficacy in teaching in inclusive classroom are needed.